

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Spanish	Presenting Myself Me Presento	4	Autumn 1	4.5 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"> • Count to 20. • Say their name and age. • Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. • Tell you where they live. • Tell you their nationality and understand basic gender agreement rules. 			

Key vocabulary:

¿Cómo te llamas? - What is your name?
Me llamo... - My name is...
¡Hola! - Hello
¿Cómo estás? - How are you?
Estoy bien - I am fine
Estoy mal - I am not very well
más o menos (or así, así) - so, so!
¡Adiós! - Goodbye
¿Cuántos años tienes? - How old are you?
Tengo... - I am ... years old
¿Dónde vives? - Where do you live?
Vivo en... - I live in...
Soy español - I am Spanish (male)
Soy Española - I am Spanish (female)
Soy inglés - I am English (male)
Soy inglesa - I am English (female)
uno - one
dos - two
tres - three
cuatro - four
cinco - five
seis - six
siete - seven
ocho - eight
nueve - nine
diez - ten
once - eleven
doce - twelve
trece - thirteen
catorce - fourteen
quince - fifteen
dieciséis - sixteen
diecisiete - seventeen
dieciocho - eighteen
diecinueve - nineteen
veinte - twenty
rojo - red

azul - blue
 amarillo - yellow
 verde - green
 negro - black
 blanco - white
 gris - grey
 naranja - orange
 violeta - purple
 marrón - brown

Lesson Sequence	Time Allocation	Key Question	Teaching Activities (Possible cross curricular opportunities)	Resources
Lesson 1	45 minutes	<p>¿Cómo estás?</p> <p>How are you?</p>	<p>Provide children with vocabulary list for the unit to stick in their books.</p> <p>Introduce the unit 'Me Presento'. Explain to the children the aim of this lesson is to be able to learn how to say basic greetings and how they are feeling in Spanish with the aim of using this new knowledge in the form of a role-play with their classmates.</p> <p>Use 'Me Presento (1)' PowerPoint.</p> <p>Ask the children to imagine that they are in Spain walking down a street and they bump into somebody they know.</p> <p>Activity: Listening activities worksheet.</p> <p>Greetings song</p> <p>Plenary: Role-play in pairs using the new vocabulary from today's lesson. How much can they remember themselves without looking at their vocabulary list?</p> <p style="text-align: center;"><u>Vocabulary</u> me presento - presenting myself Hola - hello</p>	<p>Me Presento (1) PowerPoint</p> <p>Greetings song - Language Angels</p> <p>Me Presento sheet (Teams> Curriculum> MFL> MTP> Year 4> 1. Me Presento> 1. Me Presento Listening Activity</p>

			<p>buenos días - good morning ¿Cómo estás? - How are you? Estoy bien - I am well Estoy mal - I am not great Más o menos - so, so ¿Y tú? - And you? Estoy muy bien - I am really well Estoy muy mal - I am really not great Adiós - Goodbye Hasta luego - See you later</p> <p>TEACHING GRAMMAR NOTE & EXPLANATION In Spanish, there are two different ways of saying hello. 'buenos días' is more formal and the children would be expected to use this with their teachers or people that are older than them. Where as 'hola' is more informal, and they would use this with their friends.</p>	
Lesson 2	45 minutes	<p>¿Cómo te llamas?</p> <p><i>What is your name?</i></p>	<p>Explain to the children that they will learn how to ask and answer the question '¿Cómo te llamas?' (What is your name?) in Spanish. They will also be consolidating all language from last lesson.</p> <p>Use 'Me Presento (2)' PowerPoint. Explain to the children that they will be able to integrate the language from today's lesson into their role plays that they did last week.</p> <p>Presenting Myself (name) song.</p> <p>Activity: Conversational role play including all language learnt in this unit so far.</p> <p>Plenary: Can the children introduce themselves to the rest of the class one by one?</p> <p style="text-align: center;"><u>Vocabulary</u></p>	<p>Me Presento (2) PowerPoint</p> <p>Presenting Myself (name) song (Language Angels)</p>

			<p>¿Cómo te llamas? - What is your name? Me llamo... - My name is...</p> <p>TEACHING GRAMMAR NOTE & EXPLANATION</p> <p>In Spanish, 'Me llamo' literally translates to 'I call myself'. However, seeing as it would be unnatural to say this in English, it is translated to 'my name is...' in this lesson. It is not necessary to explain this to the children, but important to understand going forward that this is often the case when learning a language.</p>	
Lesson 3	45 minutes	<p>¿Puedes contar a 20?</p> <p>Can you count to 20?</p>	<p>Explain the aim of the lesson: to consolidate numbers 1-10 and to learn how to say numbers 11-20.</p> <p>Use the Smart Notebook to revise numbers 1-10 from last year.</p> <p>Use 'Los números 11-20' PowerPoint to introduce numbers 11-20 in Spanish. Explain to the children that they will learn how to say these numbers with the aim of using this knowledge to eventually say how old they are in Spanish by the end of next week's lesson.</p> <p>Activity: Reading activity - read the Spanish number and write the correct digit.</p> <p>Plenary: Can the children count how many there are of random objects they can find in the classroom?</p> <p><u>Vocabulary</u> uno - one dos - two tres - three cuatro - four cinco - five seis - six siete - seven ocho - eight</p>	<p>Me Presento (3) PowerPoint</p> <p>Me Presento reading sheet (Teams> Curriculum> MFL> MTP> Year 4> 1. Me Presento> 3. Me Presento Reading Activity)</p>

			<p>nueve - nine diez - ten once - eleven doce - twelve trece - thirteen catorce - fourteen quince - fifteen dieciseis - sixteen diecisiete - seventeen dieciocho - eighteen diecinueve - nineteen veinte - twenty.</p>	
Lesson 4	45 minutes	<p>¿Cuántos años tienes? <i>How old are you?</i></p>	<p>Explain the aim of the lesson: to consolidate all language from last lesson as well as learn how to ask and answer the question '¿Cuántos años tienes?' (How old are you?) in Spanish</p> <p>Use 'Me Presento (4)' PowerPoint.</p> <p>Activity: Translate the sentences from English to Spanish</p> <p>Plenary: Can the children remember the other two questions from the past three weeks? Can they answer the questions as well?</p> <p style="text-align: center;"><u>Vocabulary</u> '¿Cuántos años tienes?' - How old are you? Tengo ... años - I am ... years old</p> <p>TEACHING GRAMMAR NOTE & EXPLANATION In Spanish, age is expressed using the verb 'tener' (to have) whereas in English we use the verb 'to be'. Therefore, the literal translation of 'Tengo diez años' (I am ten years old) would be 'I have ten years'. It is explained in the PowerPoint as pupils will come across the verb 'tener' (to have) in many other units and so it is important they understand exactly what they are saying. This is also a very important grammar point as it is</p>	<p>La Familia (4) PowerPoint</p> <p>Me Presento Translation (Teams> Curriculum> MFL> MTP> Year 4> 1. Me Presento > 4. Me Presento translation sheet</p>

			essential to understand that language can not always be translated literally. Each language has its own irregularities and characteristics which make it unique.	
Lesson 5	45 minutes	¿Dónde vives? Where do you live?	<p>Explain aim of the lesson: to learn how to ask and answer the question '¿Dónde vives?' (Where do you live?) and say their nationalities in Spanish.</p> <p>Use 'Me Presento (5)' PowerPoint.</p> <p>Presenting Myself (nationality) song.</p> <p>Activity: Oral activity - Children have conversations in pairs, asking each other their name, age and where they live and answering.</p> <p>Plenary: Write an imaginary name, age and city on the board and see if anyone can present themselves in Spanish, pretending to be that person. Allow the whole class two minutes of silent preparation/thinking time so the less able students are allowed a chance to work out the answer too.</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p style="text-align: center;">¿Dónde vives? - Where do you live? Vivo en... - I live in (+ town/city) Londres - London</p> <p style="text-align: center;">Soy inglés/inglesa - I am English Soy español/española - I am Spanish Soy irlandés/irlandesa - I am Irish Soy galés/galesa - I am Welsh Soy ecocés/ecocesa - I am Scottish Soy mexicano/mexicana - I am Mexican Soy argentino/argentina - I am Argentinian Soy peruano/peruana - I am Peruvian Soy cubano/cubana - I am Cuban Soy de Inglaterra - I am from England Soy de ... + country - I am from ... (+ country)</p> <p>TEACHING GRAMMAR NOTE & EXPLANATION</p>	Me Presento (5) PowerPoint Presenting Myself (nationality) song - Language Angels

			<p>In Spanish, nationalities e.g., English, Spanish etc. are adjectives and so, unlike English, are not capitalised, and also agree with the person that is being described. Therefore, depending on whether a girl or a boy is saying 'I am English' then the spelling and pronunciation of the phrase would change. As you will see in the examples used in this lesson, if a girl is describing her nationality, then the 'o' at the end of the word will be replaced with 'a' e.g., mexicano ◊ mexicana. If the word ends with a consonant, then an 'a' is just added on in the feminine singular agreement e.g., español ◊ española. In some of the examples e.g., inglés ◊ inglesa, galés ◊ galesa etc. you might notice that the accent is removed on the penultimate letter of the word when in feminine singular form. This happens because the stress and pronunciation of the word is altered by adding on another syllable, this is not a rule of adjectival agreement, but rather a product of the agreement process. As is the way with many other romance languages, gender is deeply embedded into the language, which naturally poses a problem when the person being described identifies as non-binary. For this reason, we have provided an alternative way of expressing nationality without actually having to use adjectival agreement. 'Soy de Inglaterra' (I am from England) is a great way of avoiding any adjectives at all.</p>	
Lesson 6	45 minutes	<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 'Me Presento (6)' PowerPoint to revise all language used this unit.</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>	<p>Me Presento (6) PowerPoint</p> <p>Me Presento end of unit task (Teams> Curriculum> MFL> MTP> Year 4> 1. Me Presento > 6. End of unit task.</p>