

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Spanish	The weekend El fin de semana	6	Spring 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"> Ask what the time is in Spanish. Tell the time accurately in Spanish. Learn how to say what they do at the weekend in Spanish. Learn to integrate conjunctions into their work. 			

Key vocabulary:	<ul style="list-style-type: none"> • Present an account of what they do and as what time at the weekend. <p> ¿Qué hora es? - What time is it? y cuarto - quarter past y media - half past menos cuarto - quarter to es la una - it is one o'clock son las dos it is two o'clock son las tres - it is three o'clock son las cuatro - it is four o'clock son las cinco - it is five o'clock son las seis - it is six o'clock son las siete - it is seven o'clock son las ocho - it is eight o'clock son las nueve - is is nine o'clock son las diez - it is ten o'clock son las once - it is eleven o'clock son las doce - it is twelve o'clock es medianoche - it is midnight es mediodía - it is midday me levanto - I get up desayuno - I have my breakfast veo la tele - I watch television leo - I read escucho música - I listen to music juego con video juegos - I play computer games juego al fútbol - I play football voy a la piscina - I go to the swimming pool voy al cine - I go to the cinema voy a dormir - I go to sleep y - and después - after También - also más tarde - later on finalmente - finally </p>

Lesson Sequence	Time Allocation	Key Question	Teaching Activities (Possible cross curricular opportunities)	Resources
Lesson 1	45 minutes	<p>¿Qué hora es?</p> <p><i>What time is it?</i></p>	<p>Provide children with vocabulary list for the unit to stick in their books.</p> <p>Introduce the unit 'El fin de semana (The weekend) and share the aims of the unit.</p> <p>Use 'Time 1' PowerPoint to introduce the vocabulary for telling the time accurately in Spanish. The language is now becoming more complicated and children may need more repetition and support.</p> <p>Time song</p> <p>Activity: Write in words what time is showing on the clock face using the word bank to help.</p> <p>Plenary: As the class has already studied En El Colegio (At school), the teacher could use some school subjects and ask the children what time they have this subject in their school day. The easiest way is to use a sentence starter like 'hoy estudio el inglés a...' ('I study English at...') encouraging the children to simply add on an appropriate time in Spanish. If the target question is used ¿A qué hora estudias el inglés? (at what time do you study English?) It is much harder for the children to formulate their reply - Keep it simple!</p> <p style="text-align: center;"><u>Vocabulary</u> y cuarto - quarter past y media - half past menos cuarto - quarter to</p>	<p>Time 1 PowerPoint</p> <p>Time song - Language Angels</p> <p>Time sheet (Teams > Curriculum > MFL > MTP > Year 6 > 3. El fin de semana > 1. El fin de semana reading sheet</p>
Lesson 2	45 minutes	<p>¿Qué puedes hacer al fin de semana?</p>	<p>Explain the aim of the lesson: to consolidate the vocabulary for time and introduce the new phrases for the activities the children could do at the weekend.</p>	<p>El fin de semana PowerPoint</p>

		<p><i>What can you do at the weekend?</i></p>	<p>Use 'El fin de semana' powerpoint to introduce new phrases for activities the children may do at the weekend.</p> <p>Activity: Children use the snap cards to either match up the activity to the correct vocabulary or play snap.</p> <p>Plenary: write a time on the board and mime an activity, bringing all the language together, asking the children to make a sentence based on what they can see and read.</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p style="text-align: center;">me levanto - I get up desayuno - I eat breakfast voy al cine - I go to the cinema leo - I read juego al fútbol - I play football juego a videojuegos - I play videogames. voy a la piscina - I go to the swimming pool. veo la tele - I watch TV escucho música - I listen to music voy a dormir - I go to sleep</p> <p>TEACHING GRAMMAR NOTE & EXPLANATION</p> <p>In Spanish we drop the personal pronoun 'I' so 'yo me levanto' or 'yo desayuno' would become just 'me levanto' or 'desayuno'. The 'I' part of the verb is explained by how the verb ending is conjugated to 'levanto' (which is the 'I' part of the verb 'levantar', 'to get up') or 'desayuno' (which is the 'I' part of the verb 'desayunar' 'to have breakfast') The dropping of the personal pronoun 'yo' happens all the way through Spanish to keep the language fluent and flowing so this is something that needs to be explained to your pupils.</p>	<p>El fin de semana match up (Teams> Curriculum> MFL> MTP> Year 6> 3. El fin de semana> 2. El fin de semana match up</p>
Lesson 3	45 minutes	¿Qué haces al fin de semana?	<p>Explain the aim of the lesson: to consolidate the new language for weekend activities with a variety of reading and listening work. Children will then go onto augment</p>	<p>El fin de semana 2 PowerPoint Spanish Weekend Bingo - Language Angels</p>

		<p><i>What do you do at the weekend?</i></p>	<p>the language they need to describe what they do at the weekend.</p> <p>Use 'El fin de semana 2 PowerPoint to consolidate the new phrases for weekend activities.</p> <p>Activity: Spanish Weekend Bingo</p> <p>Plenary: The teach will write a time on the board and mime an activity, bringing all the language together, asking children to make a sentence based on what they can see and read.</p>	
Lesson 4	45 minutes	<p><i>¿Cuándo haces...?</i></p> <p><i>When do you do...?</i></p>	<p>Explain the aim of the lesson: to consolidate language for weekend activities allowing the children an opportunity to integrate a time into the new phrases and learn how to use conjunctions.</p> <p>Use 'El fin de semana 3' PowerPoint to integrate time into their work, learning how to say 'at' a particular time rather than 'it's' a particular time.</p> <p>Time song</p> <p>Activity: Children fill in the gaps on the writing sheet.</p> <p>Plenary: Ask pupils to tell the teacher what they do at the weekend. Perhaps two activities and two conjunctions from memory.</p>	<p>'El fin de semana 3' PowerPoint</p> <p>El fin de semana writing (Teams> Curriculum> MFL> MTP> Year 6> 3. El fin de semana > 4. El fin de semana writing activity</p>
Lesson 5	45 minutes	<p><i>¿Cómo es tu fin de semana?</i></p> <p><i>What is your weekend like?</i></p>	<p>Explain aim of the lesson: to consolidate language covered so far and introduce three positive and three negative opinion phrases.</p> <p>Use 'El fin de semana 5' PowerPoint to pull all the language together by adding either a positive or negative opinion to the language.</p> <p>Activity: Listening task - slide 31. Children listen to the opinions of the children on the powerpoint and decide</p>	<p>El fin de semana 5 powerpoint</p> <p>Spanish Weekend What is Missing interactive game- Language Angels</p> <p>El fin de semana listening activity (Teams> Curriculum> MFL> MTP> Year 6> 3. El fin de semana > 5. El fin de semana listening activity slide 31</p>

			<p>whether the speaker is feeling positive or negative towards that activity.</p> <p>Spanish Weekend What is Missing? game</p> <p>Plenary: Ask pupils to tell the teacher what they do at the weekend including an opinion</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p style="text-align: center;">es increíble - It's amazing/incredible es genial - it's great es divertido - it's fun es agotador - it's tiring/exhausting es aburrido - it's boring es horrible - it's horrible/awful</p>	
Lesson 6	45 minutes	<p>¿Qué recordáis?</p> <p><i>What do you remember?</i></p>	<p>Explain the aim of the lesson: Revise all language from the unit before completing an end of unit task.</p> <p>Use 'El fin de semana 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>el fin de semana 6 PowerPoint</p> <p>El fin de semana end of unit task (Teams> Curriculum> MFL> MTP> Year 6> 3. Comer sano > 6. El fin de semana end of unit task</p>