

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Spanish	Clothes La Ropa	5	Summer 2	6 hours
End of Key Stage objectives:	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing Languages - key stage 2 3 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 			
End of unit objectives:	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> Repeat and recognise the vocabulary for a variety of clothes in Spanish. Use the appropriate genders and articles for these clothes. Use the verb 'llevar' in Spanish with increasing confidence. Say what they wear in different weather/situations. 			

- Describe clothes in terms of their colour and apply adjectival agreement.
- Use the possessives with increased accuracy.

Key vocabulary:

unos pantalones - a pair of trousers
 un traje de baño - swimwear
 un suéter - a jumper
 una camiseta - a t-shirt
 un abrigo - a coat
 un vestido - a dress
 una blusa - a blouse
 una corbata - a tie
 una bufanda - a scarf
 una falda - a skirt
 una chaqueta - a jacket
 una camisa - a shirt
 una gorra - a cap
 unos guantes - a pair of gloves
 unas botas - boots
 unas medias - socks/tights
 unas sandalias - sandals
 unas gafas - sunglasses
 unos pantalones cortos - a pair of shorts
 unos zapatos - a pair of shoes
 unos calcetines - a pair of socks
 llevo - I wear
 llevas - you wear (singular)
 lleva - he/she wears
 llevamos - we wear
 lleváis - you all wear (plural)
 llevan - they all wear
 el lunes - On Monday
 el martes - on Tuesday
 el miércoles - on Wednesday
 el jueves - on Thursday
 el viernes - on Friday
 el sábado - on Saturday
 el domingo - on Sunday
 para la escuela llevo - for school I wear

Cuando hace buen tiempo llevo... - When it is nice weather I wear...
 Cuando nieva llevo - When it snows I wear...
 Cuando estoy de vacaciones llevo... - When I am on holiday I wear...

Lesson Sequence	Time Allocation	Key Question	Teaching Activities (Possible cross curricular opportunities)	Resources
Lesson 1	1 hour	<p>¿Cómo se dice...?</p> <p>How do you say...?</p>	<p>Provide children with vocabulary list for the unit to stick in their books.</p> <p>Introduce the unit La Ropa (Clothes). Explain the aim of the lesson: to learn how to say what they wear in Spanish. Today they will learn the first eleven words for items of clothes.</p> <p>Use 'La ropa (1)' PowerPoint to introduce the first set of vocabulary for clothes.</p> <p>Activity: Clothes bingo</p> <p>La ropa song</p> <p>Plenary: Can children remember how many words were masculine (un) and how many were feminine (una)?</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p style="text-align: center;">un traje de baño - swim wear un suéter - a jumper un vestido - a dress un abrigo - a coat una camiseta - a t-shirt una blusa - a blouse una corbata - a tie una bufanda - a scarf una falda - a skirt una chqueta - a jacket una camisa - a shirt</p>	<p>La ropa (1) PowerPoint</p> <p>La ropa song - Language Angels</p> <p>Clothes bingo - Language Angels</p>

Lesson 2	1 hour	<p>¿Cómo se dice...? (2)</p> <p>How do you say...?</p>	<p>Explain the aim of the lesson: to expand their range of vocabulary for clothes by introducing another ten words. How many can they remember from last week?</p> <p>Use 'La ropa (2)' PowerPoint to introduce the second set of vocabulary for clothes.</p> <p>Activity: La Ropa labelling</p> <p>Plenary: Can the children explain why some items of clothing use 'unos' and 'unas' instead of 'un' or 'una'?</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p style="text-align: center;">una gorra - a cap unos pantalones - a pair of trousers unos pantalones cortos - a pair of shorts unos guantes - a pair of gloves unos zapatos - a pair of shoes unos calcetines - a pair of socks una medias - a pair of tights unas botas - a pair of boots unas sandalias - a pair of sandals unas gafas - a pair of glasses/sunglasses</p> <p>TEACHING GRAMMAR NOTE & EXPLANATION the articles 'unos' and 'unas' actually translates to 'some' but that would be poor English, hence the use of 'a pair of' instead.</p>	<p>La ropa (2) PowerPoint</p> <p>La ropa labelling (Teams> Curriculum> MFL> MTP> Year 5> 5. La ropa > 2. La ropa writing</p>
Lesson 3	1 hour	<p>¿Qué llevas?</p> <p>What are you wearing?</p>	<p>Explain the aim of the lesson: to consolidate all their previous knowledge for regular AR verbs and add to it by learning how to say 'I wear, you wear, he wears, she wears, we wear, you (plural) wear, they (masculine or mixed group) wear, they (feminine) wear' in Spanish.</p> <p>Use 'Llevar (3b)' PowerPoint to revise all the verb endings for 'to wear' - llevar.</p> <p>Activity: conjugate 'llevar' ('to wear')</p>	<p>La ropa (3b) PowerPoint</p> <p>Llevar conjugation (Teams> Curriculum> MFL> MTP> Year 5> 5. La ropa > 3. La ropa conjugation</p>

			<p style="text-align: center;"><u>Vocabulary</u></p> <p style="text-align: center;">llevar - to wear yo - I tú - you él - he ella - she</p> <p style="text-align: center;">nosotros - we (masculine or mixed group) nosotras - we (feminine) vosotros - you all (masculine or mixed group) vosotras - you all (feminine) ellos - they (masculine or mixed) ellas - they (feminine) (yo) llevo - I wear (tú) llevas - you wear (él/ella) lleva - he/she wears (nosotros/as) llevamos - we wear (vosotros/as) lleváis - you all wear (ellos/ellas) llevan - they wear</p> <p style="text-align: center;">TEACHING GRAMMAR NOTE & EXPLANATION</p> <p style="text-align: center;">In everyday Spanish, the personal pronoun is usually dropped. Therefore, 'I wear' would be 'llevo', instead of 'yo llevo'. However, for teaching purposes the personal pronouns have been included to teach the verb conjugation patterns. The children need to be taught that these are often omitted. It is very rare to see or hear them before a conjugated verb.</p>	
Lesson 4	1 hour	<p>¿Cómo es tu ropa?</p> <p>What are your clothes like?</p>	<p>Explain the aim of the lesson: to learn how to describe clothes in terms of colour and how colours may change spelling depending on gender and plurality (adjectival agreement). This is a tricky concept and the children will see this grammatical concept revisited several times in different topics. Word order in the sentence will also change when compared to the same sentence in English.</p>	<p>La ropa (4) PowerPoint</p> <p>La Ropa writing (Teams> Curriculum> MFL> MTP> Year 5> 5. La ropa > 4. La ropa writing</p>

			<p>Use 'La ropa (4)' PowerPoint to show children what happens when you describe clothes in terms of their colour.</p> <p>Activity: Read the English passage and translate into Spanish.</p> <p>Plenary: Can the pupils describe what they are wearing or their school uniform using 'llevo' plus the item of clothing (with the correct gender) and the colour, spelt correctly?</p>	
Lesson 5	1 hour	<p>¿Cómo es tu ropa? (2)</p> <p>What are your clothes like?</p>	<p>Explain aim of the lesson: to further improve their grammatical knowledge as they are going to learn all about the word for 'my' in Spanish and use this with the items of clothing previously learnt.</p> <p>Use 'La Ropa (5)' PowerPoint to show how to use the word 'my' in Spanish and how there are 2 versions.</p> <p>Activity: Use the oral scaffold to construct oral sentences to explain which items of clothing they would wear in different scenarios.</p> <p>Plenary: Who can tell the class what they will pack in their suitcase with no vocabulary sheet in front of them?</p> <p style="text-align: center;"><u>Vocabulary</u> mi - my (singular) mis - my (plural)</p> <p>TEACHING GRAMMAR NOTE & EXPLANATION mi = to be used with all singular nouns. mis = to be used with all plural nouns.</p>	<p>La ropa (5) PowerPoint</p> <p>La Ropa oral scaffold (Teams> Curriculum> MFL> MTP> Year 5> 5. La ropa > 5. La ropa oral scaffold</p>
Lesson 6	1 hour	<p>¿Qué recordáis?</p> <p>What do you remember?</p>	<p>Explain the aim of the lesson: Revise all language from the unit before completing an end of unit task.</p> <p>Use 'La ropa (6)' PowerPoint to revise all language used this unit.</p>	<p>La ropa (6) PowerPoint</p> <p>La Ropa end of unit task(Teams> Curriculum> MFL> MTP> Year 5> 5. La ropa > 6. La ropa end of unit task</p>

			<p>Activity: End of unit task</p> <p>Plenary: How many different things have we learnt in the unit? In which situations would we use this language? (general class discussion)</p>	
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