

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Spanish	The Planets Los Planetas	6	Spring 2	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"> • Name and label a map of the Solar System in Spanish. • Apply the rules of adjectival agreements to describe the Solar System in Spanish. Use conjunctions and intensifiers to extend descriptions of the Solar System. • Ask key questions in Spanish in order to conduct an interview with an astronaut. 			

	<ul style="list-style-type: none"> • Answer the questions in Spanish in order to present themselves as an astronaut. Deepen their understanding of adjectival agreement to describe themselves in terms of character.
Key vocabulary:	<p>La luna - The Moon El sol - the Sun La tierra - the Earth Marte - Mars Mercurio - Mercury Neptuno - Neptune Pluton - Pluto Saturno - Saturn Urano - uranos Venus - Venus Júpiter - Jupiter</p> <p>El Sol está en el centro - The sun is in the centre. Saturno está lejos del sol y tiene por lo menos 8 lunas - Saturn is far from the sun and has at least 18 moons. Venus está cerca del sol y siempre hace mucho viento - Venus is close to the sun and it is always very windy Urano está bastante cerca del sol y es azul y verde - Uranus is quite close fo the sun and is blue and green. Júpiter es enorme y también está bastante lejos del sol - Jupiter is huge and also quite far from the sun. Plutón es el más lejano y es pequeño - pluto is the furthest and the smallest. Marte está bastante cerca del sol y es rojo - Mars is quite close to the sun and red. La Tierra es un planeta cerca de Marte y tiene solamente una luna - The Earth is a planet close to Mars and only has one moon. Neptuno es un planeta azul - Neptune is a blue planet.</p> <p>rojo - red roja - red (feminine agreement) gracioso - funny (masculine) Graciosa - funny (feminine) guapo - good looking (masculine) guapa - good looking (feminine) alto - tall (masculine) alta - tall (feminine) simpático - nice (masculine) simpática - nice (feminine) gordo - fat (masculine) gorda - fat (feminine) bajo - short (masculine) baja - short (feminine)</p>

delgado - thin (masculine)
 delgada - thin (feminine)
 inteligente - intelligent

Lesson Sequence	Time Allocation	Key Question	Teaching Activities <i>(Possible cross curricular opportunities)</i>	Resources
Lesson 1	45 minutes	<p>¿Puedes nombrar los planetas?</p> <p><i>Can you name the planets?</i></p>	<p>Provide children with vocabulary list for the unit to stick in their books.</p> <p>Introduce the unit 'Los Planetas 1' (The Planets) to the children.</p> <p>Begin a class discussion about the Solar System and the planets. Explain the unit objective to the children - they are going to learn how to describe key elements of the Solar System in Spanish and, by the end of the unit, will present themselves as an astronaut.</p> <p>Use 'Los Planetas (1) PowerPoint to introduce the new language consisting of 10 key elements of the Solar System.</p> <p>Planets song</p> <p>Activity: Label the solar system</p> <p>Plenary: How many elements of the Solar System can the children remember? Which elements were cognates? and which were not? Can they remember how to spell these elements?</p> <p style="text-align: center;"><u>Vocabulary</u> los planetas - (the planets) el Sol -the Sun Mercurio - Mercury Venus - Venus</p>	<p>Los Planetas 1 PowerPoint</p> <p>Planets song - Language Angels</p> <p>The Solar System sheet > Teams> Curriculum> MFL> MTP> Year 6 > 6. Los Planetas > 1. Los Planetas labelling.</p>

			<p>la Tierra - the Earth la Luna - the Moon Marte - Mars Júpiter - Jupiter Saturno - Saturn Urano - Uranus Neptuno - Neptune</p>	
Lesson 2	45 minutes	<p>¿Puedes describir los planetas? <i>Can you describe the planets?</i></p>	<p>Consolidate previously learn vocabulary with revision of spellings and genders of the 10 key elements of the Solar System. Explain the lesson objective to the children - they are going to learn a set of adjectives and apply adjectival agreements rules to describe the key elements of the Solar System in Spanish.</p> <p>Activity: Translation activity. Translate the sentences about the planets from Spanish to English.</p> <p>Plenary: How many adjectives can the children remember? Can they remember the masculine and feminine forms of the adjectives and how to spell them?</p> <p><u>Vocabulary</u> rojo/roja - red azul - blue pequeño/ pequeña - small grande - big cálido/cálida - hot frío/fría - cold Luminoso/luminosa - bright rocoso/rocosa - rocky gaseoso/gaseosa - gaseous es - is (3rd person conjugation of verb 'to be')</p>	<p>Los Planetas 2 PowerPoint Planets song - Language Angels The Solar System translation > Teams> Curriculum> MFL> MTP> Year 5 > 6. Los Planetas > 2. Los Planetas translation</p>
Lesson 3	45 minutes	<p>¿Cómo son los planetas? <i>What are the planets like?</i></p>	<p>Consolidate previously learn vocabulary with revision of the genders of the 10 key elements of the solar system and the 9 adjectives in masculine and feminine forms. Explain the lesson objective - to create more detailed descriptions of the elements with a conjunction and intensifiers.</p>	<p>Los Planetas 3 PowerPoint</p>

			<p>Use 'Los Planetas (3)' PowerPoint to introduce the conjunction 'and; and intensifiers 'very' & 'quite' in Spanish and add them to previously learnt sentences to create more detailed descriptions.</p> <p>Activity: Translate the sentences from the smart notebook describing the planets into Spanish.</p> <p>Plenary: Can the children remember how to form sentences to describe the 10 key elements from the Solar System in Spanish? Are they able to include conjunctions and intensifiers in their sentences? Can the children remember all the adjectives and their masculine and feminine forms?</p> <p style="text-align: center;"><u>Vocabulary</u> y - and muy - very bastante - quite</p>	
Lesson 4	45 minutes	<p>¿Quieres ser un astronauta?</p> <p><i>Would you like to be an astronaut?</i></p>	<p>Consolidation of how to form extended sentences to describe the 10 key elements of the Solar System using conjunctions and intensifiers and applying the rules of adjectival agreement. Explain the lesson objective - to meet an astrophysicist and help her prepare 6 questions in Spanish for interviews with some astronauts.</p> <p>Use 'Los Planetas (4)' PowerPoint to introduce the 6 questions in Spanish.</p> <p>Activity: Fill the gaps in the questions sheet.</p> <p>Plenary: Can the children remember the 6 questions covered in today's lesson? Can they remember how to create extended sentences to describe the Solar System elements using conjunctions, intensifiers and adjectival agreement rules?</p> <p style="text-align: center;"><u>Vocabulary</u> ¿Cómo te llamas? - What is your name?</p>	<p>Los Planetas 4 PowerPoint</p> <p>Planets song - Language Angels</p> <p>The Planets questions > Teams> Curriculum> MFL> MTP> Year 6 > 6. Los Planetas > 4. Los Planetas questions</p>

			<p>¿Cuántos años tienes? - How old are you? ¿Dónde vives? - Where do you live? ¿Cuántos planetas hay? - How many planets are there? ¿Puedes describir tres planetas? - Can you describe three planets? ¿Por qué eres un buen candidato? - Why are you a good candidate? Me llamo... - My name is... Tengo ... años - I am ... years old Vivo en... - I live in...</p>	
Lesson 5 and 6	45 minutes per lesson	<p>¿Por qué eres un buen astronauta? <i>Why are you a good astronaut?</i></p>	<p>Consolidate all vocabulary learnt so far. Explain the lesson objective to the children - pretend you are an astronaut presenting yourself to the interviewer.</p> <p>Use 'Los Planetas (5)' to introduce the language needed to respond to the final 3 questions in Spanish and put everything together in a presentation.</p> <p>Activity: Children work in pairs to create an interview between themselves. One child will be the interviewer, the other child will be the astronaut. Children will plan their presentation this week and then present next week.</p> <p>Plenary: Can the children remember all 6 questions covered in Spanish? Can they remember how to answer the questions in Spanish using all their knowledge from the unit?</p> <p><u>Vocabulary</u> hay - there is/are soy - I am responsable - responsible competente - competent valiente - brave/valiant curioso/a - curious paciente - patient calmado/a - calm atrevido/a - adventurous</p>	<p>Los Planetas 5 PowerPoint Planets song - Language Angels The Planets oral scaffold > Teams> Curriculum> MFL> MTP> Year 6 > 6. Los Planetas > 5. Los Planetas oral scaffold</p>

			abicioso/a - ambitious dinámico/a - dynamic inteligent/e - intelligent/clever	
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