

**Medway**  
**Lesson one**

**Y4 Spanish 30 minute Lesson Plans – Term 1**

Resources/preparation: Copy of PPT 1 (downloadable), Early Start 2 DVD

| Framework refs  | Learning Objective   | Introduction/ Warm up   | Activities  | Plenary/ consolidation   | KAL  | New Language  |
|---|--|---|---|--|--|---|
| O4.4 ask and answer questions on several topics<br>L4.4<br>Write simple words and phrases using a model and some words from memory (Graffiti Board)   | To revise greetings, animals and colours.<br><br>To be able to ask ¿dónde vives?<br><br>To be able to say (yo) vivo en ... | Watch powerpoint presentation.<br><br>Teacher to read phrases, with children repeating.<br><br>Emphasise pronunciation of Spanish j and difference between un and una | * Use the Talking point 1 in Early Start to give some information about the town they are going to see.<br>* Watch first half of Early Start 2 <b>section 1</b> ( <i>Dónde vives</i> ?)<br>* Stop and repeat phrases after each clip.<br>* Explain that 'Yo' (I) can be put in front of vivo to add emphasis, but isn't needed if they don't want to add it.<br>* spend 2 minutes practising <b>¿Dónde vives? / Yo Vivo en Chatham</b> with a partner | *Play #Wildfire in teams –using <b>¿Dónde vives?</b> and <b>Vivo en ...</b> As the pass along Q & A.<br>Children to use places that they live in for their answers. (EG Vivo en Chatham / chegworth road etc | Link to word phrases using the root of live <b>survive / vital signs / Vibrant</b><br><br>Point out the <b>v</b> is pronounced like a <b>b</b> | <b>Active</b><br><br>¿Dónde vives ?<br>(where do you live)<br><br>(yo) vivo en<br>(I live in) |
| <b>EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES</b> <ul style="list-style-type: none"> <li>Ask pupils to answer the register with 'Yo vivo en ...'</li> <li>Set up a Graffiti Board to be added to over the term. Begin with anything they remember from last year.</li> </ul> |  |   |   | <b>ON-LINE ACTIVITIES</b><br><a href="http://www.linguafun.eu">www.linguafun.eu</a> Click on ¿Dónde vives? > Presentation 1 and Activity 1   |  |   |
| <b>Evaluation</b>   |  |   |   |  |  |   |

**Medway**  
**Lesson two**

**Y4 Spanish 30 minute Lesson Plans – Term 1**

Resources/preparation: Early Start 2 DVD, miniflashcards -personal info set (downloadable)

| Framework refs   | Learning Objective   | Introduction/ Warm up  | Activities  | Plenary/ consolidation  | KAL  | New Language  |
|--|--|--|---|---|--|---|
| L4.3 Read some familiar words and phrases aloud and pronounce them accurately<br><br>04.2 listen for specific words and phrases in a song, poem or story   | To revise greetings, common names and animals and be able to read them aloud accurately.<br><br>Be able to say whether they live in a flat or a house.<br><br>To be able to say they live in England | Re read book from Y3 'Los amigos de la granja'<br><br>Read aloud together, asking each table to take a page. | Watch the second part of early start 2 DVD <b>section 1</b> from 'un piso'<br>Practise saying <b>vivo en un piso, vivo en una casa</b> . Ask question ' <b>¿vivo en un piso o una casa ?</b> (do you live in a flat or a house?)<br><ul style="list-style-type: none"> <li>Introduce the word Inglaterra for England. Ask them to try to say <b>I live in England</b> using what they know. <b>Vivo en Inglaterra</b></li> <li>Give each group of children a set of miniflashcards</li> <li>Teacher says e.g. 'vivo en ... tengo ...</li> <li>Children find and hold up relevant cards.</li> </ul> In pairs, pupils choose 3 cards and talk about them.<br>Remind pupils about using 'y' (and) to join sentences. | Invite children talk about themselves or made up persona, using as many phrases as they can remember.<br><br>E.G.Hola me llamo peter, tengo 8 anos, vivo en inglaterra en un piso.  | <b>Piso</b> ends with <b>o</b> so it is a masculine word, <b>casa</b> ends in <b>a</b> so it is a feminine word.<br>Help them remember by asking them to picture a girl living in a house and a boy living in a flat.. | <b>Passive</b><br><br><b>Active</b><br>un piso (a flat)<br>una casa (a house)<br><br>Inglaterra (England) |
| <b>EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES</b> <ul style="list-style-type: none"> <li>Ask children to answer the register with vivo en.....a town/city somewhere in England (extra points if they can tell you where it is (N,S, SE, SW etc)</li> <li>Tengo / Soy challenge – who can use the words <b>tengo</b> (I have) or <b>soy</b> (I am) in a sentence (can be mixed with English) some time during the week. e.g during maths – what have you got on your whiteboard ....tengo 28 as my answer. Keep a tally next to the whiteboard.</li> </ul> |  |  |   | <b>ON-LINE ACTIVITIES</b><br><a href="http://www.linguafun.eu">www.linguafun.eu</a> Click on ¿Dónde vives? > Presentation 1 and Activity 1<br><br><a href="http://www.bbc.co.uk/schools/primaryspanish/start_here/im/">http://www.bbc.co.uk/schools/primaryspanish/start_here/im/</a> - Yo unit - extra clips on pronunciation of basic information |  |   |
| <b>Evaluation</b>  |  |  |   |   |  |   |

**Medway**  
**Lesson three**

**Y4 Spanish 30 minute Lesson Plans – Term 1**

**Resources/preparation:** Whiteboards, mini-flashcards - personal info set (downloadable), writing frame/support –personal info (downloadable).

| Framework refs  | Learning Objective  | Introduction/ Warm up  | Activities   | Plenary/ consolidation   | KAL   | New Language         |
|---|---|--|--|--|---|----------------------|
| <p>O4.1 memorise and present a short spoken text</p> <p>O4.2 listen for specific words and phrases in a song, poem or story</p> <p>L4.4 Write simple words and phrases using a model and some words from memory</p> | <p>To revise how to say how many brothers or sisters you have.</p> <p>To be able to tell people something about where they live and their family.</p> | <p>Revise brother and sister. Teacher says - 'tengo dos hermanos y una hermana'. Pupils draw stick people to illustrate phrase on whiteboards, then repeat using different phrases. Invite pupils to make a statement for the class to draw.</p> | <ul style="list-style-type: none"> <li>Revise 'vivo en Inglaterra'.</li> <li>In pairs using mini flashcards practice giving personal information. Including name, age, place /country they live in. They can create new personas if they wish.</li> <li>Ask them to record their information somehow.</li> </ul> <p>Differentiation:<br/>Some children will write entire phrases.<br/>Some children will use a writing frame.<br/>Some children will use picture cards to form an appropriate sentence about themselves.</p> | <p>Children share their fact file about themselves with someone across the room who has to note the correct information.</p>   | <p>Note that some words are feminine (una) and some are masculine (un). Try to ensure they use the correct gender from the start.</p> | <p><b>Active</b></p> |
| <p><b>EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>Ask pupils to answer the register with 'Vivo en una casa' or 'Vivo en Inglaterra'</li> </ul>                 |   |  |  | <p><b>ON-LINE ACTIVITIES</b></p> <p><a href="http://www.prescot-school.knowsley.sch.uk/prescot-language/MFL-Site/primarySchool/spanishPrimary.htm">http://www.prescot-school.knowsley.sch.uk/prescot-language/MFL-Site/primarySchool/spanishPrimary.htm</a>- click on 'brothers and sisters'</p> <p>- Extra clips of pronunciation</p> |   |                      |
| <p><b>Evaluation</b></p>  |   |  |  |  |   |                      |

**Medway**  
**Lesson four**

**Y4 Spanish 30 minute Lesson Plans – Term 1**

Resources/preparation: Early Start 2 DVD Flashcards of places (Y4 pack), story 1 (downloadable)

| Framework refs  | Learning Objective   | Introduction/ Warm up  | Activities  | Plenary/ consolidation  | KAL  | New Language  |
|---|--|--|---|---|--|---|
| <p>04.2<br/>listen for specific words and phrases in a song, poem or story</p> <p>04.3<br/>Listen for sounds, rhyme and rhythm.</p>   | <p>To revise days of the week</p> <p>To be able to recognise and say the names of some places in a town.</p> <p>To understand the phrases for 'This is'</p> <p><b>Esto es ...</b><br/><b>Éste es ...</b><br/>For masculine words<br/><b>Ésta es ...</b><br/>For feminine words</p> | <p>Revise days of the week. Using Linguafun</p> <p>OR</p> <p>Play a game with initial letters and/or syllables, guessing a day of the week. (e.g. the teacher says 'I'm thinking of a day of the week with 2 syllables, whose first letter is 'L')</p> | <ul style="list-style-type: none"> <li>• Watch Early Start 2 DVD section 2 'Mi Ciudad'</li> <li>• Introduce places using #standard repetition strategies and <b>es.....(is)</b> el mercado (the market), el supermercado, la panadería (the bakery), la farmacia (the pharmacy), el colegio (the school), la piscina (the swimming pool), la biblioteca (the library).</li> <li>• Tell a story to reinforce gender. #Story 1</li> <li>• Play #007game.</li> <li>• Play #Splat using '<b>este /esta es</b>' to present vocabulary e.g. este es el mercado</li> </ul> | <ul style="list-style-type: none"> <li>• Play #Kim's game with flashcards.</li> </ul>   | <p>Note that some words are introduced with el (masculine) and some with la (feminine)</p> <p>Divide flashcards into 2 groups to reinforce gender. Those that end in 'o' use <b>este es</b> or end in 'a' use <b>esta es</b>.</p> <p>The letter <b>g</b> in colegio sounds the same as <b>ch</b> in loch</p> | <p><b>Passive</b></p> <p>Esto es (this is...)<br/>general<br/>Este es /<br/>Esta es<br/>(this one is ....)<br/>specific</p> <p><b>Active</b></p> <p>El mercado (market)<br/>La farmacia (pharmacy)<br/>La panadería (bakery)<br/>El colegio (school)<br/>El super- mercado (supermarket)<br/>La piscina (Swimming pool)<br/>La biblioteca (library)</p> |
| <p><b>EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• Take opportunities to practise éste / ésta es...? using known vocabulary, e.g. ésta es la sacapunta</li> </ul> |  |  |   | <p><b>ON-LINE ACTIVITIES</b></p> <p><a href="http://www.linguafun.eu">www.linguafun.eu</a> – click on los días de la semana</p> |  |   |
| <p><b>Evaluation</b></p>  |  |  |   |   |  |   |

**Medway  
Lesson five**

**Y4 Spanish 30 minute Lesson Plans – Term 1**

**Resources/preparation: Early Start 2 DVD, flashcards of places (Y4 pack), story 2 (downloadable)**

| Framework refs  | Learning Objective  | Introduction/<br>Warm up                                    | Activities  | Plenary/<br>consolidation   | KAL | New Language  |
|---|---|---|---|---|-----|---|
| 4.2 listen for specific words and phrases.  | <p>To revise colours</p> <p>To be able to recall some places in town from memory</p> <p>To be able to recognise and say the names of more places in a town.</p> | Play #noughts and crosses using colours to identify squares | <p>*Watch DVD (Early Start 2, Mi ciudad).</p> <p>*revise previous places using #standard repetition strategies</p> <p>*Play #Guess what and slow reveal. <b>‘Que es?’</b> (What is it ?) <b>es la /el ...</b> (it is the...)</p> <p>*Introduce new places, saying <b>‘Es el/la...'</b> Children repeat.</p> <p>*Tell a story to reinforce gender using story 2.</p> <p>*Play #True or False using all flashcards</p> <p><b>OR</b></p> <p>Play #Fruit Salad with shop names.</p> | Decide actions for each place. As the teacher calls out a place the class should do the appropriate action.         |     | <p><b>Passive</b></p> <p><b>Active</b></p> <p>el parque (park)</p> <p>la estación (station)</p> |
| <p><b>EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>P.E. warm-up activities. Finding the co-ordinates of places in numeracy and geography (e.g. dónde está el mercado?) Revising colours through data handling or probability in numeracy. Fruit salad game, revising shop names.</li> </ul> |   |   |   | <p><b>ON-LINE ACTIVITIES</b></p> <p><a href="http://www.linguafun.eu">www.linguafun.eu</a> click on los colores</p> |     |   |
| <p><b>Evaluation</b></p>  |   |   |   |   |     |   |

**Medway**  
**Lesson six**

**Y4 Spanish 30 minute Lesson Plans – Term 1**

Resources/preparation: Flashcards of places (Y4 Pack)

| Framework refs  | Learning Objective  | Introduction/ Warm up             | Activities  | Plenary/ consolidation  | KAL  | New Language   |
|---|---|-----------------------------------|---|---|--|--|
| KAL<br>recognise and apply simple agreements, Singular and plural   | To revise numbers<br><br>To be able to say what amenities can be found in a town. | Play #Lotto with numbers up to 20 | *Explain to the pupils that un (a) / el (the) go with masculine nouns (el mercado / un mercado); una (a)/ la (the) go with feminine nouns (la estación / una estación).<br>*Teacher displays 2/3 flashcards of places in the town and says e.g. en Madrid hay un mercado'.<br><br>Play #I went to the shops, with flashcards for support, using <b>en Madrid hay un mercado</b> to start the chain. Pupils should do actions as they say the words. | Play #Anagram Jigsaws.<br><b>Have flashcards on display</b><br><br>Jumble up letters of places in the town. In pairs, children to work out which place it is.<br>(e.g. aldcleme = el mercado) | e/ = un<br>la = una<br>for #I<br>went to the shops game. | <b>Passive</b><br><br><b>Active</b><br>Hay (there is / there are)<br><br>(sounds like 'eye') |
| <b>EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES</b>  |   |                                   |   | <b>ON-LINE ACTIVITIES</b>   |  |  |
| <ul style="list-style-type: none"> <li>Use phrase 'en Chatham hay un/una .....' for the register</li> </ul> |   |                                   |   |   |  |  |
| <b>Evaluation</b>   |   |                                   |   |   |  |  |