

# BILSTON CHURCH OF ENGLAND PRIMARY



## MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Spanish	Habitats Los hábitats	4	Spring 2	4.5 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>Explain in Spanish the key elements animals and plants need to survive in their habitat</li> <li>Give examples in Spanish of the most common habitats for plants and animals and name an example of these habitats.</li> <li>Explain in Spanish which animals live in these different habitats.</li> <li>Give examples in Spanish of which plants live in these different habitats.</li> </ul>			
Key vocabulary:	Los animales y las plantas necesitan - The animals and the plants need...			

refugio - shelter  
 comida - food  
 aire - air  
 sol - sun  
 agua - water  
 la selva tropical - the tropical rainforest  
 el campo - the meadow  
 el océano - the ocean  
 el desierto - the desert  
 al ártico - the artic  
 ... es un habitat en... - ...is a habitat in...  
 El Sahara - The Sahara  
 El Amazonas - The Amazon  
 El parque national South Downs - The South Downs national Park  
 El Océano Pacifico - The Pacific Ocean  
 La Groenlandia - The Greenland  
 el camello - the camel  
 el conejo - the rabbit  
 el oso polar - the polar bear  
 El mono araña - The spider monkey  
 el tiburón - the shark  
 vive (he/she/it) lives  
 viven - (they) live  
 en - in  
 las algas - the seaweed  
 los árboles altos - the tall trees  
 los arbustos - the bushes  
 los cactus - the cactus  
 las plantas resistentes - the hardy plants  
 crece (he/she/it) grows  
 crecen (they) grow

Lesson Sequence	Time Allocation	Key Question	Teaching Activities (Possible cross curricular opportunities)	Resources
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Lesson 1	45 minutes	<p>¿Qué necesitan las plantas y los animales?</p> <p>What do plants and animals need?</p>	<p>Provide children with vocabulary list for the unit to stick in their books.</p> <p><i>Start by asking the children if they know anything about the topic of habitats in English. They may already know some facts from Science. Do they know which essential elements plants and animals need to survive?</i></p> <p>Use 'Habitats (1)' PowerPoint to introduce the unit to the children. Look at the key things plants and animals need to survive. Children should be encouraged to come to the whiteboard to circle words that they recognize helping them to learn how to decode new foreign language.</p> <p>habitats song</p> <p>Activity: Habitats listening and reading sheet.</p> <p>Plenary: Can the children remember any facts in Spanish from the PowerPoint? Is this a new fact learnt in the Spanish lesson or did they know it from before? Which words were easy/hard to understand in Spanish? Start to draw their attention to the fact that cognates (words that are similar in both Spanish and English) are so much easier to remember. Look out for these first and see how you can remember the new language in Spanish.</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p style="text-align: center;">los hábitats - the habitats</p> <p style="text-align: center;">los animales y las plantas necesitan...- the animals and the plants need...</p> <p style="text-align: center;">reugio - shelter</p> <p style="text-align: center;">comida - food</p> <p style="text-align: center;">aire - air</p> <p style="text-align: center;">sol - sun</p> <p style="text-align: center;">agua - water</p> <p style="text-align: center;">la selva tropical - the tropical rainforest</p> <p style="text-align: center;">el campo - the meadow</p> <p style="text-align: center;">el océano - the ocean</p>	<p>Habitats (1) PowerPoint</p> <p>habitats song - Language Angels</p> <p>Habitats listening and reading activity (Teams&gt; Curriculum&gt; MFL&gt; MTP&gt; Year 4&gt; 4. Los hábitats &gt; 1. Habitats listening and reading sheet</p>
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			el desierto - the desert el Ártico - the Arctic	
Lesson 2	45 minutes	¿Puedes nombrar algunos habitats?  Can you name any habitats?	<p>Explain to the class that they may hear more language than they initially understand in this lesson but we will use the technique of listening for key words and cognates to help them decode/understand the Spanish they see. This will also help them to identify and remember some of the main habitat types.</p> <p>Use 'Habitats (2)' PowerPoint.</p> <p>Activity: Complete the listening and reading activities (slide 35, 37, 39)</p> <p>Plenary: Can the children remember any examples of habitats in Spanish yet? Are these still cognates (the words that look the same in Spanish and English) as may have been the case last week? Are they pronounced the same?</p> <p style="text-align: center;"><u>Vocabulary</u> ...es un habitat en... - is a habitat in... el Sahara - The Sahara el Amazonas - The Amazon el parque national South Downs - The South Downs National Park el Océano Pacifico - The Pacific Ocean la Groenlandia - Greenland.</p>	<p>Habitats (2) PowerPoint</p> <p>habitats song - Language Angels</p> <p>Habitats listening and reading sheet &gt; Teams&gt; Curriculum&gt; MFL&gt; MTP&gt; Year 4&gt; 4. Los hábitats &gt; 2. Habitats listening and reading sheet</p>
Lesson 3	45 minutes	¿Dónde crecen estas plantas?  Where do these plants grow?	<p>Explain the aim of the lesson: <b>to learn in Spanish which plants grow in specific habitats.</b></p> <p>Start the lesson by asking the class if they can remember any words in Spanish from the last two weeks.</p> <p>Use 'Habitats (3)' PowerPoint to look at which plants grow in each of the habitats introduced in the last lesson.</p> <p>Activity: Types of plants sheet</p>	<p>Habitats (3) PowerPoint</p> <p>habitats song - Language Angels</p> <p>Types of plant sheet &gt; Teams&gt; Curriculum&gt; MFL&gt; MTP&gt; Year 4&gt; 4. Los hábitats &gt; 3. Types of plant sheet</p>

			<p>Plenary: Can the children remember which plants live in which habitats without a prompt? Can they pronounce them correctly? Can anybody spell them? What would help them remember them more?</p> <p style="text-align: center;"><u>Vocabulary</u>  las algas - seaweed  los árboles altos - tall trees  los arbustos - the bushes  los cactus - the cacti  las plantas resistentes - the hardy plants  crece - (he/she/it) grows  crecen - (they) grow  en - in</p>	
Lesson 4	45 minutes	<p>¿Dónde viven estos animales?</p> <p>Where do these animals live?</p>	<p>Explain the aim of the lesson: <b>to learn which animals live in specific habitats and look at some of their adaptations.</b></p> <p>Use 'Habitats 4' PowerPoint to present the language to the children showing which animals live in which habitat and how they have adapted.</p> <p>Activity: Habitats writing activity - write in the correct animal or habitat that matches the description.</p> <p>Plenary: Can the children remember at least two animal adaptations in Spanish?</p> <p style="text-align: center;"><u>Vocabulary</u>  el camello - the camel  el conejo - the rabbit  el oso polar - the polar bear  el mono araña - the spider monkey  el tiburón - the shark  vive - (he/she/it) lives  viven - (they) live  en - in</p>	<p>Habitats (4) PowerPoint</p> <p>habitats song - Language Angels</p> <p>Habitats writing activity &gt; Teams&gt; Curriculum&gt; MFL&gt; MTP&gt; Year 4&gt; 4. Los hábitats &gt; 4. Habitats writing</p>

Lesson 5	45 minutes	<p>¿Qué sabes sobre los habitats diferentes?</p> <p>What do you know about the different habitats?</p>	<p>Explain the aim of the lesson: consolidate which animal and which plant lives in a particular habitat. Present to the class.</p> <p>Use "Habitats (5)" PowerPoint to show the children all of the key facts on habitats, animals and plants now presented together.</p> <p>Activity: Children use the prompt sheet from the smart notebook to form their own sentences in their books.</p> <p>Plenary: Can the children present to the class on their chosen habitat?</p>	<p>Habitats (5) PowerPoint</p> <p>habitats song - Language Angels</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 'Habitats (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>Habitats (6) PowerPoint</p> <p>habitats song - Language Angels</p> <p>Habitats end of unit task &gt; Teams&gt; Curriculum&gt; MFL&gt; MTP&gt; Year 4&gt; 4. Los hábitats &gt; 6. Habitats end of unit task</p>