



Rise Park Primary & Nursery School Medium Term Planning

Subject: Spanish Year 5 Summer B Vivir en Costa Rica



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
<p>To apply cross-curricular learning from Geography to a Spanish topic (Autumn A – rainforest in Costa Rica)</p> <p>To answer key questions in Spanish about Costa Rica as a country, from a webquest</p>	<p>Topic vocab from Autumn A+B Yr 5</p> <p>Grammar: chico / chica words, determiners, formation of common and some irregular plurals (add an s)</p> <p>Sound-spelling-reading-writing link vowels</p> <p>Adjective agreement</p> <p>Verbs: SER, TENER, VIVIR, ESTAR 1st, 2nd and 3rd person singular forms</p>	<p>Starter: Revise types of places people can live from Autumn (la ciudad, la selva, el campo, la playa, la montaña, la costa etc)</p> <p>Intercultural focus: Introduce life in Costa Rica topic</p> <p>Remind children of key question words in Spanish: ¿qué? ¿cuando? ¿cómo? ¿dónde? ¿cuál? ¿quién? ¿porqué? ¿cuántos...?</p> <p>Create whole class question sheet for class display - ch to help with translating questions.</p> <p>Show children the video about Costa Rica and ask them to note key facts on their whiteboards about Costa Rican life and life for Costa Rican school children.</p> <p>https://www.youtube.com/watch?v=4IR741maDPw</p> <p>On iPads: Ch carry out web quest with questions in Spanish and try to find as many answers as possible</p> <p>Useful websites: https://asuaire.com/blog/en/costa-rica-en/10-datos-curiosos-sobre-costa-rica</p> <p>Remind children of important reading techniques - using cognates, words they already know, dictionaries etc...</p> <p>KQ: Donde está situado Costa Rica? Cuales areas son selva? Cuanta gente vive en la selva? Que tipos de flora y fauna / animales viven en la selva?</p> <p>Go over answers to webquest as a class.</p> <p>Children to add to their new topic dictionaries at the back of their books with useful words and phrases.</p> <p>Resources: youtube videos, flip chart paper for display, iPads, web quest sheet</p> <p>Vocabulary: as determined by children's responses</p>	<p>Learn key vocab to utilise in topic</p> <p>Apply to listening, reading and writing skills</p>	<p>Knowledge of the world – learning about life in a Hispanic country</p> <p>Diversity – understanding that a country's geography, history, climate, animals and people are different to life in the UK</p> <p>Possibilities / enquiries - webquest</p>
<p>To learn and remember key vocabulary for geographical features and rainforest life in</p>	<p>As previous lesson</p>	<p>Starter: word bingo – play word bingo with some of the new vocabulary researched from last week's lesson about life in Costa Rica</p> <p>Teach and drill key words and phrases about Costa Rica's geographical features and key aspects of rainforest life.</p> <p>Grammar: reinforce word classes and irregular plural nouns / noun gender rules</p>	<p>Learn about life in Costa Rica from the perspective of someone who lives there</p>	<p>Knowledge of the world – learning about life in a Hispanic country</p>



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<p>Spanish</p> <p>To complete a sentence ordering listening activity, applying new vocab about life in Costa Rica</p> <p>To start to read a story about life in the Costa Rican rainforest.</p>		<p>Listening activity: Children listen to a text about living in Costa Rica and order sentences correctly. Provide children with a high frequency word tick sheet from a bilingual Spanish story about a child's life in the Costa Rican rainforest.</p> <p>Start to read - El regalo de Fernando. Children to read and along and tick when they see / hear key words.</p> <p>Resources: word bingo, listening activity sheets, high frequency story word sheet, El regalo de Fernando book.</p> <p>Vocabulary: as per story vocab</p>	<p>Consolidation of reading comprehension skills</p> <p>Start to learn how to build longer sentences with more independence</p>	<p>Diversity – understanding that a country's geography, history, climate, animals and people are different to life in the UK</p> <p>Emotional awareness – relating to how other people in the world might feel when faced with difficult situations</p>
<p>To read a story about life in the Costa Rican rainforest.</p> <p>To complete a rainbow grammar story ordering activity about El regalo de Fernando.</p>	<p>As previous lesson</p>	<p>Starter: fastest finger first with life in the rainforest vocab</p> <p>Continue to read El regalo de Fernando story as a class.</p> <p>Reading / writing rainbow grammar story re-tell sheet - different pictures with jumbled sentences beneath them. Ch to rearrange sentences in correct order, based on grammatical knowledge → build to missing word in sentence → to writing sentence of their own to re-tell story.</p> <p>Writing activity linked to rainbow grammar (practising building sentences giving opinions in Spanish).</p> <p>IWB grid with parts of sentences colour co-ordinated (e.g. the rainforest = green, is = orange, range of adjectives etc). T. says sentence in English and children have to write the sentence on mini WBs, using the words on the IWB. Introduce competitive element - one child comes to the board to form the sentence from dragging and dropping the words and must do so faster than the other children.</p> <p>Independent writing: Using the words on the IWB as support, children build their own sentences to describe what life is like in Costa Rica and in the Costa Rican rainforest, as though they are</p>	<p>Start to learn how to build longer sentences with more independence</p> <p>Learn how Spanish can be used in cross-curricular contexts</p>	<p>Knowledge of the world – learning about life in a Hispanic country</p> <p>Diversity – understanding that a country's geography, history, climate, animals and</p>



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<p>To start to build sentences about what life is like in the rainforest, using IWB activity</p>		<p>Fernando from the story. Resources: fastest finger first grids, writing activity resources (notebook file, mini WBs), independent writing sheet. Vocabulary: topic vocab learned so far</p>		<p>people are different to life in the UK</p> <p>Emotional awareness – relating to how other people in the world might feel when faced with difficult situations</p>
<p>To edit work by applying grammatical knowledge and phonemic awareness</p> <p>To apply Computing skills to a mini Spanish project</p>		<p>Starter: Examples of mistakes found in children's writing to improve. DIRT - children edit and improve their writing from last week, using some of examples from starter re: how to improve. Writing activity / CC Computing - children now use their writing to design a mini Scratch cartoon to show their mini story of living in the rainforest from Fernando's point of view. OR Speaking activity - Children use iPads to record their story in app like EduPuppetPals, showing pictures of what life is like in the rainforest and recording their story over the top. Resources: Children's DIRT mistake examples, mini WBs, iPads. Vocabulary: topic vocab learned so far</p>		<p>Possibilities / enquiries – creating a story to show learning</p> <p>Emotional awareness – relating to how other people in the world might feel when faced with difficult situations</p>
<p>To apply known vocabulary and structures in a new context</p>	<p>As previous lesson</p>	<p>Starter: Revise vocab for animals and plants in the rainforest Children choose an animal to describe from a group of rainforest animals. Then write a description of it, using vocab and structures from Spring term. Self-differentiated answers to write about it: LA - use 3rd person predicates and accurate singular/plural forms of nouns MA - use 3rd person predicates and accurate sing/pl nouns and adjectives for number, poss colour HA - use 3rd person predicates, accurate sing/pl nouns and adjectives for number, colour and other</p>	<p>Start to learn how to build longer sentences with more</p>	<p>Possibilities / enquiries – creating a description of animal to be</p>



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<p>To understand how to adapt verb forms to extend writing and speaking</p>		<p>adjective found in dictionaries. DIRT - children edit and improve their writing from last week, using some of examples from starter re: how to improve. Explain next week we are going to build the animals out of eco-recyclable materials. Send slip home to ask children to bring in recyclable materials to make one of the animals they have describe in groups. Resources: Children's DIRT mistake examples, mini WBs. Vocabulary: topic vocab learned so far.</p>	<p>independence Learn how Spanish can be used in cross-curricular contexts</p>	<p>used to create a cross-curricular D&T / art project Emotional awareness – how our actions can affect those in other parts of the world; learning that we are all responsible for the world we live in</p>
<p>To ask for items and give instructions in Spanish to be able to work collaboratively to build an eco-animal.</p>	<p>As previous lesson</p>	<p>Starter: Splat for extended noun phrases describing animals Introduce recyclable materials in Spanish (butter tubs, plastic bottles, paper towel tubes, wax paper, paper, foil, tape, straws and rubber bands). Introduce ways of asking for items and instructing how to build (give me, please, can I have, stick, cut, attach etc) Children work collaboratively to build their eco-animal. Create a photo showing why it is important we respect the world, even if it is part of the world we may never get to visit, based on our understanding from the story and using our animal as the key focus. Resources: Spanish vocab ppt, recycled materials to build eco-animal. Vocabulary: topic vocab learned so far.</p>	<p>Learn how Spanish can be used in cross-curricular contexts</p>	<p>Possibilities / enquiries – creating a description of animal to be used to create a cross-curricular D&T / art project Emotional awareness – how our actions can affect those in other parts of the world;</p>



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				learning that we are all responsible for the world we live in
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