

Early Start Spanish Medium Term Planning Spring Term (12 weeks): Overview

<p><u>Core Structures covered:</u> Tengo ... años, ¿Cuántos años tienes? Mi cumpleaños es... ¿Cuándo es tu cumpleaños? Hoy es.. ¿Qué día es hoy? <u>Key vocabulary</u> Months of the year Numbers 1-31 Days of the week ¡Feliz cumpleaños! <u>Sound Patterns</u> ñ(tilda) años Reinforcement of “i” in junio/diciembre/ día Reinforcement of “j” in junio/julio Reinforcement of “z” in marzo Reinforcement of Spanish silent “h”</p>	<p><u>Framework Objectives:</u> O3.1 listen and respond to simple rhymes stories songs. O3.2 recognise & respond to sound patterns and words O3.3: answer questions in single words/phrases L 3.1/3.2/3.3 read/write simple words IU 3.1 : Learn about diff langs spoken IU 3.2 Locate countries IU 3.3: identify social conventions at home KAL : listen for specific sound patterns KAL: To imitate pronunciation LLS: listen and repeat, look at speaker LLS: use physical response</p>	<p><u>Resources</u> Early Start Spanish 1 Units 6-10 <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 Personal booklets <u>Optional Extras</u> Early Start Talking Big Book « Cachorrito Encuentra un amigo » Early Start 1 interactive CD Rom (has same video in shorter clips plus interactive games, worksheets and ‘Find out More’ sections Spanish Festivals and Traditions, Brilliant Publications ISBN: 978-1-905780-53-2</p>
<p><u>Possible Cross Curricular links</u> PHSE: Festivals ICT: websites, create own pps of numbers Literacy: Writing number words ART/DT: Number display work/ Festivals display work/projects MUSIC/PE: sing songs from singing Spanish/Take 10 en Español</p>	<p><u>Expectations</u> <i>Most pupils(LL-Breakthrough 1)</i> will join in with songs 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. <i>Some pupils(LL-Breakthrough 2)</i> will be able to answer questions accurately; ask questions with prompting; read phrases with help; experiment</p>	<p><u>Assessment</u> 1. Self assessment sheet P.101 /2 2. European Languages Portfolio/Languages Ladder 3. A conversation in Spanish (maybe with a puppet) which might be filmed and /or use PowerPoint/Photostory skills but in Spanish! ‘ <u>Opportunities for reinforcement during week:</u> 1. Use greeting conventions correctly</p>

		with writing words/phrases; sing songs accurately; work well in small groups using mostly target language; pronounce sounds accurately.	2. Register in Spanish 3. Use numbers, colours, months of the year wherever appropriate eg numeracy, art, music, dates
Language	Resources	Activities (30 mins lesson)	Follow-up activities (30 mins)
Week 1 ES Unit 6 : <i>uno, dos tres, cuatro cinco, seis</i> O3.2 Recognise & respond to sound patterns, words O3.4 Listen attentively & understand everyday classroom lang. . KAL: To imitate pronunciation	ES Teachers manual Number flashcards (at least enough for one per child)	1. Revisit previously learnt language with 1 or 2 games. 2. Discuss why counting in Spanish is useful. In what situations might they need to use numbers? 3. Watch 1 st part of video to introduce numbers 1-6. 4. Teach actions for numbers 1-6 5. With flashcards reinforce pronunciation and actions. 6. Give out number flashcards. Call out numbers and ch show appropriate cards. 7. Choose a recognition or repetition activity from P45/6 8. Play Loto or Rip Loto with numbers 1-6	Make up songs and dance routines practising 1-6 in Spanish Make own number flashcards(figures) to play number games with. Call out numbers and pairs of ch make the appropriate shape. Write a number (figure) on partner's back. From Singing Spanish sing "De uno a diez "(number 7) play up to line 8. Ch interact by miming the previously learnt actions.

Language/FW	Resources	Activities	Follow-up activities
<p>Week 2 ES Unit 6 : <i>siete, ocho, nueve, diez, once, doce</i></p> <p>O3.2 Recognise & respond to sound patterns, words O3.4 Listen attentively & understand everyday classroom lang. L 3.1 Recognize familiar written words. L3.2 Make links between phonemes, rhymes & spellings. Read aloud familiar words</p> <p>KAL: To imitate pronunciation</p>	<p>ES Teachers manual</p> <p>Soft ball</p> <p>Flashcards (number words 1-12)- 1 set per table</p> <p>Letter cards to spell 1-6 in Spanish</p>	<ol style="list-style-type: none"> 1. Revisit numbers 1-6 throwing ball to individuals asking class to repeat numbers after you. 2. Show dvd from beginning. This time ch repeat numbers after heard in the dvd. 3. Listen to the song and join in when confident. (1-12) 4. Give each table a set of the written numbers and see if they can order them correctly. Check on whiteboard/large flashcards. 5. With numbers one to six put letter cards on board eg U N O and then mix up letters and ch write correct word on their individual whiteboards or rearrange class board. 	<ul style="list-style-type: none"> • Continue using all language learnt so far in daily routines. Use flashcards on wall to remind you and pupils! • Use similar throwing ball and chanting games in a PE, parachute or Circle Time session • Swat the number game • Numbers Game as on dvd(PE) • Learn song to sing in assembly with actions/dance

Language/FW	Resources	Activities	Follow-up activities
Week 3 ES Unit 7 ¿Cuántos años tienes ? NB Tengo un año LLS: Recognize words the teachers mouths silently O3.2 Recognise & respond to sound patterns, words O4.2 Listen for specific words and phrases KAL: To imitate pronunciation O4.4 Ask and answer questions L 3.1 Recognize familiar written words. L4.4 Write simple words & phrases using a model & some words from memory	ES Teachers manual Birthday cake flashcards up to age 12 Letter cards for numbers	<ol style="list-style-type: none"> 1. Revisit numbers 1-12. 2. Mouth numbers and ask ch to read your lips. 3. Practise writing numbers siete/ocho as in previous lessons. 4. Watch the dvd. Listen first. Revise ¿ Qué tal? ¿ Cómo te llamas? Introduce new question ¿ Cuántos años tienes ? asking the ch if they can work out the meaning from the dvd. 5. Show birthday cake flashcards and get ch just say the number of the age eg cinco 6. Teach them “ cinco años” and go through the cards once more. Show them the tilda ñ on the board and practice this key sound. 7. Teach them “Tengo cinco años” and go through cards again. 8. Do 3rd activity from P51 using a variety of numbers 1-12 to train children’s ear. 9. Play music . Get ch to circulate . when music stops instruct them to ask a specific question to the person next to them eg what their age is/what their name is etc 	Talking Point p52 Primary Education Art: Draw/paint a person with a speech bubble with saying their age eg Tengo cinco años Practise saying/reading/writing numbers Numeracy: Simple sums P44/6/7 Make a class display of number words for the classroom wall Music: Sing song (no 7) from Singing Spanish and take it through to the end. Select any activities from p51/2

Language/FW	Resources	Activities	Follow-up activities
Week 4- Revision, self-assessment O3.2 Recognise and respond to sound patterns and words O4.2 Listen for specific words and phrases O4.1 Memorise and present a short spoken text	ES Teachers' Manual Self-assessment sheets Revision materials Personal booklets	1. Revise all the required from Units 1-7 using a dialogue with the class. Use finger puppets if desired. 2. Make a personal booklet. 3. Complete self-assessment p101	Revisit any songs and activities from Units 1-7. Cover any of above activities previously missed out.

Language/FW	Resources	Activities	Follow-up activities
Week 5 ES Unit 8 Los meses del año ¿ Cómo te llamas ? Me llamo Yo soy O3.3 Answer questions in single words/phrases & short sentences O3.2 Recognise and respond to sound patterns and words KAL: To imitate pronunciation O4.4 Ask and answer questions LLS: Compare the language with English	ES Teachers manual Spanish Festivals and Traditions, Brilliant Publications ISBN: 978-1-905780-53-2 Flashcards from ES for months of year	1. As on P 56 talk to the ch about occasions and events in the year eg Valentine's Day, April Fools etc . make a list on the board . Ask ch to suggest which month these occur in. 2. Watch the dvd. Play through once. Play through again and supply information as on p56/7 or use ideas from Spanish Festivals and Traditions. 3. Play a 3 rd time asking the ch to repeat each month as heard.	Art: make a poster to illustrate a Spanish festival/event Practise saying months with DVD/song (on dvd) ES cd or Canta en español track 15 for pronunciation practice
Language/FW	Resources	Activities	Follow-up activities
Week 6 Unit 8 Los meses del año KAL: To imitate pronunciation O4.4 Ask and answer questions LLS: Compare the language with English	ES Teachers manual http://www.earlystart.co.uk/esspanish1/content-frame-span1.htm	1. Play song from dvd and ask ch to stand when hear their birthday month. 2. Give out cards to pairs from p59 and play Snap/Slap Loto or similar recognition game. 3. Learn song with actions/dance off by heart. 4. Design posters for their birthday month/ or each table designs a calendar in Spanish on A3 sheet.	Keep practising all words learnt so far during daily routines Explore origins of month names on website

<p>LLS:Improve their ability to memorise, using a range of strategies such as association with a physical response, word association, rhyme and rhythm and visualisation</p> <p>KAL: Identify phonemes, letters and words which are similar to and different from English in spoken and written forms</p>			
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Language/FW	Resources	Activities	Follow-up activities
<p>Week 7</p> <p>IU Festivals</p> <p>IU4.2 Know about some aspects of everyday life & compare them to their own.</p> <p>IU 4.1 Learn about festivals and celebrations in different cultures</p> <p>L3.3 Experiment with the writing of simple words</p>	<p>ES Teachers manual</p> <p>http://www.spanish-living.com/fiestas-festivals-spain/calendar</p> <p>http://www.european-schoolprojects.net/festivals/Spain/summer/tomat.htm</p> <p>http://gospain.about.com/od/spanishfestivals/qt/weird_bizarre.htm</p>	<ol style="list-style-type: none"> 1. Play dvd Unit 8 to remind ch of festivals in Spain. 2. Make a comparison chart of Spanish and English events festivities using English/Spanish months of the year. Do an example (eg January) on board before children do their own chart. 3. Use websites/Early Start website to help ch with their research. 4. Get volunteers to recall a festival and recount to the class. 	<p>Get ch to do a mini-project on a festival of their choice Powerpoint? Etc</p> <p>Make a display of Spanish festival through the year.</p>

<p>Week 8 ES Unit 9 numbers 13-20: <i>trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte</i></p> <p>KAL: To imitate pronunciation LLS: • Use gesture and mime to show they understand and to help make themselves understood LLS: Improve their ability to memorise, using a range of strategies such as association with a physical response, word association, rhyme and rhythm and visualization</p> <p>O3.2 Recognise and respond to sound patterns and words O3.3 Perform simple communicative tasks using single words, phrases and short sentences O4.2 Listen for specific words and phrases L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words L3.3 Experiment with the writing of simple words</p>	<p>ES Teachers manual</p> <p>Number flashcards 1-12 and 13-20</p> <p>Smaller number flashcards – enough for the whole class.</p> <p>Word cards numbers 13-20</p>	<ol style="list-style-type: none"> 1. Re-cap numbers 1-13 by playing games: Once (or doce), Loto, big dice, flashcard games etc (see previous planning), actions etc 2. Watch the video section 9: Los Números 13-31 up to 20 3. Just concentrate on trece, catorce, quince first of all as after this the numbers become more self-explanatory. 4. Using flashcards (13,14,15 first and then the others when confident) get ch to echo the numbers. 5. Distribute small number cards. Call out numbers and ch. Hold up the appropriate cards. (Call out in order first and then at random). 6. Play any other games from Unit 9 p 61/2 7. If you want to show ch the written word, show them the word cards and see if they can match them up to the number cards. 	<p>Practise the numbers wherever possible in Maths, Registration, Wall display</p> <p>Get ch to make up a song using numbers 1-20</p>
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<p>Week 9 ES Unit 9 numbers 21-31: <i>Veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta, treinta y uno</i></p> <p>KAL: To imitate pronunciation LLS: • Use gesture and mime to show they understand and to help make themselves understood LLS: Improve their ability to memorise, using a range of strategies such as association with a physical response, word association, rhyme and rhythm and visualization O3.2 Recognise and respond to sound patterns and words O3.3 Perform simple communicative tasks using single words, phrases and short sentences L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words L3.3 Experiment with the writing of simple words</p>	<p>Number flashcards 1-31</p> <p>Small flashcards 1-31</p> <p>Word flashcards 1-31</p> <p>Dice</p> <p>http://www.quia.com/jg/275141.html</p> <p>Follow me cards</p> <p>http://www.youtube.com/watch?v=L26jwqF9Zr0</p>	<ol style="list-style-type: none"> 1. Re-cap numbers 1-20. Can anyone remember how they were spelt? Discuss different ways of remembering numbers and their spellings. 2. Show DVD numbers 20-31 3. Use any of the games from P61-63 to practice these numbers. 4. Use simple sums to confirm understanding (y +, menos -) 5. Show dvd again getting ch to echo numbers as they hear them pronounced. 	<p>Display work</p> <p>Sing and learn the song from the DVD/CD “Dos y dos son cuatro”</p> <p>Number games : quia ICT</p> <p>Number song video see you tube link.</p> <p>Create Number Dance.</p>
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Week 10 IU /cross-curricular	<i>El huego de la oca</i> <i>numeracy games</i> songs : www.educacion.es/exterior/uk/es/ Easter activities: see PPT presentations	Select from language consolidation activities and board game from Early Start. Easter traditions in Spain	Research Spanish traditions for Easter. Make cards / posters etc
Week 11 ES Unit 10 ¿Cuándo es tu cumpleaños? KAL: To imitate pronunciation LLS: • Use gesture and mime to show they understand and to help make themselves understood LLS:Improve their ability to memorise, using a range of strategies such as association with a physical response, word association, rhyme and rhythm and visualization O3.2 Recognise and respond to sound patterns and words O3.3 Perform simple communicative tasks using single words, phrases and short sentences L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words L3.3 Experiment with the writing of simple words	Months flashcards http://vids.myspace.com/index.cfm?fuseaction=vids.individual&videoid=20195278 Clips of Spanish children celebrating birthdays: http://www.bbc.co.uk/learningzone/clip/s/a-birthday-out-in-a-country-park/5720.html http://www.bbc.co.uk/learningzone/clip/s/un-cumplea-os/5692.html	<ol style="list-style-type: none"> 1. Using flashcards / previous activities / chant (CEE) revise months of year. Revisit also numbers 1-31. 2. Watch DVD Unit 10, for gist only(not the written part) 3. Discuss birthdays, referring to 'talking point' for info on Spain. 4. Introduce the word 'cumpleaños' and ch repeat.Highlight 'ñ' sound. Write the word and practise. 5. Ch practice writing the word, in stages 6. Introduce '¿cuándo?' and refer to other question words met before. 7. Put the question to ch and encourage them to answer with single word, eg junio. 	Watch videos from BBC website Practise numbers

<p>Week 12 Unit 10 <i>¿Cuándo es tu cumpleaños? Feliz cumpleaños</i></p> <p>KAL: To imitate pronunciation LLS: • Use gesture and mime to show they understand and to help make themselves understood LLS: Improve their ability to memorise, using a range of strategies such as association with a physical response, word association, rhyme and rhythm and visualization</p> <p>03.2 Recognise and respond to sound patterns and words 03.3 Perform simple communicative tasks using single words, phrases and short sentences L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words L3.3 Experiment with the writing of simple words</p>	<p>'Happy Birthday' in Spanish: Cumpleaños feliz! ¡Cumpleaños feliz! Te deseamos todos ¡Cumpleaños feliz!</p> <p>Birthday present</p>	<ol style="list-style-type: none"> 1. Revise the question from previous lesson, using song: 'feliz cumpleaños' from SS. Children stand at their birthday month, and repeat the word. 2. Practise singing Cumpleaños feliz! with ch. 3. Ask the question, and invite answers (differentiated)...junio / en junio / es en junio. 4. Watch DVD again, including written words. 5. Demonstrate how to make the full reply : Es el 5 de febrero etc. 6. using knowledge of chs' birthdays, say a birthday and ch guess whose birthday it is. 7. Ch write their birthday on mini whiteboard 8. Play 'musical birthdays' (p.68) (ch have mini whiteboards as support if necessary) 	<p>Play the birthday game. With Spanish music playing, pass the birthday present around the class. When the music stops, the class asks <i>¿Cuándo es tu cumpleaños?</i> in chorus, to the person holding the present. Ch answers, takes present from the box, and the class calls out <i>Feliz cumpleaños</i></p>
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