

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

<p><b><u>Core Structures covered:</u></b></p> <p><b><u>Key vocabulary</u></b> Pets, Brothers and sisters, dates, birthday, days of the week</p> <p><b><u>Sound Patterns</u></b></p> <p><b>Silent “h”</b>_ (hermano/hermana)</p> <p><b>Z</b>_th sound (pez)</p>	<p><b><u>Framework Objectives:</u></b></p> <p>O3.1 listen and respond to simple rhymes stories songs</p> <p>O3.2 recognise &amp; respond to sound patterns and words</p> <p>O3.3: answer questions in single words/phrases</p> <p>L 3.1/3.2/3.3 recognise/read/write simple words</p> <p>IU 3.1 : Learn about diff langs spoken</p> <p>IU 3.2 Locate countries</p> <p>IU 3.3: identify social conventions at home</p> <p>KAL : listen for specific sound patterns</p> <p>LLS: listen and repeat, look at speaker</p> <p>LLS: use physical response</p>	<p><b><u>Resources</u></b></p> <p>Early Start Spanish 1 Units 11-14</p> <p><i>Canta en español</i> <a href="http://www.lajolieronde.co.uk">www.lajolieronde.co.uk</a></p> <p><i>Singing Spanish</i> AC Black <a href="http://www.acblack.com">www.acblack.com</a></p> <p><i>Take 10 en Español</i> ( Devon Education Services) <a href="http://www.deseducation.org">www.deseducation.org</a></p> <p><b><u>Optional Extras</u></b></p> <p>Ppt of Querido Zoo</p> <p>Spanish Festivals and Traditions (Brilliant Publications) ISBN : 978-1-905-780-53-2</p> <p>Early Start website</p>
<p><b><u>Possible Cross Curricular links</u></b></p> <p><b>PHSE: San Fermin/Mothers’ Day</b></p> <p><b>ICT:</b> Make own Querido zoo Story</p> <p><b>Literacy: Querido Zoo</b></p> <p><b>ART/DT:</b> Design flashcards: days of the week/festivals/pets</p> <p><b>MUSIC/PE:</b> sing songs from singing Spanish/Take 10 en Español</p>	<p><b><u>Expectations</u></b></p> <p><b><i>Most pupils(LL-Breakthrough 1)</i></b> 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.</p> <p><b><i>Some pupils(LL-Breakthrough 2)</i></b> will be able to answer questions accurately; ask questions with prompting; read phrases with help; experiment with writing words/phrases; sing songs accurately; work well in small groups using mostly target language; pronounce sounds accurately.</p>	<p><b><u>Assessment</u></b></p> <p>1. Self assessment sheet P.103</p> <p>2. European Languages Portfolio/Languages Ladder</p> <p>3. Yo y mi familia booklet/powerpoint</p> <p><b><u>Opportunities for reinforcement during week:</u></b></p> <ol style="list-style-type: none"> <li>1. Use greeting conventions and classroom instructions correctly</li> <li>2. Register in Spanish</li> <li>3. Use numbers, colours, months of the year, dates, birthdays wherever appropriate eg numeracy, art, music, dates</li> <li>4. Take 10/songs</li> </ol>

Language	Resources	Activities (30 mins lesson)	Follow-up activities (30 mins)
<p><b>Week 1</b>  <b>ES Units 6,8 : Revision of numbers 1-12 and months of the year</b></p> <p>O3.2 Recognise &amp; respond to sound patterns, words  O3.4 Listen attentively &amp; understand everyday classroom lang.</p> <p>KAL: To imitate pronunciation</p>	<p>ES Teachers manual and DVD</p>	<p>Select any previous activities from Spring Term to revise and consolidate numbers and months.</p>	<p>.Number games, mental maths, months of year song, number song, quizzes. Use vocabulary whenever possible in daily routines.</p>
Language/FW	Resources	Activities	Follow-up activities
<p><b>Week 2</b>  <b>ES Units 9 and 10 revision : numbers 13-31, birthdays</b></p> <p>O3.2 Recognise &amp; respond to sound patterns, words  O3.4 Listen attentively &amp; understand everyday classroom lang.  L 3.1 Recognize familiar written words.</p> <p>KAL: To imitate pronunciation</p>	<p>ES Teachers manual</p>	<p>1.Select any previous activities from Spring Term to revise and consolidate higher numbers and birthdays.</p> <p>2. Do a birthday survey using the Spanish months in the class to find out when everyone's birthdays are. Present results as a pie chart / graph / wall display</p>	<p>Number games, mental maths, months of year song, number song, quizzes. Use vocabulary whenever possible.</p> <p>See more in Spanish Festivals and Traditions P40-43</p>

Language/FW	Resources	Activities	Follow-up activities
<p><b>Weeks 3 and 4</b>  <b>ES Unit 11 : <i>Los días de la semana</i></b>  lunes, martes, miércoles, jueves, viernes, sábado, domingo.</p> <p>Hoy es ....(today is...)</p> <p>O3.2 Recognise &amp; respond to sound patterns, words  O3.4 Listen attentively &amp; understand everyday classroom lang.  L 3.1 Recognize familiar written words.</p> <p>KAL: To imitate pronunciation</p>	<p>ES1 Teachers manual  ES1 DVD  ES1 CD  Singing Spanish</p> <p>Days of week flashcards</p>	<p>Week 3</p> <ol style="list-style-type: none"> <li>1. Watch the video. (Stop before written word is introduced).Discuss.</li> <li>2. Re-play with pausing for children to repeat.</li> <li>3. Children repeat days of week after teacher or track 11 of CD.</li> <li>4. Using flashcards, attach to the board in sequence. Pupils say the days, remove one at a time until pupils can say all 7 independently.</li> <li>5. Give each child a day of the week. Play ES days of week song (tr 25)and as they hear their day of the week children do a Mexican wave or stand up and sit down. Alternatively use song in Singing Spanish p 26. Children join in with the songs.</li> </ol> <p>Week 4</p> <ol style="list-style-type: none"> <li>1. Watch video to include written word.</li> <li>2. Children to repeat the words as seen.</li> <li>3. Focus on spellings and ask the children to find a pattern.</li> <li>4. Demonstrate spellings on board.</li> <li>5. Using props to represent different school activities on different days of the week Eg PE kit= martes, recorder= jueves etc , hold up prop and ask ¿Qué día es hoy? Pupils reply “Hoy es lunes” etc</li> </ol>	<p>Write date in Spanish and underneath “ hoy es lunes” etc.</p> <p>Copy write names of the week and draw their activities for each day.</p> <p>Use any activities from ES1 and Chinese Whispers, Snap, songs , make up own song etc</p>

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<p><b>Weeks 5 and 6</b> <i>Intercultural understanding: San Fermin and/or Mothers' Day</i></p> <p><b>IU 3.3</b> Identify social conventions at home and in other cultures</p>	<p>ES1 Teachers' Manual</p> <p>Spanish Festivals and Traditions, Brilliant Publications ISBN: 978-1-905780-53-2</p>	<ol style="list-style-type: none"> <li>1. Watch DVD for unit 12.</li> <li>2. Introduce topic of Spanish fiestas held on special days. Refer to list of festivals in ES1 manual p 79.</li> <li>3. Follow link on ES website for information/activities on Las fiestas de San Fermín. (alternatively you could look at Mothers' Day)</li> <li>4. For further information/ideas/activities look at SFT p44.</li> </ol>	<p>Use any additional ideas not already touched upon.</p> <p>Make information poster/booklet on computer.</p> <p>Art: make a poster to illustrate a Spanish festival/event</p>

Language/FW	Resources	Activities	Follow-up activities
<p><b>Weeks 8 and 9</b> <b>ES1 Unit 13: Pets</b> <i>¿Tienes alguna mascota ?</i> <i>Un perro, un gato, un periquito, un hámster, un conejo, un pez, una tortuga, Tengo un (a)...</i> <i>¿Tienes alguna mascota ?</i></p> <p><b>LLS:</b>Discuss their language learning and try out different learning strategies Plan and prepare for</p>	<p>ES1 Teachers manual Puppets Flashcards Worksheet</p> <p>ES talking book Puppy finds a Friend</p>	<p>Week 8</p> <ol style="list-style-type: none"> <li>1. Talk with children about own pets as preparation for finding out about pets kept by Spanish children.</li> <li>2. Watch DVD.</li> <li>3. Put flashcards (pictures only) on board. Play cd with pets ( track 13). Children guess which animal it is and discuss LLS.</li> <li>4. Add word flashcards to the board. Replay CD track and ask children to match words, pictures and sound.</li> <li>5. Highlight and practise key sounds from P 82.</li> <li>6. Play game: Child mimes animal for rest of class to guess. Play loto etc</li> </ol>	<p>Puppy finds a Friend activities</p> <p>Play snap using ES flashcards.</p> <p>Ask question ¿Tienes alguna mascota?</p>

<p>language learning activities, analysing what they need in order to carry out a task Identify techniques to develop pronunciation <b>O3.2</b> Recognise and respond to sound patterns and words <b>O3.3</b> Perform simple communicative tasks using single words, phrases and short sentences KAL: To imitate pronunciation</p>		<p>Week 9</p> <ol style="list-style-type: none"> <li>1. Introduce question and answer.</li> <li>2. Can the children remember how to say their age and the literal meaning ie. Tengo=I have.</li> <li>3. Establish use of tengo un/una or No tengo mascotas.</li> <li>4. Practise question and answers with puppets and finger puppets.</li> <li>5. Play policeman game or hotseat.</li> </ol>	<p>Play any of the games games.</p> <p>Querido Zoo Introduce any extra vocabulary p 85</p>
<p><b>Weeks 10 and 11</b> <b>ES Unit 14: brothers and sisters</b> <i>¿Tienes hermanos?</i> <i>Tengo un hermano/dos hermanos/una hermana/tres hermanas</i></p> <p><i>No tengo hermanos</i> <b>O3.2</b> Recognise and respond to sound patterns and words <b>O3.3</b> Perform simple communicative tasks using single words, phrases and short sentences <b>L3.2</b> Make links between some phonemes, rhymes and spellings, and read aloud familiar words KAL: To imitate pronunciation</p>	<p>ES1 Teachers manual Flashcards Simpson cut-outs Powerpoint on Mi familia</p>	<p>Week 10</p> <ol style="list-style-type: none"> <li>1. Review animal questions and answers using any of above games and activities.</li> <li>2. Introduce Spanish family background using ES1 unit 14 DVD.</li> <li>3. Use the Simpsons flashcards or PP.</li> <li>4. Point out difference between hermano/hermana with un/una. If appropriate teach chico/chica to assist understanding. Reinforcement of silent h.</li> <li>5. Re-cap Tienes and tengo so question and answer session can be carried out. Plus No tengo hermanos.</li> </ol> <p>Week 11</p> <ol style="list-style-type: none"> <li>1. Consolidate with selection of activities from p90 and cards from activity worksheet.</li> <li>2. Introduce extended words and phrases with powerpoint and teach mi/mis.</li> </ol>	<p>Powerpoint on Simpsons. Simpsons game.</p> <p>Extra vocabulary P92 and in PP.</p> <p>Children bring in a photo of their family to label with mi/mis hermano(s) etc with pets as well. Alternatively children can draw family.</p>

<p><b>Week 12</b>  <i>Assessment and celebration</i></p> <p><i>Framework objectives from previous weeks</i></p>	<p>Assessment sheets</p>	<p>1. Make a booklet or powerpoint "Yo y mi familia" drawing together pictures and text from their prior learning from the whole year. Encourage picture dictionary work, research, photos. Encourage use of questions as well.</p> <p>2. Video presentations / puppet shows/assessment sheet p 103.</p>	<p>Spanish tapas party  Parachute games</p>
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