

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

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

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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"> Revise 'vivo en Inglaterra'. 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. Ask them to record their information somehow. <p>Differentiation: Some children will write entire phrases. Some children will use a writing frame. 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>Active</p>
<p>EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES</p> <ul style="list-style-type: none"> Ask pupils to answer the register with 'Vivo en una casa' or 'Vivo en Inglaterra' 				<p>ON-LINE ACTIVITIES</p> <p>http://www.prescot-school.knowsley.sch.uk/prescot-language/MFL-Site/primarySchool/spanishPrimary.htm- click on 'brothers and sisters'</p> <p>- Extra clips of pronunciation</p>		
<p>Evaluation</p>						

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

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

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Resources/preparation: Flashcards of places (Y4 Pack)

Framework refs	Learning Objective	Introduction/ Warm up	Activities	Plenary/ consolidation	KAL	New Language
KAL recognise and apply simple agreements, Singular and plural	To revise numbers 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). *Teacher displays 2/3 flashcards of places in the town and says e.g. en Madrid hay un mercado'. Play #I went to the shops, with flashcards for support, using en Madrid hay un mercado to start the chain. Pupils should do actions as they say the words.	Play #Anagram Jigsaws. Have flashcards on display Jumble up letters of places in the town. In pairs, children to work out which place it is. (e.g. aldcleme = el mercado)	e/ = un la = una for #I went to the shops game.	Passive Active Hay (there is / there are) (sounds like 'eye')
EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES • Use phrase 'en Chatham hay un/una ' for the register				ON-LINE ACTIVITIES		
Evaluation						