

# BILSTON CHURCH OF ENGLAND PRIMARY



## MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Spanish	My home Mi Casa	5	Spring 1	6 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:	<ul style="list-style-type: none"> <li>• Say whether they live in a house or an apartment and say where it is.</li> <li>• Repeat, recognise and try to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish.</li> <li>• Tell somebody in Spanish what rooms they <u>have</u> or <u>do not have</u> in their home.</li> </ul>			

	<ul style="list-style-type: none"> <li>Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age).</li> </ul>
Key vocabulary:	<p>¿Dónde vives? - Where do you live?  Vivo en... - I live in  una casa - a house  un piso - an apartment  en la ciudad - in town  en el campo - in the countryside  en la montaña - in the mountains  en la costa - by the sea  en un pueblo - in a village  y - and  pero - but  una cocina - a kitchen  un comedor - a dining room  un cuarto de baño - a bathroom  un dormitorio - a bedroom  un lavadero - a utility room  un sótano - a basement  un despacho - an office/study  un salón - a living room  un garaje - a garage  un jardín - a garden  en mi casa hay... - in my home there is.../there are...  en mi casa no hay - in my home there is not.../there are no...</p>

Lesson Sequence	Time Allocation	Key Question	Teaching Activities (Possible cross curricular opportunities)	Resources
Lesson 1	1 hour	¿Dónde vives?  <i>Where do you live?</i>	Provide children with vocabulary list for the unit to stick in their books.  Use 'Mi Casa (1)' PowerPoint to introduce the unit to the children. Pupils will learn how to say they live in a house or an apartment and where this home is located.	Mi Casa (1) PowerPoint  My home song - Language Angels  Mi casa writing sheet (Teams> Curriculum> MFL> MTP> Year 4> 6. Mi Casa > 1. Mi Casa writing sheet

			<p>My home song</p> <p>Activity: writing sheet - Look at the images of the people and where they live and write a sentence to say where they live, e.g. vivo en una casa en la ciudad. (I live in a house in the city)</p> <p>Plenary: Can the children now say where they live in Spanish?</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...  una casa - a house  un piso - an apartment  en la ciudad - in town  en el campo - in the countryside  en la costa - by the sea  en un pueblo - in a village</p> <p>TEACHING GRAMMAR NOTE &amp; EXPLANATION</p> <p>In Spanish, we drop the personal pronoun 'I' when using verbs.</p> <p>In this lesson pupils see the language structure 'vivo en...' as the Spanish for 'I live in...'</p> <p>If we were to include the personal pronoun 'yo' (I) then the full phrase would actually be 'yo vivo en...'. However, in typical Spanish usage the 'yo' is dropped so the phrase for 'I live in...' is simply 'vivo en...'</p> <p>The 'I' personal pronoun is demonstrated and explained by how the verb ending is conjugated to 'vivo' which is the 'I' part of the verb 'vivir' (to live).</p> <p>The dropping of the personal pronoun 'yo' happens all the way through Spanish to keep the language fluent and flowing. It is something, therefore, that needs to be explained to your pupils.</p>	
Lesson 2	1 hour	¿Cómo es tu casa?	Introduce the aim of the lesson: to introduce the first five nouns for rooms of the home.	Mi Casa (2) PowerPoint My home song - Language Angels

		<p><i>What's your home like?</i></p>	<p>Use 'Mi casa (2)' PowerPoint to learn how to recognise, say and attempt to spell five rooms of the home. Then they will use these words/nouns in the structure 'En mi casa hay...' ('In my home there is.../there are...') therefore starting to use short sentences. Moving from noun to sentence level in Spanish.</p> <p>Activity: Fill the gap and match the phrase to the pictures</p> <p>Plenary: Can you say you have ALL five rooms of the home (or pretend you have) using the language learnt today?</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p style="text-align: center;">En mi casa hay... - In my home there is.../there are...</p> <p style="text-align: center;">una cocina - a kitchen</p> <p style="text-align: center;">un comedor - a dining room</p> <p style="text-align: center;">un baño de baño - a bathroom</p> <p style="text-align: center;">un lavadero - a utility room</p> <p style="text-align: center;">y - and</p>	<p>Mi casa reading (Teams&gt; Curriculum&gt; MFL&gt; MTP&gt; Year 4&gt; 6. Mi Casa &gt; 2. Mi Casa reading sheet</p>
Lesson 3	1 hour	<p><i>¿Cómo es tu casa? (2)</i></p> <p><i>What's your home like?</i></p>	<p>Explain the aim of the lesson: to learn another five nouns for rooms of the home so that the children have ten in total.</p> <p>Use 'Mi Casa (3)' PowerPoint to introduce the five new nouns.</p> <p>Activity: Label the images of the rooms.</p> <p>Plenary: Can the pupils say in Spanish that they live in a house or an apartment, where it is (from the five locations provided) and what rooms they have? No negative options this lesson - they will be introduced to this in the next lesson.</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p style="text-align: center;">un sótano - a basement</p> <p style="text-align: center;">un despacho - an office/study</p>	<p>Mi Casa (3) PowerPoint</p> <p>My home song - Language Angels</p> <p>Mi casa reading (Teams&gt; Curriculum&gt; MFL&gt; MTP&gt; Year 4&gt; 6. Mi Casa &gt; 3. Mi Casa reading sheet</p>

			<p>un salón - a living room  un garaje - a garage  un jardín - a garden</p>	
Lesson 4	1 hour	<p>¿Puedes describir tu casa?  <i>Can you describe your home?</i></p>	<p>Explain the aim of the lesson: to consolidate their knowledge of Spanish and progress linguistically by learning to use the negative structure 'En mi casa no hay...' (In my home there is no.../there is not...) to enable them to say what rooms they have but also what rooms they do <u>not</u> have in their home.</p> <p>Use 'Mi Casa 4' PowerPoint.</p> <p>Activity: interactive memory game  interactive look and spell game</p> <p>Plenary: Can the pupils say in Spanish which rooms they have and which rooms they do not have in their home without any support?</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p>en mi casa no hay... - in my home there is no/there are  no...  y - and  pero - but</p>	<p>Mi Casa (4) PowerPoint  My home song - Language Angels  Memory game - Language Angels  Look and Spell game - Language Angels</p>

<p>Lessons 5 &amp; 6</p>	<p>1 hour</p>	<p>¿Puedes decirme sobre tu casa?</p> <p><i>Can you tell me about your home?</i></p> <p>¿Cómo es la casa de tus sueños?</p> <p><i>What's your dream home like?</i></p>	<p>Explain the aim of the lesson: to put all their new language into context by integrating it with previously learn language in a role play activity.</p> <p>Use 'Mi casa (5) PowerPoint to consolidate all the new language they have learnt with longer listening and reading exercises and then develop their Spanish knowledge further by learning how to use, recycle and incorporate previous language. They will be using new and old language to speak in a role play exercise. This will enable them to present themselves, say how old they are and also describe their home in terms of rooms they have and do not have.</p> <p>Activity: Role play in pairs using oral scaffold. Children can plan this today and present next lesson.</p> <p>Plenary: Can the pupils say in Spanish their name, age, whether they live in a house or an apartment and what rooms they have/do not have in their home. No support.</p> <p>Challenge - describe home of your dreams.</p>	<p>Mi Casa (5) PowerPoint</p> <p>My home song - Language Angels</p> <p>Mi casa oral scaffold (Teams&gt; Curriculum&gt; MFL&gt; MTP&gt; Year 4&gt; 6. Mi Casa &gt; 5. Mi Casa oral scaffold</p>
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