

Lesson one

Resources/preparation: EarlyStart 2 DVD + folder, food flashcards, mini food flashcards, real food items (optional), all topic flashcards

Framework refs	Learning Objective	Introduction/ Warm up	Activities	Plenary/ consolidation	KAL	New Language
04.2 Listen for specific words and phrases KAL Recognise singular and plural	To understand and use ¿quieres? To understand and use el zumo el agua el queso el jamón la fruta las patatas fritas	Sort all topic flashcards (e.g. classroom objects, animals) by gender to reinforce el = un la = una separate the plurals	Watch unit 12 on Early Start2 DVD whole section (5 minutes) Practise the 6 food items using #standard repetition strategies and #graded questions. Ask the question ¿Quieres ...? offering real food if possible or miniflashcards if not. Pupils should answer with sí or no and gracias Share ‘How Spanish works’ Early Start 2 p100 with the pupils regarding use of ¿quieres? In pairs, pupils practise offering each other food using ¿quieres?	Teacher takes a flashcard and keeps it hidden. Pupils ask what it is using ¿Tienes ...? (have you got...?) Sort new flashcards by gender and singular/plurals	Las patatas fritas is plural. Ask the pupils how they know it is plural = las not la is used Highlight similarities between ¿quieres? and ¿tienes?	Active el zumo (juice) el agua (water) el queso (cheese) el jamón (ham) la fruta (fruit) las patatas fritas (crisps) ¿quieres...? Would you like....?
EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES <ul style="list-style-type: none"> Register: Children reply with a food, they can't be the same as the person before them P.E. Run to relevant items. Multiple copies of the 6 items to avoid safety issues! 				ICT Links		
Evaluation						

Lesson two

Resources/preparation: Early start folder + CD, food flashcards, mini food flashcards, real food items (optional)

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Lesson Three

Resources/preparation: food miniflashcards, euros, pretend/real food (optional), shopping role play

Framework refs	Learning Objective	Introduction/ Warm up	Activities	Plenary/ consolidation	KAL	New Language
04.4 Ask and answer questions on several topics KAL Use question forms	To use a variety of questions and answers including ¿Qué quieres? in context	Revise simple greeting conventions Hola ¿Qué tal? etc using wildfire around each table	Revisit ¿Qué quieres? ¿Quieres ...? por favour, ¿cuánto cuesta ? using favourite games and activities. Display the shopping role play on the board and work through it a few times with several pupils. Emphasis the role of the pushy shopkeeper trying to offer the customer everything, when all they want is a loaf of bread! In pairs, undertake the role play using mini flashcards /real items to hand over and euros to pay. Take turns to be shopkeeper.	Investigate who has purchased the most. Pupils should say what they have bought using tengo (I have)		Passive Active
EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES <ul style="list-style-type: none"> • Play taste test, use real examples of foods from Spain , pupils take turns to sample • Write own Spanish words about food and likes/dislikes to a well-known tune • Drama – shopping role play 				ICT Links		
Evaluation						

Lesson four

Lesson four

Lesson four

Lesson five

Resources/preparation: Food flashcards, food miniflashcards

Framework refs	Learning Objective	Introduction/ Warm up	Activities	Plenary/ consolidation	KAL	New Language
04.2 Listen for specific words and phrases	To revise the question ¿ te gusta? (do you like it?) and response me gusta and no me gusta (I like, I don't like) with all food vocabulary	Revise counting up in 5s Play #Wildfire in 2 teams using ¿ Qué quieres? and responding with Quiero + any food item	Play splat using the phases me gusta and no me gusta preceeding the vocabulary if it's no me gusta they don't splat it!	Play # I went to the shops First child says me gusta el chocolate . Next child me gusta el chocolate pero no me gusta el pan etc Keep adding alternating Me gusta and no me gusta Pupils hold miniflashcards with thumbs up or down to help everyone remember what to say	Note the use of el/la with me gusta = I like <u>the</u> chocolate compared to English I like chocolate <u>Opposite</u> of Quiero where el/la is dropped.	Passive Active pero (but)
EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES <ul style="list-style-type: none"> Maths/ICT: food survey, record results on a spreadsheet and display as a graph. 					ICT Links	
Evaluation						

Lesson six

Resources/preparation: food vocabulary lists, numbers list, sample menu, photocopies of food miniflashcards

Framework refs	Learning Objective	Introduction/ Warm up	Activities	Plenary/ consolidation	KAL	New Language
L4.4 write simple words and phrases using a model and some words from memory	To write some food vocabulary accurately from memory	Revise numbers and counting in 5s up to 100. Display these on the board for use during the lesson.	In small groups, children make a menu using all food and drink vocabulary learnt so far. Stick mini pictures and/or copy write words from the board /from memory and then price items in a multiples of 5 euros. Display the sample menu and ask the price of items. e.g, ¿cuánto cuesta el chocolate? pupils answer giving the price from the menu.	As a class spend a few moments free role playing being in a restaurant using the menus. Quiero por favour me gusta ¿cuánto cuesta? etc		Passive Active Ahí está(n) (There you go)
EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES <ul style="list-style-type: none"> On flipchart or smart board separate food and drink into healthy and unhealthy choices using smiley and sad face P.E. warm up fruit stall (sit in a circle and give each child a food/drink name. Say name(s) and children run around circle and return to their seat. 				ICT Links		
Evaluation						