

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

<p><u>Core Structures covered:</u></p> <p><u>Key vocabulary</u> Pets, Brothers and sisters, dates, birthday, days of the week</p> <p><u>Sound Patterns</u></p> <p>Silent “h”_ (hermano/hermana)</p> <p>Z _th sound (pez)</p>	<p><u>Framework Objectives:</u></p> <p>O3.1 listen and respond to simple rhymes stories songs</p> <p>O3.2 recognise & 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><u>Resources</u></p> <p>Early Start Spanish 1 Units 11-14</p> <p><i>Canta en español</i> www.lajolieronde.co.uk</p> <p><i>Singing Spanish</i> AC Black www.acblack.com</p> <p><i>Take 10 en Español</i> (Devon Education Services) www.deseducation.org</p> <p><u>Optional Extras</u></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><u>Possible Cross Curricular links</u></p> <p>PHSE: San Fermin/Mothers’ Day</p> <p>ICT: Make own Querido zoo Story</p> <p>Literacy: Querido Zoo</p> <p>ART/DT: Design flashcards: days of the week/festivals/pets</p> <p>MUSIC/PE: sing songs from singing Spanish/Take 10 en Español</p>	<p><u>Expectations</u></p> <p><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.</p> <p><i>Some pupils(LL-Breakthrough 2)</i> 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><u>Assessment</u></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><u>Opportunities for reinforcement during week:</u></p> <ol style="list-style-type: none"> 1. Use greeting conventions and classroom instructions correctly 2. Register in Spanish 3. Use numbers,colours, months of the year, dates, birthdays wherever appropriate eg numeracy,art, music, dates 4. Take 10/songs

Language	Resources	Activities (30 mins lesson)	Follow-up activities (30 mins)
Week 1 ES Units 6,8 : Revision of numbers 1-12 and months of the year O3.2 Recognise & respond to sound patterns, words O3.4 Listen attentively & understand everyday classroom lang. . KAL: To imitate pronunciation	ES Teachers manual and DVD	Select any previous activities from Spring Term to revise and consolidate numbers and months.	.Number games, mental maths, months of year song, number song, quizzes. Use vocabulary whenever possible in daily routines.
Language/FW	Resources	Activities	Follow-up activities
Week 2 ES Units 9 and 10 revision : numbers 13-31, birthdays O3.2 Recognise & respond to sound patterns, words O3.4 Listen attentively & understand everyday classroom lang. L 3.1 Recognize familiar written words. KAL: To imitate pronunciation	ES Teachers manual	1.Select any previous activities from Spring Term to revise and consolidate higher numbers and birthdays. 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	Number games, mental maths, months of year song, number song, quizzes. Use vocabulary whenever possible. See more in Spanish Festivals and Traditions P40-43

Language/FW	Resources	Activities	Follow-up activities
<p>Weeks 3 and 4 ES Unit 11 : <i>Los días de la semana</i> lunes, martes, miércoles, jueves, viernes, sábado, domingo.</p> <p>Hoy es(today is...)</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.</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"> 1. Watch the video. (Stop before written word is introduced).Discuss. 2. Re-play with pausing for children to repeat. 3. Children repeat days of week after teacher or track 11 of CD. 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. 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. <p>Week 4</p> <ol style="list-style-type: none"> 1. Watch video to include written word. 2. Children to repeat the words as seen. 3. Focus on spellings and ask the children to find a pattern. 4. Demonstrate spellings on board. 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 	<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>

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

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

<p>language learning activities, analysing what they need in order to carry out a task Identify techniques to develop pronunciation O3.2 Recognise and respond to sound patterns and words O3.3 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"> 1. Introduce question and answer. 2. Can the children remember how to say their age and the literal meaning ie. Tengo=I have. 3. Establish use of tengo un/una or No tengo mascotas. 4. Practise question and answers with puppets and finger puppets. 5. Play policeman game or hotseat. 	<p>Play any of the games games.</p> <p>Querido Zoo Introduce any extra vocabulary p 85</p>
<p>Weeks 10 and 11 ES Unit 14: brothers and sisters <i>¿Tienes hermanos?</i> <i>Tengo un hermano/dos hermanos/una hermana/tres hermanas</i></p> <p><i>No tengo hermanos</i> 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 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"> 1. Review animal questions and answers using any of above games and activities. 2. Introduce Spanish family background using ES1 unit 14 DVD. 3. Use the Simpsons flashcards or PP. 4. Point out difference between hermano/hermana with un/una. If appropriate teach chico/chica to assist understanding. Reinforcement of silent h. 5. Re-cap Tienes and tengo so question and answer session can be carried out. Plus No tengo hermanos. <p>Week 11</p> <ol style="list-style-type: none"> 1. Consolidate with selection of activities from p90 and cards from activity worksheet. 2. Introduce extended words and phrases with powerpoint and teach mi/mis. 	<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>

Week 12 <i>Assessment and celebration</i> <i>Framework objectives from previous weeks</i>	Assessment sheets	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. 2. Video presentations / puppet shows/assessment sheet p 103.	Spanish tapas party Parachute games
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