



## Rise Park Primary & Nursery School Medium Term Planning



### Subject: Spanish Year 3 Summer B El tiempo – Weather and seasons / Veo el sol book project

Cross-curricular links will be highlighted for: Core / Foundation subjects Key grammar / phonics Cultural Awareness / International links Outdoor learning

**Skills key for MFL progression:** speaking, listening, reading, writing

Objectives	Prior Learning	Lesson <b>Starter and plenary activities will take the form of outdoor games where possible.</b>	Future Learning	Links to Rise Park key drivers
<p>To learn how to pronounce and remember a new key question: <b>KQ: ¿Qué tiempo hace? What's the weather?</b></p> <p>To complete a cloze gap fill activity, listening for topic specific high frequency key words for seasons and weather</p> <p>To correctly pronounce and remember a song that describes weather and seasons</p>	<p><b>KQs and how to adapt them to make responses</b></p> <p><b>Nouns - chico / chica words</b></p> <p><b>Phoneme-grapheme link for spellings</b></p> <p>Knowledge of cognates</p> <p>Some existing knowledge of weather.</p>	<p><b>Starter:</b> Existing knowledge weather worksheet: pictures and either words in word bank / missing letters that children will have seen through their KS1 and KS2 learning (el arco-iris, el sol, la lluvia, la nieva). See how many children can remember.</p> <p>Introduce '¿Qué, qué tiempo hace?' song. <a href="https://www.youtube.com/watch?v=Z9gsOH2X5tY">https://www.youtube.com/watch?v=Z9gsOH2X5tY</a></p> <p>Play video through, asking children to note down on their whiteboards any weather types they hear.</p> <p>Labelling worksheet: Can children label the weather correctly from listening to the song?</p> <p>Play video through, elicit meaning of each section of the song from children, based on what they hear and see. Teach song, line by line, with actions.</p> <p>Draw out some key vocab from the song: see vocab below.</p> <p>Provide children with cloze gap fill activity. Play song again and children are to complete the song with the appropriate missing words.</p> <p>Teach and drill seasons and weather types using <i>hace + 2 'action weathers'</i>. <b>Highlight the difference that in Spanish there are 2 ways of saying the weather: 'It is doing + noun' (It is + adjective in English) and action verbs (it rains/it snows).</b></p> <p>Reading activity: ¿Qué tiempo hace? - children have a worksheet with a descriptive sentence about weather in the four seasons in Spanish. They draw what they understand.</p> <p><b>Resources:</b> <i>Qué, qué tiempo hace?</i> song and worksheet. Reading activity worksheet.</p> <p><b>Vocabulary:</b> ¿Qué, qué tiempo hace?, el verano, el invierno, la primavera, el otoño, hace calor, hace sol, hace frío, hace viento, nieva, llueve, está nublado, está nevando, está lloviendo</p>	<p>Compass points</p> <p>Synthesise knowledge of weather types in a longer text (listening, reading)</p>	<p>Knowledge of the world – weather cycles and typical weather for different seasons.</p> <p>Diversity – songs from different cultures.</p>
<p>To learn how to say and remember the compass points in Spanish</p> <p>To listen to a weather report and show understanding by correctly placing weather symbols on a map</p>	<p>Weather types and seasons from previous lesson.</p>	<p><b>Starter:</b> <i>Revise weather types using hace and action verbs.</i></p> <p>Sing 'arriba, abajo' song from KS1 playground and sing again to introduce 'norte, este, sur, oeste' (compass points).</p> <p>Display a weather map on the IWB. Speak some example sentences using compass and weather together (e.g.) <i>en el norte, hace sol</i>, using the weather map on the IWB. Do a verdadero/falso whiteboard activity to show whether children think the statements are T/F. Can HA children come up with a sentence of their own for the class to think of T/F?</p> <p>Show live weather-cams of weather in key Hispanic cities (Mexico City, Santo Domingo, La Habana, Cusco etc). Discuss cultural differences regarding weather - closer to the equator, different</p>	<p>Synthesise knowledge of weather types in a longer text (speaking, listening, reading, writing)</p>	<p>Knowledge of the world – weather in Spanish speaking countries in the Caribbean / Latin America.</p>



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<p>To complete a weather report speaking and listening activity independently describing weather in Mexico / Dominican Republic to a partner.</p>		<p><b>hemispheres etc.</b> Independent activity: Listen to a weather report spoken by T and put correct weather types in correct places on map based on compass points. Independent activity 2: weather report dialogues in pairs. HA children - map of Mexico with weather symbols on it and speak the weather report to their partner. MA/ LA children - provided with key phrases and speak the weather report to their partner. The listening partner draws the correct weather they hear on their map. <b>Resources:</b> weather map IWB, mini WBs, blank maps of Mexico/Dom Rep and weather symbols for children to stick on, T weather report, independent map activity - weather description sentences / maps, blank maps for children to draw what they understand on. <b>Vocabulary:</b> as previous lesson.</p>		<p>Possibilities and enquiries – designing / understanding weather reports.</p>
<p>To use the phrases learned for weather to read a weather report in Spanish (model text).  To write our own weather reports and record them, like on the news.</p>	<p>As previous lesson</p>	<p><b>Starter:</b> Revise days of the week song. Reading activity: children read a weather report and show their understanding by drawing the correct weather types in the appropriate places on the map. Feedback to be done as a whole group using the IWB. Writing activity: Using the text as a model, ch create their own script for a role-play in which they get to tell the weather forecast in Spanish using their own maps. They also use cardinal points as practiced in the song. <b>Resources:</b> reading activity, blank maps for children to design their own report, iPads for recording weather forecast, weather forecaster props. <b>Vocabulary:</b> as previous lessons.</p>	<p>Skills to apply known vocab in new contexts (books)  How to tackle understandin authentic materials</p>	<p>Possibilities and enquiries – designing own weather report and using tech to produce it.</p>
<p><b>BOOK PROJECT:</b> Veo el sol en México 1 To complete an active listening task, alongside reading the Veo el sol en México story.</p>	<p>As previous lesson</p>	<p><b>Starter:</b> Revise learned key graphemes and phonemes. Give children a tick sheet, with a table of high frequency words and phrases from the story. Highlight the known graphemes and practise with the children as a class how to read aloud each of the words/phrases, so they can recognise them when spoken. Record the class saying each one on an iPad, so T. can play it back to them when meeting them in key parts of the story. Explain to children that when they hear these words and phrases in the story, they should tick them on the sheet and try to read along. Active listening activity: Introduce and read Veo el sol en México under the visualiser/on IWB screen. Remember to pause and replay the recordings of high frequency words when they appear to emphasise when children should tick.</p>	<p>Skills to apply known vocab in new contexts (books)  How to tackle understandin</p>	



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		<p>Independent activity: Story re-tell worksheet. Children complete a worksheet matching pictures and sentences that re-tell the story.</p> <p><b>Resources:</b> High frequency story words tick sheet, ipads, Veo el sol en México book, story re-tell worksheet (phrases, and photos).</p> <p><b>Vocabulary:</b> <i>está caliente, el sol, de la mañana, mamá, la casa, papá, la mano, el mercado, los turistas, tortillas, melón, la isla, el agua, por la tarde.</i></p>	authentic materials	
<p>BOOK PROJECT: Veo el sol en México 2</p> <p>To complete a cross-curricular art/Spanish activity, describing the weather in Nottingham.</p>		<p>Creative task: Create a picture in style of art from Veo el sol en México but showing weather in Nottingham. Use Nottingham landmarks as a photographic-background layered collage and children's own drawings of themselves as the people.</p> <p>Model how to create a collage.</p> <p>Write sentences in Spanish to show the weather in Nottingham underneath the picture and put together in table groups to make a table book: Veo el tiempo en Nottingham.</p> <p><b>Resources:</b> Collage materials (photos of Nottingham landmarks/scapes, people, vehicles, trees, plants, animals), drawing materials.</p> <p><b>Vocabulary:</b> <i>as previous lessons.</i></p>		Diversity – art and weather around the world and in our own town