

Early Start Spanish Medium Term Planning Autumn Term 1 (7weeks): Overview

<p><u>Core Structures covered:</u> ¿ Qué tal ? y tú ? Bien muy bien : ¿ Cómo te llamas ? Me llamo Yo soy</p> <p><u>Key vocabulary</u> Hola, buenos días, buenas noches Adiós, hasta luego, gracias Rojo, amarillo, blanco, negro, azul, verde,</p> <p><u>Sound Patterns</u> Silent h (<i>hola/ hasta luego</i>) LI sound as in <i>llamo</i> (p31) Azul (z) Rojo (j)</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 LLS: listen and repeat, look at speaker LLS: use physical response</p>	<p><u>Resources</u> Early Start Spanish 1</p> <p>Early Start 1 interactive CD Rom (has same video in shorter clips plus interactive games, worksheets and 'Find out More' sections</p> <p><i>Canta en español</i> www.lajolieronde.co.uk</p> <p><i>Singing Spanish</i> AC Black www.acblack.com</p> <p>Take 10 en Español (Devon Education Services) www.deseducation.org</p>
<p><u>Possible Cross Curricular links</u> PHSE: different greetings ICT: Use Early Start CD Rom's games independently. Use digiblu cameras for role plays Geog: Find Spain and other Spanish speaking countries Literacy: Compare traditional games/songs ART/DT: Make puppets/silhouettes MUSIC/PE: sing songs from singing Spanish/Take 10 en Español</p>	<p><u>Expectations</u> Most pupils(LL-Breakthrough 1) will join in with the song 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. Some pupils(LL-Breakthrough 2) 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> 1. Self assessment sheet P.101 (take out numbers section) 2. European Languages Portfolio/Languages Ladder 3. a small conversation in Spanish (maybe with a puppet) which might be filmed and /or use PowerPoint/Photostory skills but in Spanish! '</p> <p><u>Opportunities for reinforcement during week:</u></p> <ol style="list-style-type: none"> 1. Use greeting conventions correctly 2. Register in Spanish 3. Phoneme clouds

				4. Greetings matching up words and pictures 5. Word flashcards 6. Name cards -pairs
Language	Resources	Activities (30 mins lesson)	Follow-up activities (30 mins)	
<p>Week 1 ES Unit 1 : <i>Hola, buenos días, buenas noches</i></p> <p>IU3.3. Identify social conventions at home & in other cultures</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>Early Start CD Rom * Ball for throwing</p> <p>Flashcards from Unit 1</p>	<p>1. Discuss language learning: what languages do the children already speak? See P 7 & p11 Early Start Teachers' Manualideas for introducing the learning of Spanish</p> <p>2. Watch Video Unit 1 stop before written words. Pay particular attention to silent h in <i>hola</i> (p11)</p> <ul style="list-style-type: none">Recap through video to hear specific sounds and watch mouth movementsP 11, 12: Choose 1 or 2 of the suggested activities <p>3. P 10 and P14: discuss greetings in English</p> <p>4. P14: Show video again and let it continue to the written word Use flashcards for <i>Hola, buenos días, buenas noches</i>(p18) to play games / fill in speech bubbles with written words (P 12 column 2)</p> <p>5. Recap on pupils' ideas about Spain and learning Spanish</p>	<ul style="list-style-type: none">Continue greetings throughout the week inside and outside the classroom:Use similar throwing ball and chanting games in a PE , parachute or Circle Time sessionUse <i>Hola, buenos días, buenas noches</i> as rhythmic chants with percussion <p>For many extra ideas about looking at world languages see www.language-investigator.co.uk or the investigating languages course book to order from www.petlanguages.co.uk</p>	

		6.P15: Tell class a little more about dinosaurs in Spain ..	
Language/FW	Resources	Activities	Follow-up activities
<p>Week 2 ES Unit 2 : Adiós, hasta luego, gracias,</p> <p>IU3.3. Identify social conventions at home & in other cultures</p> <p>O3.2 Recognise & respond to sound patterns, words O3.4 Listen attentively & understand everyday classroom lang.</p> <p>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>IU3.4 Make direct/indirect contact with the country(s) of the lang.</p>	<p>ES Teachers manual</p> <p>Early Start CD Rom</p> <p>5/6 soft balls for throwing</p> <p>Flashcards from Unit 2</p>	<p>1. Use Greetings Game 2 activity (ball throwing) from last week: p11(Complete activity in large group. Split to small groups so everyone gets a go more quickly)</p> <p>2. What can pupils remember about Spanish ways of greeting? Today will learn about saying 'goodbye' ! (See notes P 20)</p> <p>3. Watch part 1 of video (stop before written word!') Ask children to watch out for a word from last week</p> <ul style="list-style-type: none"> • Stop video to hear specific sounds and watch mouth movements • <i>The CD-Rom should have a good 'listening for specific words' activity</i> <p>4. P21: Practise saying/echoing ' <i>Adiós, hasta luego</i>'</p> <ul style="list-style-type: none"> • Choose some activities from p. 20 • Add to a 'hello' greeting to make a mini role play around the class. <p>Point out the key sounds pupils must listen for p20</p>	<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 <i>gracias</i> instead of thank you ...all the time. Encourage TAs, parent helpers etc. to do the same • Use similar throwing ball and chanting games in a PE , parachute or Circle Time session • Use all words as rhythmic chants with percussion • Keep on singing the song!

		<p>5. P21: introduce the written word with Section 2 of video P21,: Add <i>Adiós, hasta luego, gracias</i> to flashcards and choose some group and pair activities</p> <p>6. Use speech bubble activity . P22,P23: talk about everyday life in Spain.</p> <p>7. Learn <i>Adiós</i> song P 22</p>	
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Language/FW	Resources	Activities	Follow-up activities
<p>Week 3 ES Unit 3 : <i>¿Qué tal ? ¿y tú ? Bien muy bien . No muy bien</i> 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. KAL: Apply phonic knowledge of French to support reading & writing KAL: Identify a different writing system L4.4 Write simple words & phrases using a model & some words from memory</p> <p>O3.1 Listen, respond to simple rhymes stories songs</p>	<p>ES Teachers manual</p> <p>Optional: Early Start CD Rom</p> <p>‘Smiley face’ cards</p> <p><i>Canta en español : track 3</i></p> <p><i>Singing Spanish ;track 3 Buenos Días</i></p>	<p>1.P 28: Play any other game from Units 1 and 2 using all the words known</p> <p>2. P28: Watch video and stop before written words. Recap through video if necessary to hear specific sounds and watch mouth movements. Use CD Rom listening activity</p> <ul style="list-style-type: none"> Practise pronunciation of <i>¿Qué tal ? ¿y tú ? Bien muy bien</i> <p>3. Discuss the Spanish question mark p 27 !</p> <p>4. P 27 P28 Play any of these games to practise these phrases .</p> <p>5. Watch rest of video</p> <ul style="list-style-type: none"> P29 Look at the written words and spellings: create some smiley faces with speech bubbles <p>6. Discuss School life in Spain (p29)</p> <p>7. Re-sing the Adios song !</p> <p>Alternatively :<i>Hola ¿Qué tal ?</i> Track 3 from <i>Canta en español</i> or <i>Singing</i></p>	<ul style="list-style-type: none"> Add Unit 3 phrases to your classroom routines. Teachers could study Unit 16 to see a Spanish teacher using these/similar phrases. :Teacher could start using <i>bien, muy bien</i> to praise P 28 : Make puppets who only speak Spanish Sing the song(s) every day!

		Spanish track 3	
Language/FW	Resources	Activities	Follow-up activities
Week 4- Consolidation	http://www.newburypark.redbridge.sch.uk/langofmonth/albanian/player.html	<p>This site not only has what people for "hello!" in many of the world's 2,796 languages, including Spanish; it also gives plays a sound recording so you know how to pronounce it, gives some other useful phrases, and links to basic facts about each country.</p> <p>Start with Spain, then compare with other countries!</p> <p>Make two lists: which countries' "hello!" sounds similar to Spain's? ..and the others.</p> <p>Same activity for goodbye, thank you, etc</p>	<p>Children in one teacher's class had heard of the traditional "<i>siesta</i>" and wanted to know if everyone really did have an afternoon snooze in Spain and Latin America. www.earlystart.co.uk and bbc link</p> <p>See website: U3 lesson ideas eg Make a puppet</p>

Language/FW	Resources	Activities	Follow-up activities
Week 5 ES Unit 4 ¿ Cómo te llamas ? Me llamo Yo soy KAL: Recognize some words	ES Teachers manual Optional: Early Start CD Rom Teacher's puppet	Talk about names in Spanish! 1. If you have Investigating language look at the Harry Potter page. Do names normally change in another language? Do pupils know any famous Spanish men women? (See p 34, 35) 2. Sing the <i>adios</i> or <i>Hola ¿ Qué tal ?</i> song(s) from	Begin to use a registration routine (p 32) Pupils answer <i>Si</i> or <i>Buenos días</i> Try some cross curricular

<p>occur in both English & French but may sound different.</p> <p>O3.3 Answer questions in single words/phrases & short sentences</p> <p>KAL: To imitate pronunciation</p> <p>O4.4 Ask and answer questions</p> <p>LLS: Compare the language with English</p> <p>LLS: (&4) To practise new language with a friend + outside the classroom</p> <p>LLS: Plan & prepare for a language activity.</p>	<p>Pupils' puppets?</p> <p>Flashcards of famous people</p> <p>Policeman hats!</p> <p>Singing Spanish</p> <p>Take 10 en Español</p>	<p>previous weeks.</p> <p>3. Watch the video to before written words. Recap to listen to the Q &A.NB there are two ways to answer..are there two in English?</p> <ul style="list-style-type: none"> • Model the Q and A with your puppet. • Practise with p31 activities, first with <i>Yo soy</i> and then with <i>Me llamo</i> <p>4. Watch rest of video with written word.</p> <p>Introduce the key sound/spelling in <i>llamo</i> (p31)</p> <p>5. Discuss Spanish surnames (p33) and Spanish children's names. There is a vast selection on P36,37!</p> <p>6. If children have puppets they can ask each others names</p> <p>7. ¡Hola Hola!: a great game to practise Q and A structures. 2 children go out (wearing policemen's hats!?). Class decides some members who will be 4/6 famous people : Bart Simpson/Sponge Bob etc (they may have toys/pictures). 2 come back in and take in turns to ask <i>Cómo te llamas</i>? Children reply with own name unless they are chosen character who says <i>Yo soy Bart</i> ! Who finds the most characters in 1 min. of questioning?. Alternative: Hola song from Singing Spanish track 1.</p>	<p>PE activities: page 32 or from Take 10 en Español</p>
Language/FW	Resources	Activities	Follow-up activities
<p>Week 6 (Units 1-4) Revision lesson</p> <p>KAL: Recognize some words</p>	<p>ES Teachers manual</p> <p>Flashcards from Units 1,2,3</p>	<p>1. Replay a ball throwing game to remember greetings from Units 1 and 2</p> <p>2. Replay last week's policeman game</p> <p>3. Replay some favourite games to consolidate learning so far...</p>	<ul style="list-style-type: none"> • Keep practising all words learnt so far during daily routines • Make a display of profile/silhouettes:

<p>occur in both English & French but may sound different.</p> <p>O3.3 Answer questions in single words/phrases & short sentences</p> <p>KAL: To imitate pronunciation</p> <p>O4.4 Ask and answer questions</p> <p>LLS: Compare the language with English</p> <p>LLS: (&4) To practise new language with a friend + outside the classroom</p> <p>LLS: Plan & prepare for a language activity</p>	<p>Digiblu cameras/digital camera</p> <p>Famous name flashcards</p>	<p>4. Hotseat game: Sit one child in a 'hot seat' but with their back to the class. Whole class help to chorus question '<i>¿Cómo te llamas?</i>'. Teacher points to another child who answers WRONGLY trying to disguise their voice. <i>Me llamo Bart</i> Can Hot Seat child guess who it is and say '<i>No te llamas Sam!</i>' Alternative: Hold 'famous' picture above head of Hotseat child. Everyone chants: "<i>¿Cómo te llamas?</i> Hotseat child guesses <i>Yo soy Bart?</i></p> <p>5. Use Digiblu cameras/digital camera to video mini conversations perhaps with puppets</p> <p>6. Sing one of the songs you have learnt!</p>	<p>write Q <i>¿Cómo te llamas?</i> Lift flap to find A: <i>Yo soy..or me llamo</i></p> <p><i>Any previous activities and website</i></p>
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Language/FW	Resources	Activities	Follow-up activities
<p>Week 7</p> <p>ES Unit 5: <i>Rojo, amarillo, blanco, negro, azul, verde,</i></p> <p>O3.2 Recognise & respond to sound</p>	<p>ES Teachers manual</p> <p>Optional: Early Start CD Rom</p>	<p>1. P 46. Throw cuddly toy to children. All class chorus the question <i>¿Cómo te llamas?</i> The child who catches answers <i>Yo soy ...or Me llamo...</i></p> <p>2. Discuss how class is feeling so far about their Spanish learning.</p>	<ul style="list-style-type: none"> Children to use their 'chosen colour' to register with. T: <i>Jack?</i> P: <i>si...rojo.</i> T: <i>Sarah?</i> P:

<p>patterns, words O4.2 Listen for specific words and phrases KAL: To imitate pronunciation LLS: Recognize words the teachers mouths silently LLS: Use context & previous knowledge to determine meaning & pronunciation IU4.2 Know about some aspects of everyday life & compare them to their own.</p>	<p>6 colour flash cards</p> <p>Sets of six colours per pupil: multilink cubes or pencils</p> <p><i>Canta en español</i></p> <p><i>Parachute</i></p> <p><i>Singing Spanish</i></p>	<p>Today will be learning colours..quite a few of them!</p> <p>3.NB read p 38's 'How Spanish works'</p> <ul style="list-style-type: none"> ▪ P46. Watch video up until written words see note P 39 Choose azul, rojo, Amarillo, blanco, negro,verdeUse flash cards of colours to practise repeating them (could use audio CD for pronunciation)... use different tones of voice: soft/loud//sad/happy ▪ Play any game from p39, 40..lots of choice but just using first 6 colours; NB: Choose games where children react to and recognise your words first. <p>5.. P 39 Watch rest of video. Practise the key sounds suggested .</p> <p>6. Learn <i>¿Es azul o es rojo ?</i> song Track 8 <i>Canta en español</i>. Give children coloured multilink blocks to lift up as song is sung. This can be done as a parachute game-ch lift correct colour of parachute as it is heard in the song. Alternative song :Mi color favorito, Singing Spanish.</p> <p>7. Ask children to select favourite colour from 6 learnt and say around the class in a Mexican wave movement.</p>	<p><i>si....verde</i></p> <ul style="list-style-type: none"> • P 47 Use a fruit salad type game with colours in next circle time session • Use colours as 'corners' in a PE game or copy PE game from video • Pupils could begin to use work sheets p42 to write first 6 colours..making their own poster or PowerPoint or Photostory with coloured photos..saying the words themselves!
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