

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Spanish	En la cafeteria At the cafe	Year 5	Spring 2	6 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"> Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafetería. To understand better how to change a singular noun to plural form. Perform a short role-play ordering what they would like to eat and drink. 			
Key vocabulary:	<p>Un bocadillo de jamón - a ham sandwich Un bocadillo de queso - a cheese sandwich</p>			

Un pastel de limón - a lemon tart
 Unos churros - some churros
 Unos calamares - some calamari
 Una tortilla de patatas - a Spanish omelette
 Una ensalada mixta - a mixed salad
 Una paella - a paella
 Una tarta de chocolate - a chocolate cake
 Una crema catalana - a crème brûlée
 Unas gambas - some prawns
 Unas croquetas - some croquettes
 Unas patatas bravas - some patatas bravas
 Un café - a coffee
 Un café con leche - a coffee with milk
 Un té - a tea
 Un zumo de Naranja - an orange juice
 Un chocolate caliente - a hot chocolate
 Una limonada - a lemonade
 Una coca cola - a coca cola
 Hola - hello
 Adiós - goodbye
 ¿Qué deseas? - What would you like?
 Quisiera - I would like
 Gracias - thank you
 Por favor - please
 Y - and
 La cuenta - the bill

Lesson Sequence	Time Allocation	Key Question	Teaching Activities	Resources
Lesson 1	1 hour	¿Qué deseas? (1) What would you like?	Introduce new topic - En la cafeteria. Can children translate the title of our new topic? Explain that by the end of this topic, children will be able to go into a Spanish café and order food and drink, responding to questions and comments from the 'camarero/a' (waiter/waitress)	En la cafeteria lesson PowerPoint 1

			<p>Using MTYT, introduce new food and drink vocabulary: la cafetería = the café un bocadillo de jamón = a ham sandwich un bocadillo de queso = a cheese sandwich un pastel de limón = a lemon tart unos churros = some churros unos calamares = some calamari un café = a coffee un té = a tea un café con leche = a coffee with milk un chocolate caliente = a hot chocolate un zumo de naranja = an orange juice</p> <p>Explain that when we are translating from one language to another, cognates are really helpful. Cognates are words that are similar in two languages. Can children find the cognates in the words we have learned today? How would these help you if you were visiting a Spanish café?</p> <p>Speaking Task - pupils will be given an opportunity to try and recall the new language. They will not be expected to recall all the language as there is a lot of vocabulary but the process of trying to remember will help embed and consolidate.</p> <p>Grammar Focus - look at how nouns change from singular to plural. Pupils will learn that if the noun ends in a vowel then an 's' is added onto the end, and if it ends in a consonant then 'es' is added onto the end. Pupils will also understand that the determiner/indefinite article will change from 'un' to 'unos' to indicate plural form.</p> <p>What would they like to eat/drink in the cafetería in Spanish?</p>	Resources - Teams - Curriculum - MFL - Year 5 - En la cafeteria - Lesson 1
Lesson 2	1 hour	¿Qué deseas? (2) What would you like?	New Key Language: una tortilla de patatas = a Spanish omelette una ensalada mixta = a mixed salad una paella = a paella una tarta de chocolate = a chocolate cake una crema catalana = a crème brûlée	En la cafeteria lesson PowerPoint 2

		<p>unas gambas = some prawns unas croquetas = some croquettes unas patatas bravas = some patatas bravas una coca cola = a coca-cola una limonada = a lemonade</p> <p>Explain that the aim of the lesson today is to expand their bank of knowledge with a further ten nouns of food/snacks and drinks offered in a cafetería.</p> <p>Pupils are re-introduced to Candela, the cafetería owner. Encourage children to greet her by saying '¡Hola!' (Hello!).</p> <p>A very quick recap and revision of the nouns covered last week. See how many items the pupils can remember before revealing them. Encourage choral repeats of each item. Pupils then repeat the listening task from the previous lesson as revision. Each of the ten audios labelled 1-10 will be either a food or drink introduced in lesson one. The pupils listen to each audio and decide which column the audio belongs to.</p> <p>Introduction of the ten new feminine nouns. Teacher reads (plays the voice files) and class repeats. Lots of choral repetition and at a fast pace.</p> <p>Cognates Quick revision of what a cognate is in the context of the new vocabulary studied in this lesson, e.g., 'una limonada' (a lemonade). As in lesson one, pupils are asked to identify which of the words are cognates that they already know from English. They underline the foods/snacks first followed by the drinks. Pupils will also learn that some words are not cognates, but the same in both Spanish and English e.g. 'una paella' (a paella) and 'unas patatas bravas' (some patatas bravas) as these words have been taken from Spanish.</p> <p>Listening Task - pupils are presented with a set of ten slides each containing four pictures of various food/drink items. They listen to the audio file provided and decide which of the pictures matches the audio.</p> <p>Consolidation - Pupils are asked to say how many food and drinks they can remember in Spanish off the top of their head.</p>	<p>Resources - Teams - Curriculum - MFL - Year 5 - En la cafetería - Lesson 2</p>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

			<p>Grammar Focus - determiners/ indefinite articles and understanding better the concept of gender. All four determiners/indefinite articles are used in this unit, so can pupils think of a food/drink for each determiner/indefinite article? An article/determiner sorting activity that can be done orally as a class or using the handouts provided. The picture of each food/drink is already provided on the slide, so for less able students they can use a picture vocabulary sheet to help support them where all they have to do is match the picture to the word.</p> <p>How much new vocabulary can pupils remember at the end of the lesson? What would they like to eat/drink in the cafetería in Spanish?</p>	
Lesson 3	1 hour	<p>¿Tienes hambre? Are you hungry?</p>	<p>Key Language: ¡Hola! = Hello! Quisiera... = I would like... por favor = please y = and ¿Qué deseas? = What would you like? ¿Tienes hambre? = Are you hungry? ¿Tienes sed? = Are you thirsty? Tengo hambre = I am hungry Tengo sed = I am thirsty</p> <p>Explain the aim of the lesson: To consolidate all the language covered so far and learn the transactional language required to make your food and drink order in the cafetería.</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. First, pupils revise the twenty nouns covered so far. Next, the children revise the four determiners and re-categorise the nouns based on whether they are masculine or feminine as per the previous lesson - foods first then the drinks.</p> <p>The pupils are introduced to Carlos and Lola and are welcomed into the cafetería. Candela has a short conversation with each character. She asks Carlos if he is hungry and if Lola is thirsty.</p>	<p>En la cafetería lesson PowerPoint 3</p> <p>Resources - Teams - Curriculum - MFL - Year 5 - En la cafetería - Lesson 3</p>

			<p>New language 'Quisiera' (I would like) and 'por favor' (please) are now introduced to facilitate a short phrase by the end of the lesson so that the children learn how to place an order in the cafetería. The pace is faster as it is an Intermediate unit. This should not be unknown language to the pupils as they will have encountered it in many previous units. A couple of whole class only repeats as the children will have opportunities to use the language in context, alongside the foods and drinks on the following slides.</p> <p>Speaking activity - children to reorder the words to complete the sentence. The correct sentence order is revealed on the click with the audio file. Pupils then complete another activity in which they have to translate the English sentences into Spanish using the word bank provided as support. Pupils can work in pairs, with their vocabulary sheets and work through the questions.</p> <p>Revise the conjunction 'y' (and) allowing for greater depth so the pupils can say what they would like to eat and drink. A quick recap and couple of whole class repeats.</p> <p>Listening Task - The children listen to Carlos and Lola give their food and drink orders and pupils need to tick the food/drink that is mentioned. This will test their recognition/understanding of the vocabulary.</p> <p>'¿Qué deseas?' (What would you like?). Can the children now respond to this question in Spanish with high accuracy and confidence to say what they would like to eat and drink in the cafetería?</p> <p>Role-Play Challenge - The children will now have the opportunity to put all their new knowledge into practice with this role-play challenge. Pupils are asked to work in pairs, one pretending to be Candela as the waitress and the other acting as Lola/Carlos as the customer. This task is fully supported with word banks for the pupils.</p>	
Lesson 4	1 hour	<p>¿Cuánto es? (1)</p> <p>How much is it?</p>	<p>Key Language:</p> <p>La cuenta por favor. = The bill please.</p> <p>gracias = thank you</p> <p>¡Adiós! = Goodbye!</p>	En la cafeteria lesson PowerPoint 4

		<p>Previous Key Language:</p> <p>¡Hola! = Hello!</p> <p>Quisiera... = I would like...</p> <p>por favor = please</p> <p>y = and</p> <p>¿Qué deseas? = What would you like?</p> <p>¿Tienes hambre? = Are you hungry?</p> <p>¿Tienes sed? = Are you thirsty?</p> <p>Tengo hambre = I am hungry</p> <p>Tengo sed = I am thirsty</p> <p>Explain the aim of the lesson: To consolidate all the language covered so far and learn how to ask for the bill in Spanish, not forgetting to say please and thank you.</p> <p>Revise and recall what has been covered in the unit so far. Pupils revise all the masculine and feminine nouns for food and drink items in the cafetería. They then revise important transactional language, such as 'Hello', 'I would like' and 'please'. As fast paced as possible as pupils should be starting to become more familiar with the language. Teachers will gauge from the pupils how much revision is necessary.</p> <p>Reading Task - The children are asked to unravel the sentences to reveal food and drink orders in Spanish.</p> <p>Speaking Task - A quick speaking task for further revision of how to make a food/drink order in the cafetería using key transactional language. Pupils see Lola and Carlos' thought bubbles with their desired items, and they need to write out their orders in full sentences.</p> <p>Introduction of the new language. The new transactional language is relatively little in quantity as we want the pupils to retain as much of what they have previously learnt as possible. They will learn how to ask for the bill 'La cuenta por favor' and how to say thank you 'gracias' and goodbye 'adiós'. Language that is relevant to this unit but also useful in many different situations going forward.</p>	<p>Resources - Teams - Curriculum - MFL - Year 5 - En la cafetería - Lesson 4</p>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------

			<p>Role-Play - The children will now have the opportunity to put all their new knowledge into practice with a short role-play activity. This task is fully supported with word banks. It will build on what was covered last lesson.</p> <p>Listening Task - The children are presented with a table as per the previous lesson, however instead of pictures, it is the English translations. Pupils are asked to listen to Carlos and Lola make their food and drink orders and put a tick under what they say and a cross under what they do not say.</p> <p>Can the children now reply with high accuracy and confidence to tell Candela what they would like to eat and drink in the cafetería? The pupils can say as much/little as they like as long as they reply in Spanish!</p> <p>Writing Challenge - This is a writing challenge aimed at getting the children to focus on the plural forms of the Spanish food and drink nouns. They need to write out the orders in a sentence form using the picture and number given as a prompt.</p>	
Lesson 5	1 hour	<p>¿Cuánto es? (2)</p> <p>How much is it?</p>	<p>Key Language:</p> <p>un céntimo = one cent</p> <p>dos céntimos = two cents</p> <p>cinco céntimos = five cents</p> <p>diez céntimos = ten cents</p> <p>veinte céntimos = 20 cents</p> <p>cincuenta céntimos = 50 cents</p> <p>un euro = one euro</p> <p>dos euros = two euros</p> <p>cinco euros = five euros</p> <p>diez euros = ten euros</p> <p>veinte euros = twenty euros</p> <p>cincuenta euros = fifty euros</p> <p> cien euros = a hundred euros</p> <p>doscientos euros = two hundred euros</p>	<p>En la cafeteria lesson PowerPoint 5</p> <p>Resources - Teams - Curriculum - MFL - Year 5 - En la cafeteria - Lesson 5</p>

		<p>quinientos euros = five hundred euros</p> <p>Spanish Currency The official currency of Spain along with many European countries is the Euro. Coins are in denominations of 1, 2, 5, 10, 20 and 50 centimes, and 1 and 2 euros. They are of standard size, shape, weight and metal, but the graphic design varies from country to country. Bills/notes are in denominations of 5, 10, 20, 50, 100, 200 and 500 euros. In May 2016, the European Central Bank announced that after 2018 it would no longer issue 500-euro notes. The large-denomination notes remain in circulation and retain their value, but there are ever fewer of them.</p> <p>Explain to the children that they will learn all about Spanish currency so that they will be able to pay the bill at the end of their final role-play in Spanish.</p> <p>Revise the language covered so far in this unit before learning more about Spanish currency. If pupils have grasped the concepts well in previous lessons, teachers may work more quickly through the slides.</p> <p>Spanish currency - These slides will explain to the children the euro coins and notes involved in Spanish currency and will also give them some contextual understanding of currency used in Spain and other Hispanic countries to expand their cultural awareness. Encourage choral repeats of the new numerical vocabulary.</p> <p>Counting money - As is the case in English, in Spanish when counting money we do not usually say for example 'two euros and fifty cents', we would say 'two euros with fifty'.</p> <p>Listening Task - A quick listening task where the children have to match what they hear to the groups of coins offered on the screen.</p> <p>Revise how to ask for the bill in Spanish, 'La cuenta por favor' before the pupils put their new knowledge of Spanish currency into practice.</p> <p>Speaking Task - A role-play task that asks the pupils to work in pairs with one pupil asking for the bill in Spanish and the other one replying with the amount using Spanish currency based on the amount shown on the slide. This activity will combine their understanding of Spanish currency with maths as they need to calculate the bill by adding up the coins on the slide.</p> <p>Reading Challenge - children have to match what they hear to the groups of coins offered on the screen.</p>	
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

			<p>Maths Challenge - A more challenging maths activity where pupils are asked to calculate the final bills by adding up the notes and coins on the final slide.</p>	
Lesson 6	1 hour	<p>¿Qué recordáis?</p> <p>What do you remember?</p>	<p>End of unit assessment opportunity - resources available on LanguageAngels.</p>	<p>En la cafeteria lesson PowerPoint 6</p> <p>Resources - Teams - Curriculum - MFL - Year 5 - En la cafeteria - Lesson 6</p>