

# BILSTON CHURCH OF ENGLAND PRIMARY



## MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Spanish	En la clase (In class)	Year 4	Summer 2	4.5 hours
End of Key Stage objectives:	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally and in writing Languages - key stage 2 3</li> <li>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.</li> </ul>			
End of unit objectives:	<p>In this unit pupils will learn how to:</p> <ul style="list-style-type: none"> <li>Remember and recall 12 classroom objects with their indefinite article.</li> <li>Replace an indefinite article with a possessive adjective.</li> <li>Say and write what they have and do not have in their pencil case.</li> </ul>			
Key vocabulary:	<p>Un libro - a reading book                      Un cuaderno - an exercise book                      Un lápiz - a pencil</p>			

Un bolígrafo - a pen  
 Un sacapuntas - a sharpener  
 Un estuche - a pencil case  
 Una calculadora - a calculator  
 Una barra de pegamento - a glue stick  
 Una regla - a ruler  
 Una goma - a rubber  
 Una mochila - a rucksack  
 Unas tijeras - a pair of scissors  
 Tengo - I have  
 No tengo - I do not have  
 ¿Qué tienes en tu estuche? - What do you have in your pencil case?  
 En mi estuche tengo... - In my pencil case I have...  
 En mi estuche no tengo... - In my pencil case I do not have...  
 Mi - my (singular nouns)  
 Mis - my (plural nouns)  
 Y - and

Lesson Sequence	Time Allocation	Key Question	Teaching Activities	Resources
Lesson 1	45 mins	¿Cómo se dice...? How do you say...?	<p><u>Key Language:</u></p> un libro = a reading book un cuaderno = an exercise book un lápiz = a pencil un bolígrafo = a pen un sacapuntas = a sharpener un estuche = a pencil case	En la clase powerpoint lesson 1  Resources - Teams - Curriculum - MFL - Year 4 - En la Clase - Lesson 1
			<p>Explain the aim of the lesson: to remember the six new words (nouns and indefinite articles/determiners) in Spanish for key classroom objects. These are items that the children will see and use in class and perhaps have in their pencil cases.</p> <p>What items do the children see in their classroom/have in their pencil cases?            The six new items are introduced. Pictures and audio only to start with. The</p>	

			<p>written words will be seen later on in the lesson. It is important that the pupils hear the language before they see how it is written. This will avoid any pupils 'guessing' the pronunciation based on what they read and applying English phonics knowledge before focussing on what they hear. MTYT</p> <p>Listening task - The pupils must decide if the audio matches the classroom item displayed on the screen.</p> <p>Children will see the Spanish spellings for the nouns as well as hear the accurate pronunciation again.</p> <p>Listening activity - Odd one out - pupils listen to the audio file and must decide (in Spanish) which item is not mentioned.</p> <p>Reading exercise A very simple reading exercise, similar to the previous one but encouraging the pupils to focus on reading the words to find the incorrect match. One classroom object will be incorrectly labelled, and the pupils must say the correct noun for that item in Spanish.</p> <p>Can the pupils start to recall all six classroom objects from memory? Start by asking who can remember one? Who can remember three? Who can remember five etc?</p> <p>Possible writing activity - children to label the six items with the Spanish nouns (word bank to support)</p>	
Lesson 2	45 mins	<p>¿Cómo se dice...? (2)</p> <p>How do you say...?</p>	<p><u>New Key Language:</u>  una calculadora = a calculator  una regla = a ruler  una barra de pegamento = a glue stick  una goma = a rubber  una mochila = a pencil case  unas tijeras = scissors (better translated as a pair of scissors)</p> <p>Explain that the aim of the lesson today is firstly to learn how to say six new classroom items in Spanish.</p>	<p>En la clase powerpoint lesson 2</p> <p>Resources - Teams - Curriculum - MFL - Year 4 - En la Clase - Lesson 2</p>

		<p>Recap and revision of the nouns covered last week. Can anyone remember how to say and/or spell these words in Spanish before listening to the voice files?</p> <p>Masculine singular nouns: un libro = a reading book un cuaderno = an exercise book un estuche = a pencil case un lápiz = a pencil un bolígrafo = a pen un sacapuntas = a sharpener</p> <p>Feminine singular nouns: una calculadora = a calculator una regla = a ruler una goma = a rubber una mochila = a rucksack una barra de pegamento = a glue stick</p> <p>Plural Nouns: unas tijeras = some scissors/a pair of scissors</p> <p>Introduction of the six new nouns - MTYT.</p> <p>Listening task - Pupils must decide which image matches the audio file on the screen Show children the Spanish spellings for the nouns as well as hear the accurate pronunciation again.</p> <p>Revise and recall the twelve classroom objects that children have been taught so far. As fast paced as possible as pupils should be starting to become more familiar with this new vocabulary.</p> <p>Listening task The pupils now have a very quick and easy listening task to identify all twelve classroom nouns. Once again, this is an opportunity to hear all the nouns correctly with their article/determiner.</p> <p>Grammar focus: Focus on the different articles/determiners seen in this list of vocabulary. This will allow pupils an opportunity to reflect on the articles/determiners and to remember that they are important and will</p>	
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Lesson 3	45 mins	<p>¿Qué tienes en tu estuche?</p> <p>What do you have in your pencil case?</p>	<p><u>Key Language:</u>          ¿Qué tienes en tu estuche? = What do you have in your pencil case?          En mi estuche, tengo... y... = In my pencil case, I have... and ...</p> <p>Explain the aim of the lesson: To answer the question '¿Qué tienes en tu estuche?', using the structure 'En mi estuche tengo...' to reply.</p> <p>Revise and recall what has been covered in the unit so far. As fast paced as possible as pupils should be starting to become more familiar with the language.</p> <p>'En mi estuche tengo...' The children are introduced to the key question '¿Qué tienes en tu estuche?' and this will be repeated throughout the lesson going forward so that the children are able to both ask and then answer the question. A couple of whole class repeats every time it appears. There will also be an opportunity to integrate the conjunction 'y' (and), offering greater depth of learning and challenge.</p> <p>Speaking activity - One pupil asks the questions and the other replies with what they see on the screen.</p> <p>Listening task - children will now start to hear the new language in the full phrase in the listening exercise. Each audio will become increasingly more complex but the children will just be expected to listen out for the items in each character's pencil case. Teaching then to listen carefully and decipher meaning by picking out the key language.</p> <p>Written task - children will be expected to start to create written responses based on what they see on the screen.</p>	<p>En la clase powerpoint lesson 3</p> <p>Resources - Teams - Curriculum - MFL - Year 4 - En la Clase - Lesson 3</p>

			Reading task - children will read and translate a paragraph containing taught language into English. Word bank to support less able learners.	
Lesson 4	45 mins	<p>¿Qué tienes en tu estuche? (2)</p> <p>What do you have in your pencil case?</p>	<p><u>Key Language:</u></p> <p>Mi = My (singular nouns)</p> <p>Mis = My (plural nouns)</p> <p>In this lesson the pupils will learn and see that there is one word for "my" in English but there are two words for this in Spanish. We want them to discover WHY for themselves through what they see and hear via the PowerPoint. Once they have mastered this, they can talk about their own pencil case with a more personalised response.</p> <p>Aim of lesson - Explain to the children that they will learn how to say 'my' in Spanish and that there is more than one word for this single English word in Spanish.</p> <p>Revise the language covered so far in this unit before integrating the new language. There are some quick exercises to help achieve this before moving on. Pupils should be able to manage this as it was covered at length in the previous lesson and are based on similar exercises.</p> <p>Introduce the children to possessive adjectives mi and mis in Spanish. They will be shown very slowly and carefully that there are two options and will soon be encouraged to understand better why.</p> <p>Translation activity - children will use their new knowledge to translate sentences from English into Spanish. They have all the language required but if they struggle to recall this from memory, they may choose to use their vocabulary list for support.</p> <p>Reading task - A very clear and simple reading exercise where the children simply decide if 'mi' or 'mis' should fill the gap.</p> <p>Writing activity - A final consolidation activity. Very similar to the reading but with more gaps! It may be that teachers make a choice on which activity they have time for during the lesson. Slightly more challenging than the reading with less visual support.</p>	<p>En la clase powerpoint lesson 4</p> <p>Resources - Teams - Curriculum - MFL - Year 4 - En la Clase - Lesson 4</p>

			<p>Listening challenge - pupils need to decide if the possessive adjective they hear is correctly attached to the classroom noun or not. They simply circle the tick or cross but they will find it challenging to decide unless their knowledge is solid in which possessive is before each classroom noun.</p> <p>Writing/translation activity based on previous knowledge. Vocabulary sheets may be required to support the children with the spellings.</p>	
Lesson 5	45 mins	<p>¿Qué no tienes en tu estuche?</p> <p>What don't you have in your pencil case?</p>	<p><u>Key Language:</u></p> <p>No tengo = I do not have...</p> <p>No tengo bolígrafo = I do not have a pen</p> <p>No tengo lápiz = I do not have a pencil.</p> <p>No tengo sacapuntas = I do not have a sharpener.</p> <p>No tengo libro = I do not have a reading book.</p> <p>No tengo cuaderno = I do not have an exercise book.</p> <p>No tengo estuche = I do not have a pencil case.</p> <p>No tengo regla = I do not have a ruler.</p> <p>No tengo goma = I do not have a rubber.</p> <p>No tengo calculadora = I do not have a calculator.</p> <p>No tengo mochila = I do not have a rucksack.</p> <p>No tengo barra de pegamento = I do not have a glue stick.</p> <p>No tengo tijeras. = I do not any scissors.</p> <p><i>TEACHING GRAMMAR NOTE &amp; EXPLANATION</i> When using the negative form in Spanish you add a 'no' before the verb and often remove the article/determiner. The conjugated verb sits after the 'no'. In the example seen in this unit the conjugated verb is 'tengo' from the verb 'tener' (to have.) 'Tengo' (I have). No tengo... When this negation is used, it is not followed by article/determiner. No tengo bolígrafo. (I do not have a pen)</p> <p>Aim of lesson - Explain to the children that they will learn how to express what they have and do not have in their pencil cases by the end of the lesson.</p>	<p>En la clase powerpoint lesson 5</p> <p>Resources - Teams - Curriculum - MFL - Year 4 - En la Clase - Lesson 5</p>

		<p>Revise the language covered so far in this unit before integrating the negation option. Pupils will revisit the nouns and articles/determiners for the classroom objects and will look at why scissors use a different article/determiner. They will also revisit the high frequency 1st person irregular conjugated verb 'tengo' and how to swap the article/determiner for the possessive adjective. If pupils have grasped the concepts well in previous lessons, teachers may work more quickly through the slides.</p> <p>Introduce No tengo... Explain to the children how to form the negative in Spanish, thus shifting from 'In my pencil case I have...' to 'In my pencil case I do not have...'</p> <p>Speaking task - The pupils will now have the opportunity to formulate responses on their own, based on the previous worked examples. This can be done as a pair work activity where pupils prepare all the answers in advance or go through the activity number by number. It is advisable to allow the pupils the opportunity to go through all the questions as they will be able to hear and understand what happens to each classroom item covered so far. This way they will understand the 'concept' and pattern of the negation in Spanish better.</p> <p>Writing task - children will be expected to start to create written responses based on what they see.</p> <p>Speaking task (2) Can the children say what they do not have in their pencil cases by describing what they see on the screen? Ask the children to give their answers before allowing the answer to be heard and seen on the click.</p> <p>Listening task - Can the pupils match what they hear to the rucksacks? A print-out of this slide is available in the resources and once again, an ideal opportunity for the children to hear the new language, the negation, in context and accurate modelling before being asked to produce their own more personalised responses.</p> <p>Reading task - A very quick whole class reading task/question. Audio can be played if necessary, but pupils are expected to read what is on the screen and make a choice of A or B. Target question - Pupils are now encouraged to recall the language and use it in context, answering the question and ideally giving both a positive and negative response to what they have in their pencil case.</p>	
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Lesson 6	45 mins	<p>¿Qué recordáis?</p> <p>What do you remember?</p>	<p>Revise the twelve classroom objects learned throughout the topic.</p> <p>Can children read and write the words?</p> <p>Can children select the correct determiner for each word?</p> <p>Work through all sentence structures covered throughout the topic with opportunities for children to ask and answer the questions:</p> <p>¿Qué tienes en tu estuche? = What do you have in your pencil case?</p> <p>Tengo... = I have</p> <p>En mi estuche tengo = In my pencil case I have...</p> <p>Y = and</p> <p>Translation activity - children to translate English sentences to Spanish.</p> <p>No tengo...= I don't have (revise how to use the negative form)</p> <p>Mi/mis = my - can children identify which form of 'my' they need to use? Can they explain why?</p> <p>End of Unit Assessment</p>	<p>En la clase powerpoint lesson 6</p> <p>Resources - Teams - Curriculum - MFL - Year 4 - En la Clase - Lesson 6</p>