



## Rise Park Primary & Nursery School Medium Term Planning

Subject: Spanish Year 4 Summer B Los deportes - sports



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 Starter and plenary activities will take the form of outdoor games where possible.	Future Learning	Links to Rise Park key drivers
To revise vocabulary from last half term about sports, including when children play them in Spanish	<p><b>Nouns</b> (chico / chica words inc some irregulars)</p> <p><b>Formation of common plurals</b> (add an s)</p> <p><b>Determiners</b> (a/the)</p> <p><b>Verbs – SABER (1<sup>st</sup> person) + infinitive, JUGAR/PRACTICAR – 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person sing</b></p> <p><b>Adverbs of time for frequency</b></p> <p><b>Sound-spelling-reading-writing link vowels</b></p> <p><b>Conjunctions</b> y, pero, porque</p> <p><b>Negation of phrases</b></p> <p><b>Opinion phrases</b></p>	<p><b>Starter:</b> Re-do worksheet from lesson 1 in summer A (pictures of sports displayed, children write down what they are as T says them). Do not have Spanish books available for reference. Peer mark, then revisit so children can see how much they remembered from last term's work.</p> <p><b>Remind children of grapheme-phoneme links (vowels, ll, j, qu, gi, ci, ó, ú).</b></p> <p><b>Revise:</b> ¿Qué deportes sabes practicar / jugar? Quick fire speaking and listening game to revise learning.</p> <p><b>Reading activity:</b> Sports diary. Whole class read aloud practice. Then children read the text again to find out about what a Hispanic child does/plays in a typical week, including how often and opinions. Children fill in a sports diary based on what they read.</p> <p><b>Speaking activity:</b> Sports diary. Children complete a sports diary for their partner, using symbols for sports and opinions. Children speak the story through to their partner, with their partner recording on the iPad. They then watch back together and peer/self assess using a success criteria sheet.</p> <p><b>Resources:</b> sports prior knowledge vocab sheet (as summer A lesson 1), sports diary reading activity, speaking activity sports diary blank sheet with pre-prepared symbols so no confusion with children making up own symbols.</p> <p><b>Vocabulary:</b> as summer A e.g. saber practicar/jugar el fútbol, el rugby, el ciclismo, el tenis, el baloncesto, el esquí, el atletismo, la natación, la gimnasia, el lunes/martes etc juego a / practico...</p>	<p>Adapting key question to formalise learning on predicate patterns and learn new patterns</p> <p>Consolidate learning on new predicate patterns in a variety of skills</p>	<p>Diversity – understanding people's skills and talents are different</p> <p>Knowledge of the world – what a Hispanic child does/plays during a typical week</p>
To learn answer a new question and answer: ¿Qué haces en tu tiempo libre? What do you do in your free time? (What are your hobbies?)	As previous lesson	<p><b>Starter:</b> Splat to consolidate key phrases through this topic</p> <p>Introduce new key q: ¿Qué haces en tu tiempo libre? Explain to children this is a great opportunity to reuse words and phrases they know from the sports topic and other topics. Teach and drill new vocab for free time activities (verbs in first person). Split activities into groups to teach (-AR verbs, starting with adapting jugar to other situations, ER verbs, IR - common irreg), then consolidate via circle games (four corners, simon says, on Monday, I...)</p> <p><b>Vocab/grammar activity: Connect 4: Provide children with a vocab sheet split into 4 columns:</b></p> <p>1. activities they have just learned 2. translation of these activities in English 3. these activities with verb in the infinitive form 4. opportunity to apply other grammar rules they</p>	<p>Adding information such as who children do activities with</p> <p>Expressing preferences</p>	<p>Possibilities and enquiries – verb patterns and root verbs</p> <p>Diversity – understanding people's skills</p>



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<p>To remember and correctly pronounce different free time activities in Spanish and make links between infinitives of verbs and finite verbs in 1<sup>st</sup>/3<sup>rd</sup> person form (predicate patterns)</p>		<p>know about predicate patterns (what does this verb look like when it talks about he/she?). Children have to find the correct combination of 4, using both translation skills AND grammatical skills looking for common patterns/cognates/words they have already found. Peer mark and then explain that column number 3 are root verbs - what the verbs look like if you found them in a dictionary. Demonstrate by using bilingual dictionaries to find the verb forms in English. Remind children that for 1<sup>st</sup> person finite verbs in Spanish, the verb ending is 'O' and that 3<sup>rd</sup> person finite verbs in Spanish is 'A'.</p> <p>Speaking activity: free time diary. Children create their free time diary, using their knowledge of hobby and sports to show how they spend their free time. They then speak it through to a partner, whilst partner records their work on the iPad. Children then peer/self assess work together.</p> <p><b>Resources:</b> Vocab/grammar activity, blank free time diary speaking activity, iPads</p> <p><b>Vocabulary:</b> juego con → jugar con (to play with), juego a videojuegos → jugar a videojuegos (to play videogames), dibujo → dibujar (to draw), bailo → bailar (to dance), canto → cantar (to sing), leo → leer (to read), veo la television → ver la television (to watch TV), voy a → ir a (to go to...)</p>	<p>and favourites</p> <p>Giving reasons for opinions</p>	<p>and talents are different</p>
<p>To consolidate learning on sports and hobbies through using learned vocab and structures to apply to a new key q: ¿Con quién +verb? Who do you &lt;verb&gt; with?</p>		<p><b>Starter:</b> Minuto loco – family members. Children have 1 minute to complete a revision worksheet about family members in Spanish.</p> <p>Revise key q: ¿Qué haces en tu tiempo libre? Remind children this is a great opportunity to reuse everything they have learned in this topic so far in their answer.</p> <p>Model extending key question by introducing the new key q: ¿Con quién? Model an answer which includes all information (e.g. Dos veces la semana, el lunes y el jueves juego al baloncesto con mi hermana. No me gusta).</p> <p>Listening activity: Listen to different children in school talking about their free time activities, including when, how often and who with. Children tick the box for which information is given each time.</p> <p>Revisit last week's speaking activity: free time diary. Children add who with and opinions they know to the diary and re-record the story with their partner. Peer assess according to success criteria.</p> <p><b>Resources:</b> Minuto loco family revision sheet, listening activity + videos of children saying what they do in their free time + answer sheet, speaking activity in books.</p> <p><b>Vocabulary:</b> as last week + family members.</p>	<p>Expressing preferences and favourites</p> <p>Giving reasons for opinions</p>	<p>Diversity – finding out about different people in our school community</p>



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<p>Possibly 2 lessons, depending on knowledge recall and information technology literacy</p> <p>To apply a known key question to a new scenario: <b>¿Cuál es tu deporte/pasatiempo favorito?</b> What's your favourite sport/hobby?</p> <p>To adapt a known question about opinions by adding topic specific vocabulary: <b>¿Te gusta+noun/verb?</b> Do you like+noun?</p> <p>To revise and extend knowledge of impersonal opinion phrases and conjunctions in Spanish (Me</p>	<p>As previous lessons <b>+knowledge of opinions from other KS1 and KS2 work</b></p>	<p><b>Starter: Magic sentence.</b> T picks the variations of the magic sentence from the options given on the WB. Children have to read sentences aloud until they guess all the correct options.</p> <p>Show adaptation of everyday language question: <b>¿Cuál es tu deporte/pasatiempo favorito?</b> See if children can guess the meaning based on their familiarity with q and knowledge of this topic. <b>Model answer: Mi deporte/pasatiempo favorito es...</b></p> <p>ICT reading activity: Children use online survey to complete their own answers to the variations of the key questions. Use real-time analysis of data displayed by SurveyMonkey in graphs as basis for speaking and listening activity. <b>Model answers: La mayoría de la clase prefiere+sport / hobby / XX por ciento le gusta... / XX por ciento no le gusta...</b></p> <p>CC Maths V/F activity: children use phrases to make statements to their partner about the class's preferences and favourites based on the data (can be true/false). Partners write down what is said and then write V (verdadero) for true and F (falso) for false.</p> <p>Revise key question: <b>¿Te gusta... + noun/verb?</b> <b>Model scale of answers: Me encanta + noun/verb - Me gusta + noun/verb - Me interesa +noun/verb - No me gusta +noun/verb - Odio +noun/verb</b></p> <p>Set up clothes peg sliding scale with emoji faces for children to express their opinions (name on a peg).</p> <p>Speaking and listening activity: T. poses a question using the q stem about a hobby/sport. Children put their clothes pegs on the line for their opinion. T. then writes a statement about one or two children in the class' opinion of that activity on the WB/flipchart. Children copy the statements into their book. Children have to determine if it's V/F by asking the child/children the key question, then referring back to the statement made by the teacher.</p> <p><b>Resources:</b> SurveyMonkey link + ipads, T/V statement blank speaking and listening activity based on data, clothes pegs with children's names on, string for clothes line, emoji faces, Spanish books.</p> <p><b>Vocabulary:</b> as last week + opinion phrases</p>	<p>Giving reasons for opinions</p>	<p>Possibilities and enquiries – using ICT/kinaesthetic learning to find out about others' opinions and analyse data</p>
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<p>encanta/me gusta/no me gusta/odio/y/pero adding me interesa)</p>				
<p>To adapt a known question about opinions by adding topic specific vocabulary: ¿Porqué te gusta+noun/verb? Why do you like+noun/verb?</p> <p>To learn to extend answers by giving reasons for opinions</p> <p>To use bilingual dictionaries to express personalized ideas</p> <p>To consolidate topic vocab through reading and writing activities.</p>	<p>As previous lessons</p>	<p><b>Starter: Idea gathering: list of adjectives in English that say why we like/don't like hobbies (quick fire pictures to provoke different positive and negative responses)</b></p> <p>Show adaptation of everyday language question: ¿Porqué te gusta+noun/verb? See if children can guess the meaning based on their familiarity with q and knowledge of this topic.</p> <p><b>Model answer: Opinion+reason</b></p> <p>Dictionary/translation activity: Children make a list of their top 5 positive and negative adjectives from the starter in their books. Then use bilingual dictionaries to independently research these words in Spanish.</p> <p>Repeat a variation of the clothes peg sliding scale activity with emoji faces for children to express their opinions (name on a peg) from last week. T. poses the Te gusta q using the q stem about a hobby/sport. Children put their clothes pegs on the line for their opinion. T. then writes a statement about one or two children in the class' opinion of that activity on the WB/flipchart. Children copy the statements into their book but have to use the new key question to find out WHY the child/children in the statement like/don't like the activity. They then write this in their books.</p> <p>Reading activity: Children read a poster assimilating all information from this topic (what sports someone knows how to do/play, their sports diary, who with and their opinions+reasons and favourite sport/hobby). Competition for children to find certain information first from the poster.</p> <p>Writing activity: Children use the poster as a model to create their own personalised poster about sports/hobbies in Spanish.</p> <p><b>Resources: bilingual dictionaries, clothes peg activity, reading activity poster.</b></p> <p><b>Vocabulary: assimilation of topic vocab</b></p>		