



# Mendell Primary School

Aspire Challenge Achieve

## Medium Term Plan Spanish – Autumn term



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| <b>Year Group:</b> 4  | <b>Term:</b> Autumn 2021  | <b>Teacher:</b> Jenny Birch  | <b>Subject lead:</b>      | <b>Overview:</b> Me and my family, towns and home<br>Recap talking about self and extend to include where you live. Introduce third person through family   | <b>Key end points:</b><br>Ask and answer questions and begin to use third person in some familiar verbs<br>Recall vocab to talk about self and family | <b>Prior learning/future learning:</b><br>F2/Yr 1: Family<br>Yr 3: Talking about self<br>Yr 5: All About Me<br>Yr 6: Famous person project |                               |
| <b>Links to other learning:</b><br>Being in my world and celebrating me |   | <b>Risk Assessment:</b>  | <b>High Quality Text:</b> | <b>National Curriculum links:</b><br>listen attentively to spoken language and show understanding by joining in and responding<br>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*<br>speak in sentences, using familiar vocabulary, phrases and basic language structures<br>read carefully and show understanding of words, phrases and simple writing<br>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary<br>describe people, places, things and actions orally* and in writing<br>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 |   | <b>Common misconceptions:</b><br>Word order particularly in questions  |                               |
| <u>Learning Intention</u>   |   | <u>Lesson Outline</u><br>(Key questions in colour)   |                           |   | <u>Resources</u>  | <u>Vocabulary</u>  | <u>Lowest 20% Adaptations</u> |
| 1   | To talk about themselves<br><br><b>Knowledge:</b> In this first lesson children will recap sentence about themselves in the first | As a class practise greetings and feelings<br>In a circle throw the ball to a classmate, when you catch the ball say a sentence about yourself (which can't be the same as the last person)<br>Recap sentences from the game on the board and add any that are missing |                           |   | Ball  | Tengo<br>Es<br>Age<br>Names<br>Birthdays<br>Pets<br>Brothers and sisters   |                               |

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|   | <p>person. The focus is on using I have and adapting this sentence correctly to share different information. The use of es will also be covered</p>  | <p>Play guess who on tables – say several sentences as if you are someone else on the table and everyone has to guess who you are<br/>Invite children to say as many sentences as they can about themselves to a partner and can partner can help them extend this</p>  |                                |  |                    |
| 2 | <p><b>To ask and answer questions</b><br/>Knowledge: Using the previous lesson, we recall the questions to the answers practised last week and look at second person of these verbs</p>  | <p>Practise greetings and feelings<br/>As a table write down as many sentences as you can about each other<br/>Play match the question – when a question appears, match it to the correct answer<br/>Practise asking and answering questions with a partner</p>   | Powerpoint                     | <p>Tengo<br/>Es<br/>Age<br/>Names<br/>Birthdays<br/>Pets<br/>Brothers and sisters</p>  |                    |
| 3 | <p><b>Listen carefully to language and respond with simple phrases</b><br/>Knowledge: Prior knowledge of tienes and tengo will be used and brothers and sisters. Here as we will be using them to introduce members of our family (discussion with teacher must be had as it can be a sensitive topic for some)<br/>Introduction of hay and mi</p> | <p>Play quick fire question game where teacher asks a question and first person to stand up and answer it then asks another question and so on<br/>Recap tengo and tienes and how to say brothers and sisters through powerpoint<br/>Look at new family members and recap gender and how to extend sentence to include all family members<br/>Introduce en mi familia hay and ask children to write own sentences</p> |                                | <p>en mi familia hay... in my family there is.<br/>Mi madre, mi padre, mi hermano, mi hermana, mi abuelo, mi abuela<br/>Mama, papa</p>                         | Use model sentence |
| 4 | <p><b>Write a simple sentence from memory</b><br/>Knowledge: Use vocab from previous week along with tengo and tienes. Introduce se llama/llaman and use to recap plurals and look at third person with link to me llamo</p>   | <p>Using family tree on tables label the family members<br/>Ask children to share sentences of own families<br/>Introduce se llama and se llaman – te llamas and me llamo and discuss how it is linked<br/>Ask children to give example<br/>Use question Como se llama to practice<br/>Extend sentence from last week to give examples<br/>Read sentences to class and translate</p>                                  | Powerpoint, family tree sheets | <p>en mi familia hay... in my family there is.<br/>Mi madre, mi padre, mi hermano, mi hermana, mi abuelo, mi abuela<br/>Mama, papa<br/>*Se llama/Se llaman</p> |                    |

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| 5 | <p>Listen and understand a few simple phrases on a topic.<br/>Complete the gaps in a short text.<br/>Listen for sounds, rhyme and rhythm<br/>Knowledge: Majority of this lesson is based on cognates allowing pupils to feel/ build confidence when having to pronounce towns and indeed countries around the world.<br/>Use knowledge of sounds to pronounce countries<br/>Countries lesson involves Youtube video and song to help practise them</p> | <p>Practise simple conversation with partner<br/>Talk about cognates and what they are<br/>Look at powerpoint and identify cognates<br/>Make phonics bank on board and refer to Year 3 phonics bank and add any new examples<br/>Watch Youtube video with song to practise</p>   | <p>Phonics bank sheet,<br/>powerpoint<br/>YouTube</p> | <p>Francia<br/>Espana<br/>Alemania<br/>Los Estados Unidos<br/>Italia<br/>Gales<br/>Irlanda<br/>Escocia</p> |  |
| 6 | <p>Write simple words and phrases using a model and some words from memory<br/>Knowledge: Children look at new regular verb and make links to tener. Children can say where they live and ask the question and can build on knowledge of question words</p>  | <p>Practise countries song<br/>Introduce vivo en... recall en from en mi familia<br/>Ask children to finish sentence<br/>Introduce Donde vives and make links to tengo and tienes and patterns<br/>Practise asking partner and answering question<br/>Add to simple conversation with other questions children know about themselves</p> | <p>Powerpoint</p>                                     | <p>Vivo en...<br/>¿Donde vives?</p>  | <p>Teacher Support or whiteboard with sentence</p> |
| 7 | <p>To learn about a Spanish festival</p>   |  |   |  |  |

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| 8  | To identify cognates and practise masculine and feminine  | <p>Look at question and identify familiar words<br/>         Introduce new vocab and say if masculine or feminine, apply phonic knowledge to pronunciation and identify cognates<br/>         Practise vocab and pronunciation through powerpoint<br/>         Play mime game and guess what place is being mimed<br/>         Recap vocab</p> <p><b>Knowledge:</b> Prior knowledge in this lesson relates to masculine and feminine forms. Children can also use either knowledge of identifying cognates</p> | Powerpoint         | El mercado, el supermercado, la piscina, la playa, la estación de trenes, la estación de autobuses, el restaurante, el museo, el parque, el cine                |  |
| 9  | To write a simple sentence using a model  | <p>Recap vocab through powerpoint<br/>         Sort nouns according to gender<br/>         Look at hay... and how to complete sentence<br/>         Write sentence in books using model</p> <p><b>Knowledge:</b> Use 'en' in a new context and recap how to say I live in, build on vocab introduced last week.</p>  | Powerpoint, books, | En...hay...<br>El mercado, el supermercado, la piscina, la playa, la estación de trenes, la estación de autobuses, el restaurante, el museo, el parque, el cine |  |
| 10 | Listen carefully to language and respond with simple phrases. To be able to give simple directions to get from A to B | <p>Recall places in town through powerpoint<br/>         Introduce directions and practise through aeroplane game<br/>         Use map on board to practise directions to different places in town.</p> <p><b>Knowledge:</b> Practise directions with vocab from places in town. Also recall donde and how to use in a different context</p>   | Powerpoint         | Todo recto, a la izquierda, a la derecha<br>¿Dónde esta?  |  |
| 11 | Practise a simple conversation with a partner   |  |                    |   |  |
| 12 |   |  |                    |   |  |
| 13 |   |  |                    |   |  |