

Early Start Spanish Medium Term Planning Autumn Term 2 (7weeks): Overview

<p><u>Core Structures covered:</u> España/colours</p> <p><u>Key vocabulary</u> <i>Rojo, amarillo, blanco, negro, azul, verde, naranja, rosa, gris, marrón, morado</i> <i>Uno, dos, tres, cuatro, cinco, seis</i></p>	<p><u>Sound Patterns</u> "Ñ" as in España</p> <p><u>Opportunities for reinforcement during week:</u></p> <ol style="list-style-type: none"> 1. Use greeting conventions correctly 2. Register in Spanish 3. Sing songs 4. Take 10/Singing Spanish 	<p><u>Resources</u> Early Start Spanish 1 Unit 5 <i>Canta en español</i> www.lajolieronde.co.uk <i>Singing Spanish</i> AC Black www.acblack.com Take 10 en Español (Devon Education Services) www.deseducation.org http://wsqfl.westsussex.gov.uk/ccm/navigation/curriculum/modern-foreign-languages/key-stage-2/spanish-scheme-of-work-for-key-stage-2/</p>
<p><u>Possible Cross Curricular links</u></p> <p>Geography Class groups could be named after a European Country/major Spanish city</p> <p>Art/ICT – ch produce flags of the Spanish speaking countries that they have visited, or would like to visit. Colours could be labelled in Spanish. Leaflets/fact sheets could be produced.</p> <p>Music Christmas songs and other songs from Autumn 1</p>	<p><u>Expectations</u></p> <p><i>Most pupils(LL-Breakthrough 1)</i> will join in with the song by making a physical response or showing a flashcard; respond to questions or instructions with support from visual clues; begin to recognise written words with help.</p> <p><i>Some pupils(LL-Breakthrough 2)</i> will be able to answer questions accurately; ask questions with prompting; read phrases with help;</p>	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Self assessment sheet P.101 (take out numbers section) 2. European Languages Portfolio/Languages Ladder 3. a small conversation in Spanish (maybe with a puppet) which might be filmed and /or use PowerPoint/Photostory skills but in Spanish!

<p>RE/PSHE Intercultural understanding of how cultures celebrate Christmas differently.</p>	<p>experiment with writing words/phrases; sing songs accurately; work well in small groups using mostly target language; pronounce sounds accurately.</p>	
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Language/FW	Resources	Activities (30 mins lesson)	Follow-up activities (30 mins)
<p>Week 1 Learn some more colours ES Unit 4 <i>Rojo, amarillo, blanco, negro, azul, verde, naranja, rosa, gris, marrón, morado</i></p> <p>O3.2 Recognise & respond to sound patterns, words O4.2 Listen for specific words and phrases KAL: To imitate pronunciation LLS: Recognize words the teachers mouths silently LLS: Use context & previous knowledge to determine meaning & pronunciation IU4.2 Know about some aspects of everyday life & compare them to their own</p>	<p>ES Teachers manual</p> <p>Early Start CD Rom</p> <p>11 colour flash cards</p> <p>9 colour cards for hopscotch (Foam colour sheets work well) or Twister mat</p> <p>Colour beanbags</p> <p>uniblocks</p>	<p>1. Sing colours song again.</p> <p>2. Replay any game from P 39,40 or Play 'colour tennis': pretend to bat any colours and pupils bat back firstly with the same colour and then with a different colour. eg. Teacher 'bats' and says <i>rojo</i> P bats back <i>rojo</i></p> <p>3. P46. Watch whole video again</p> <ul style="list-style-type: none"> Pick out 5 colours didn't focus on last week Practise any game from p39 but with 5 new colours When ready: play a game e.g. lotto with all 11 colours <p>4. Discuss which colours are hardest to remember... talk about strategies to remember.</p> <ul style="list-style-type: none"> Teacher chooses a colour pupils are having difficulty recalling. X goes out. Hide an animal of that colour. X enters. Class repeat colour e.g. '<i>amarillo</i>', softly or loudly to indicate how close X is to finding animal <p>5. Play colour hopscotch (see QCA teachers guide p 29) Model to whole class and then split into small groups</p>	<ul style="list-style-type: none"> Children use a new 'chosen colour' to register with T: Jack? P: si...negro T: Sarah? P: Si....azul Make a link to Picasso in Art (p41) Use parachute for a giant fruit salad type game! Use with colour song from Canta en Español as well Complete PowerPoint or Photostory , with extra colours Make a colour based 'fortune teller' (flip-flap) to play with friends in the playground

Language/FW	Resources	Activities	Follow-up activities
Week 2 Spain 1st of 2 weeks of IU IU3.2 Locate country/countries where Spanish is spoken IU4.4 Learn about ways of travelling to the country	Iwb/map of Europe Printed outline map of Spain and neighbouring countries http://www.yourchildlearns.com/europe_map.htm	1. Introduce 'España' on IWB/large map of Europe. 2. Ch discuss in pairs their experiences of Spain & then share in class – who has been there? How far is it from Britain? How did they get there? Which region/town/city did they visit? 3. On board, compile a class 'Top 10' facts about Spain. Ask ch for any facts they know about Spain – customs, food, places, famous Spanish people, etc. 4. Introduce 'España' on IWB/large map of world. Look at countries / regions which speak Spanish. (optional). Ch could locate Spain on a map of Europe and label it in Spanish.	Atlases Class groups could be named after a European Country/major Spanish city Art/ICT – ch produce flags of the Spanish speaking countries that they have visited, or would like to visit

Language/FW	Resources	Activities	Follow-up activities
Week 3 Spanish speaking countries IU3.2 Locate country/countries where Spanish is spoken IU4.4 Learn about ways of travelling to the country/ies	World map Atlases Internet/library books Laptops for internet access http://www.wall-maps.com/Classroom/Foreign-Language-Maps/mapamundi.htm http://www.magistral-mba.com/listofS-Speaking.html Country / region word cards Printed outline map of world	1. Do they know if Spanish is spoken anywhere other than Spain? 2. Explain to ch that there are many other countries / regions in the world where Spanish is spoken. Do ch know of any? 3. Look at world resources provided. Point out main areas of the world where there are Spanish speaking countries / regions –, Central America, South America, The Caribbean, Europe... 4. Look at websites listed . This provides links for information on all Spanish speaking countries. 5. See www.earlystart unit 3 for further ideas to exploit colours and flags 6. Look at the world map of Spanish speaking countries website. Can ch name any of the countries / regions? Talk about this as a class. Why do these countries have capital letters? 7. Give out a word card to each group showing the Spanish and English name of one of these countries / regions. As a group, ch compare the number of syllables, vowels, consonants.	Ch.could produce the flags or work on the fact sheets This work could be limited to, for example, Spanish speaking countries in South America (Brazilians speak Portuguese not Spanish!) . Ch can now work in pairs/small groups. Ch choose or are allocated a country to research, and can either: - draw/paint the flag of their country - produce a fact sheet on their country to include information on eg. location, population, capital city, currency, famous landmarks if any, climate, food etc. - mark the route from 'home' to the destination and decide which form of transport to use to travel to their location Other earlystart weblinks eg names, Picasso etc

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Language/FW	Resources	Activities	Follow-up activities
Week 4 <i>Revision of colours and language so far</i> <i>Colours/greetings/name</i> <i>Mi color preferido es...</i> O3.2 Recognise & respond to sound patterns, words O4.2 Listen for specific words and phrases KAL: To imitate pronunciation L 3.1 Recognize familiar written words. L4.4 Write simple words & phrases using a model & some words from memory	Colour flashcards/foam rectangles Name/colour find your partner cards (each card has a name –possibly Spanish – and a colour word or image) Whiteboard model writing Song cds from Autumn 1 Assessment sheet p101 ES1	<ol style="list-style-type: none"> 1. Revise greetings and ¿Qué tal? Etc Use Cdrom games to practice. 2. Revise Me llamo..... and colours using question ¿Cómo te llamas? And colour flashcards or foam rectangles. 3. Introduce ¿Cuál es tu color preferido? Es..... 4. Play find your partner game. Distribute cards. Explain to ch that there is only one person in the room who has the same details as him/her on his/her card. If more appropriate coloured squares can be used instead of the colour word. 5. Play “fruit salad” game with colours: Ch sit in a circle and are given a colour in Spanish. T calls out a colour and ch with that colour swap places. 6. Play any of the games or songs from Autumn 1. 7. Write a model on the whiteboard for children to copy in their exercise books.¡Hola! Me llamo..... Mi color preferido es 	Play any of the games mentioned so far. Sing song from Canta en español or Singing Spanish p 16 Play corners in PE with colours. Practise the question ¿Qué es tu color preferido? Make a display as in French on display (paint colours). Speed writing. Writing on backs. Assessment sheet p101 if not already completed in 1st half-term (excluding I can count from 7 to 12).

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<p>Week 5 ES unit 6 Numbers 1-6</p> <p>O3.2 Recognise and respond to sound patterns and words</p> <p>O3.3 Perform simple communicative tasks using single words, phrases and short sentences</p> <p>L3.1 Recognise some familiar words in written form</p> <p>L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words</p> <p>L3.3 Experiment with the writing of simple words</p>	<p>Number flashcards</p> <p>Small number flashcards.</p>	<ol style="list-style-type: none"> 1. Ask them to think about situations where it is useful to know your numbers. (money/telephone/ age etc) 2. Watch video section 6 up to 1-6 3. Show flashcards. Say the number and the pupil(s) echo. 4. Give each pupil a number card 1-6 . when you call out cinco (eg) all pupils having 5 hold their card up. 5. Play lotto with numbers 1-6. The winner shouts out ¡Yo! 6. Use any of the other games listed on P 45 of ES1 : hide the number/Fruit salad/ number tennis. 7. Show written word and play speed writing. 	<p>Bingo/Rip lotto</p> <p>Speed writing</p> <p>Number tennis/ping-pong</p> <p>Simple numeracy: dos y dos (2 plus 2), tres menos uno (3 -1), dos por dos (2 x 2).</p> <p>Groups game in PE as describe don P 46 of manual (ES1)</p> <p>Ch compose own songs practising 1-6.</p>

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<p>Weeks 6 & 7 Christmas</p> <p>2 lessons from ppt</p> <p>IU4.1 Learn about festivals and celebrations in different cultures</p> <p>L4.2 Follow a short familiar text, listening and reading at the same time</p> <p>KAL</p> <ul style="list-style-type: none"> Recognise that languages describe things differently <p>LLS</p> <ul style="list-style-type: none"> Compare the language with English Use context to determine meaning 	<p>Feliz Navidad, celebramos. (rpt) (All on West Sussex grid for learning)</p> <p>Norfolk pp</p> <p>Cooking ingredients</p> <p>Card for cards</p> <p>websites</p>	<p>Choose a number of activities from the websites outlined in the powerpoint. Concentrate on IU as there are many different customs and dates of note in Spain.</p> <p>For example: songs/greetings/websites/research/cooking etc.</p>	<p>Practise songs</p> <p>Search for a version of Feliz Navidad on youtube or on Canta en Espanol cd- really simple words and very catchy!</p> <p>Cooking: pulvorones</p> <p>Making Xmas decorations etc</p> <p>Websites: many mentioned on the Xmas powerpoint also look at West Sussex KS2 Spanish planning .</p> <p>Use Xmas greetings</p> <p>Make a display of Spanish Xmas cards.</p>