

Resources/preparation: Early start 2, Flashcards of places (Y4 pack)

Framework refs	Learning Objective	Introduction/ Warm up	Activities	Plenary/ consolidation	KAL	New Language
O4.2 listen for specific words and phrases O4.4 ask and answer questions on several topics	Introduce directions a la izquierda a la derecha todo recto Be able to understand and answer the question ¿dónde está?	Put places flashcards on left /right sides of the room. Introduce ¿Dónde está ? Ask children to point to the correct place. Get them to take turns calling out a place for everyone to point to.	*Watch DVD section 3 (alli = go there) *Describe flashcard locations as a la izquierda/ a la derecha (left / right). Ask 50/50 questions e.g. ¿Dónde está el mercado? ¿A la derecha o a la izquierda ? Move some cards to the front and introduce using todo recto with action of stepping forward. *Play #Robot game, giving number of steps to left/right/straight on. E.g. a la izquierda 3, a la derecha 4, todo recto 1. Class should move that number of paces. (if you have no space pupils can walk their fingers along the table instead).	Ask children to dictate directions to a volunteer who moves around the classroom.	Use question forms. Dónde está is a question word even though it doesn't start with a 'k' sound (a bit like our 'how?' not beginning with 'w')	Passive ¿Dónde está? (where is ?) Active a la izquierda (to the left) (<i>eeth key air da</i>) a la derecha (to the right) todo recto (straight on)
EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES				ICT Links		
<ul style="list-style-type: none"> Name any location in registration Play #007 a la izquierda, a la derecha, todo recto 						
Evaluation						

Medway
Lesson two

Y4 Spanish 30 minute Lesson Plans – Term 2

Resources/preparation: Street Map ppt, places flashcards (Y4 pack),

Framework refs	Learning Objective	Introduction/ Warm up	Activities	Plenary/ consolidation	KAL	New Language
O4.4 Ask and answer questions on several topics	To consolidate knowledge of left/right/straight on and use por favor to ask directions.	Hold up left/right/both hands as directed	Place cards in various places around the room. Ask ' ¿Dónde está (e.g. la estación) por favor? ' Ask children to direct you to various places using left/right/straight on and number of steps. Use street map ppt. Introduce word ' calle ' (street). Ask ' ¿Dónde está (e.g. calle blanca) por favor? ' Place pictures in places on plan as suggested by children. Model directions by talking through starting at Calle Negra. The 'll' in calle is pronounced like a 'y'	Send 1 child out. Hide an object. Pupils should take turns to direct them towards it.	Discuss names of roads locally. Compare with the map can they see the different word order? The colours as road names need to end in ' a ' because calle is a feminine word.	Passive una calle (street) Active Por favour (please)
EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES <ul style="list-style-type: none"> • PE – travel in various ways in given direction • PE – play follow my lead. Set up an obstacle course using bean bags. Children guide each other through. • Talk through directions when class going to various locations e.g.hall • Use finger puppets to ask directions in pairs 				ICT Links		
Evaluation						

Medway
Lesson three

Y4 Spanish 30 minute Lesson Plans – Term 2

Resources/preparation: Earlystart 2 DVD, Flashcards (Y4 pack)

Framework refs	Learning Objective	Introduction/ Warm up	Activities	Plenary/ consolidation	KAL	New Language
O4.3 listen for sounds rhyme and rhythm	To be able to recognise and say accurately the names of rooms in school. To revise directions	Play 'Javier Dice' (Simon Says) using left/right/straight on	*Watch DVD section 4. *Use repetition and #graded questions to reinforce rooms in school. *Play splat # using flashcards. *Read through vocabulary getting pupils to put their hands on their throats everytime they hear the ' <u>loch</u> ' sound and on their shoulders when they hear a 'th' sound. *Talking point – room use. We use the hall for everything, they have different rooms for eating and sports.	Blu tac flashcards around the board saying their name as you place them. Ask ' ¿Dónde está? ' and get pupils to reply with a la derecha, a la izquierda, todo recto	Listen and identify ' <u>loch</u> ' and 'th' sounds in given words. Can children think of other words they know with these sounds?	Passive Active el gimnasio (gym) el comedor (dining room) el patio (playground) la clase (classroom) los servicios / el aseos (toilets) el aula de informática (IT suite)
EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES				ICT Links		
<ul style="list-style-type: none"> Use the place names in Spanish wherever possible. Get pupils to ask 'los servicios/la biblioteca etc por favor?' when they want to go out to a different room. 						
Evaluation						

Medway
Lesson four

Y4 Spanish 30 minute Lesson Plans – Term 2

Resources/preparation: Early Start 2 DVD, flashcards (Y4 pack)

Framework refs	Learning Objective	Introduction/ Warm up	Activities	Plenary/ consolidation	KAL	New Language
<p>L4.3 Read some familiar words and phrases aloud and pronounce them accurately.</p>	<p>To revise classroom objects, names of rooms in school and directions.</p> <p>To use arriba and abajo accurately</p>	<p>Revise classroom objects. Hold up various objects stating what they are, then ask '¿Que es?' Children reply 'Es un /una'. Use #graded questions (50/50 yes/no) if they are struggling to remember all the objects.</p>	<p>*Revise pronunciation of places in school using echoing. Introduce arriba (up / upstairs) and abajo (down / downstairs) *Play 'Which room's where?' Draw a corridor on the board. Attach flashcards of school rooms on either side of the corridor. Ask pupils '¿Dónde está la /el...?' a la izquierda ? a la derecha? todo recto? abajo? arriba? etc. *Get pupils to move the rooms around several times.</p>	<p>• Show the final sequence of the DVD, section 4. Children read key words and phrases with onscreen text.</p>	<p>When asking 'Where are the toilets?' you say 'Dónde están los servicios?' because they are plural. Compare to 'where is' and 'where are' in English.</p>	<p>Active arriba (upstairs) abajo (downstairs)</p>
<p>EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES</p> <ul style="list-style-type: none"> • Use classroom objects/room names during the day wherever possible • 				<p>ICT Links</p>		
<p>Evaluation</p>						

**Medway
Lesson five**

Y4 Spanish 30 minute Lesson Plans – Term 2

Resources/preparation: Flashcards (Y4 pack), text cards (downloadable), whiteboards

Framework refs	Learning Objective	Introduction/ Warm up	Activities	Plenary/ consolidation	KAL	New Language
<p>L4.3 Read some familiar words and phrases aloud and pronounce them accurately</p> <p>L4.4 Write simple words and phrases using a model ad some words from memory</p>	<p>To be able to read the names of rooms in school.</p> <p>To be able to write from memory the name of a place in the school.</p>	<p>Play splat using the text cards of the places in a school to get the pupils <i>reading</i> the words instead of relying on pictures.</p> <p>Pick out some key phonemes.</p> <p>Play phoneme splat - -say a sound -they have to splat any word with that sound</p>	<p>*Use flashcards to play slow reveal game. Play #Word picture match 1'. Show flashcards of places in school. Pupils select the right text card from a selection on their table and hold it up. Ext - how many on the table can write it on a whiteboard too. *Play #Word picture match 2'. Give some pupils flashcards and others the text cards. Children have to match themselves into pairs.</p>	<p>In pairs using whiteboards pupils dictate place names to each other. One takes a text card and reads it aloud. The other writes in down as accurately as they can. They then check it together. This can be altered to drawing pictures where appropriate. Play #running dictation</p>	<p>Spanish has some sounds that we don't have. Try to copy the DVD to get the best pronunciation.</p>	
<p>EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES</p> <ul style="list-style-type: none"> Produce a video guide to our school/photographs showing what the school is like. Use example of Spanish children who present their school in DVD section 4 				<p>ICT Links</p>		
<p><i>Evaluation</i></p>						

Medway
Lesson six

Y4 Spanish 30 minute Lesson Plans – Term 2

Resources/preparation: : Flashcards (Y4 pack), labels PPT, white card, coloured pens etc

Framework refs	Learning Objective	Introduction/ Warm up	Activities	Plenary/ consolidation	KAL	New Language
<p>L4.3 Read some familiar words and phrases aloud and pronounce them accurately</p> <p>L4.4 Write simple words and phrases using a model and some words from memory</p>	<p>To reinforce the names of rooms in school.</p> <p>To be able to write from memory the name of a place in the school.</p>	<p>Play #‘Pass the bomb’ using flashcards of places around the school.</p>	<p>*Pupils create labels for different places around their school. Try to include pictorial representations of objects found in that room (e.g. the I in la clase can be a ruler or a pencil.)</p>	<p>Share and evaluate work. Class read children’s labels.</p>		
<p>EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES</p> <ul style="list-style-type: none"> • Art and Design/geography/maths “A plan of our school” Draw pictures and prepare a plan showing the layout of rooms in school Labelled display in Spanish for the entrance or to send to a partner school. 				<p>ICT Links</p> <p>PPT labels with pictorial representations</p>		
<p><i>Evaluation</i></p>						