

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Spanish	Family Mi Familia	4	Autumn 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 <p>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.</p>			
End of unit objectives:	<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> Tell somebody the members, names and various ages of either their own or a fictional family in Spanish. Continue to count in Spanish, reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unite: llamarse (to be called) and tener (to have) 			

Key vocabulary:

la familia -the family
el padre/El papa - The father/ the dad
la madre/la mama - the mother/the mum
el hermano - the brother
la hermana - the sister
el abuelo - the grandfather
el abuela - the grandmother
el tío - the uncle
la tía - the aunt
el padoastro - the stepfather
la madastra - the stepmother
el hermanstro - the stepbrother/halfbrother
la hermanastra - stepsister/halfsister
el hijo - the son
la hija - the daughter
el primo - the cousin (male)
la prima - the cousin (female)
los padres - the parents
los abuelos - the grandparents
los hermanos - the siblings/brothers and sisters
mi, mis - my
¿Tienes hermanos? - Do you have any brothers or sisters?
Sí, tengo una hermana - Yes I have a sister.
Sí, tengo un hermano - Yes, I have a brother.
Sí tengo dos hermanos - Yes, I have two brothers.
Sí tengo dos hermanas - Yes I have two sisters.
No, soy hijo único - No, I am an only child (boy)
No, soy hija única - No I am an only child (girl)
¿Cómo te llamas? - What is your name?
¿Cómo se llama tu [family member]? - What is your [family member]'s name?
Me llamo... - My name is...
Se llama - his/her name is...
¿Cuántos años tienes? - How old are you?
¿Cuántos años tiene _____? - How old is _____?
Tengo _____ años - I am _____ years old
Tiene _____ años - He/she is _____ years old?

Lesson Sequence	Time Allocation	Key Question	Teaching Activities (Possible cross curricular opportunities)	Resources
Lesson 1	45 minutes	<p>¿Quién es en la familia?</p> <p>Who is in the family?</p>	<p>Provide children with vocabulary list for the unit to stick in their books.</p> <p>Use 'La Familia (1)' PowerPoint. to avoid sensitive family situations a fictitious family has been used. You could also use another famous television or historical family if this fits in with other curriculum areas. There should be plenty of oral reinforcement with all children participating.</p> <p>Activity: Mi Familia sheet - label the members of the family.</p> <p>Plenary: Can the children remember what they have learnt today, and can they name the members of the family using the correct definite article?</p> <p>Question for the class: What rule can you deduce about Spanish articles/determiners from what you have learnt today?</p> <p>Answer: That the nouns for family members have a word in front of them. These are called articles/determiners and it changes depending on whether the family members is male or female. The female family members (feminine nouns) have 'la' in front of them and the male family members (masculine nouns) have 'el' in front of them.</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p style="text-align: center;">la familia -the family el padre/El papa - The father/ the dad la madre/la mama - the mother/the mum el hermano - the brother la hermana - the sister el abuelo - the grandfather el abuela - the grandmother</p>	<p>La Familia (1) PowerPoint</p> <p>Mi Familia sheet (Teams> Curriculum> MFL> MTP> Year 4> 2. Mi Familia> 1. Mi Familia</p>

			<p>el tío - the uncle la tía - the aunt el padastro - the stepfather la madastra - the stepmother el hermanstro - the stepbrother/halfbrother la hermanastra - stepsister/halfsister el hijo - the son la hija - the daughter el primo - the cousin (male) la prima - the cousin (female) los padres - the parents los abuelos - the grandparents los hermanos - the siblings/brothers and sisters mi, mis - my</p> <p>TEACHING GRAMMAR NOTE & EXPLANATION Determiners & Articles In Spanish, the article (the word for 'the', 'a'/'an' or 'some') is often used when we would omit it in English. For example, in English we would simply say 'mother/father' but in Spanish we say 'the mother, the father' when first learning the new vocabulary. Please note that the article is usually learnt with the noun in Spanish, but can be dropped when used in full sentences.</p>	
Lesson 2	45 minutes	<p>¿Quién es en tu familia?</p> <p>Who is in your family?</p>	<p>Explain to the children that they will learn how to say 'my; in Spanish so that they can say 'my brother, my sister' etc. They will be expected to replace the determiner 'the' that they learn last lesson with the possessive adjective 'my' that they will learn this week. They will understand by the end of the lesson that there is more than one word for 'my' in Spanish.</p> <p>Use 'La Familia (2)' PowerPoint.</p> <p>Activity: Mi familia 2 sort activity</p>	<p>La Familia (2) PowerPoint</p> <p>Mi familia 2 sort activity (Language Angels)</p>

Plenary: Can the children now list their own family (or fictitious family) and recall the correct possessive article with the noun for the family member?

TEACHING GRAMMAR NOTE & EXPLANATION

In Spanish, possessive adjectives are the equivalent of our English words like "MY", "YOUR", "HIS", "HER", "OUR" and "THEIR". Possessive adjectives describe a person, place or thing, because they tell you WHO something belongs to.

Example: "MY rubber" or "HIS rubber"

This describes the rubber as it tells you who it belongs to. It belongs to me or it belongs to him.

In this lesson we only examine the possessive adjective "MY" in Spanish. In Spanish it is slightly more tricky as there are TWO words for our single English word "MY".

Which version you need depends on the noun (in this case family member) that is being described.

The two possessive adjective words for "MY" in Spanish are:

Mi - used when talking about female OR male members of the family. As long as there is only one member being talked about mi is used. THIS IS DIFFERENT TO OTHER LANGUGES AS THEY OFTEN HAVE ONE FEMININE SINGULAR AND ONE MASCULINE SINGULAR OPTION.

Mis - used when talking about more than one person e.g. brothers, sisters, parents and grandparents.

NB: This means that the "my" possessive part of the phrase becomes plural as well as the noun.

In this lesson the pupils will learn and see that there is one word for "my" in English but there are two words for

			<p>it in Spanish. We want them to discover WHY for themselves through what they see and hear via the PowerPoint.</p> <p>Once they have mastered this they can talk about their own/a fictitious family with a more personalised approach.</p>	
Lesson 3	45 minutes	<p>¿Tienes Hermanos?</p> <p><i>Do you have siblings?</i></p>	<p>Explain the aim of the lesson: to learn the language required to be able to say how many brothers and sisters you have/don't have. There will also be an opportunity to revise the language covered in previous lessons.</p> <p>Use 'La Familia (3)' PowerPoint to introduce the language required to ask and answer the target question: ¿Tienes hermanos? (Do you have any siblings?)</p> <p>Activity: ¿Tienes hermanos? sheet</p> <p>Plenary: Can children say a few sentences about their brothers and sisters, if they have any, using the knowledge learnt so far? E.g. How many brothers and sisters they have or do not have? Are they an only child? This does not have to be based on their real family.</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p>¿Tienes hermanos? - Do you have any brothers or sisters?</p> <p>Sí, tengo una hermana - Yes I have a sister. SÍ, tengo un hermano - Yes, I have a brother. Sí tengo dos hermanos - Yes, I have two brothers. Sí tengo dos hermanas - Yes I have two sisters. No, soy hijo único - No, I am an only child (boy) No, soy hija única - No I am an only child (girl)</p>	<p>La familia (3) PowerPoint</p> <p>Tienes hermanos sheet (Teams> Curriculum> MFL> MTP> Year 4> 2. La Familia> 3. La Familia)</p>
Lesson 4	45 minutes	<p>¿Cómo se llaman los miembros de tu familia?</p>	<p>Explain the aim of the lesson: consolidate the previously learnt language and introduce the question ¿Cómo se llama? (what is he/she called). To learn how to ask the</p>	<p>La Familia (4) PowerPoint</p> <p>La Familia Translation (Teams> Curriculum> MFL> MTP> Year 4> 2. Mi Familia> 4. Mi Familia)</p>

		<p>What are the members of your family called?</p>	<p>question but also to formulate the answer by moving from 1st person singular (me llamo) to 3rd person singular (se llama).</p> <p>Use 'La Familia (4)' PowerPoint.</p> <p>Activity: Translate the sentences from English to Spanish</p> <p>Plenary: Can the children introduce their own/ a fictitious family to the class by saying what they are called?</p> <p style="text-align: center;"><u>Vocabulary</u> ¿Cómo te llamas? - What is your name? ¿Cómo se llama tu [family member]? - What is your [family member]'s name? Me llamo... - My name is... Se llama - his/her name is...</p>	
Lesson 5a	30 minutes	<p>¿Puedes contar a 100?</p> <p>Can you count to 100?</p>	<p>Explain aim of the lesson: to learn/revise numbers 1-100 in Spanish and that it is very important that they know this by next lesson so that they will eventually be able to say how old all the members of their family are</p> <p>Use 'La Familia (5a)' PowerPoint to show and learn the numbers 1-100.</p> <p>Activity: Mi familia 5 numbers (Language Angels)</p> <p>Plenary: Point to any number on a number chart and ask the children at random to say and write that number in Spanish</p> <p style="text-align: center;"><u>Vocabulary</u> Diez - 10 Veinte - 20 Treinte - 30 Cuarenta - 40 Cincuenta - 50 Sesenta - 60 Setenta - 70</p>	<p>La Familia (5a) PowerPoint</p> <p>Mi Familia 5a numbers activity (Language Angels)</p>

			<p>Ochenta - 80 Noventa - 90 Cien - 100 Veintiuno - 21 Veintidós = 22 Veintitrés - 23 Veinticuatro - 24 Veinticinco - 25 Veintiséis - 26 Veintisiete - 27 Veintiocho - 28 Veintinueve - 29 Treinta y uno - 31 Treinta y dos - 32 Treinta y tres - 33 Cuarenta y uno - 41 Cuarenta y dos - 42 Cuarenta y tres = 43</p> <p>TEACHING GRAMMAR NOTE & EXPLANATION When making compound/composite numbers in Spanish there a couple of things to bare in mind as spellings can change. Veinte (20) becomes veintiuno (21). The last e turns into an i as seen in the examples on the PowerPoint. The pattern of putting 'y' (and) in between the two numbers as seen in the examples for 31 and 41 will continue all the way to one hundred. The only ones, as mentioned, to watch out for are numbers 21-29. Numbers will be something to revisit and consolidate constantly going forward in Spanish.</p>	
Lesson 5b	45 minutes	¿Cuántos años tienen los miembros de tu familia?	<p>Explain the aim of the lesson: Revise numbers 1-100 and to be able to say how old a family member is. Use 'La Familia (5b)' PowerPoint. pupils will be shown how to apply all their knowledge from last lesson to be able to say old different members of a family are. Using Andrés to model the new language, pupils will learn how</p>	<p>La Familia (5b) PowerPoint Mi Familia 5b Listening task (Teams> Curriculum> MFL> MTP> Year 4> 2. Mi Familia> 5b. Mi Familia.</p>

		<p><i>How old are the members of your family?</i></p>	<p>to ask and answer the question: ¿Cuántos años tienes? (How old is he/she?)</p> <p>Activity: Listening task - Mi Familia 5b</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 style="text-align: center;"><u>Vocabulary</u></p> <p>¿Cuántos años tienes? - How old are you? ¿Cuántos años tiene _____? - How old is _____? Tengo _____ años - I am _____ years old Tiene _____ años - He/she is _____ years old?</p>	
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