



## Rise Park Primary & Nursery School Medium Term Planning



### Subject: Spanish Year 6 Summer B Mi vida libritos 2 – Mini 'My life' books

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 revise and answer familiar <b>key questions</b> about self using known predicate patterns:</p> <p>¿Cómo te llamas? ¿Cuántos años tienes? ¿Cuándo es tu cumpleaños? ¿Cómo eres? ¿Dónde vives? ¿Cómo es tu casa?</p> <p>To understand, remember and apply topic vocabulary through a variety of revision tasks and games</p>	<p>Numbers 1-31 Months Adjectives to describe selves <b>Nouns: chico / chica words determiners, formation of common and some irregular plurals</b> <b>Sound-spelling-reading-writing link</b> <b>Verbs: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person forms of LLAMARSE SER/TENER/VIVIR</b> <b>Adjective agreement and position</b></p>	<p><b>Starter:</b> Useful key words BINGO (numbers, months of year, adjectives for description - eyes + colours, hair + colours/styles, height) Play games to revise key questions - random question generator of 3 key personal questions (name, age, birthday). Gatito caliente to practise spoken responses. Speaking and listening activity: Guess who for ¿Cómo eres? Class have mini guess who playing sheets with class faces on, have to practise forms of 'Tener' and 'Ser' to ask yes/no questions in Spanish (e.g. ¿Tiene pelo negro? - Does he/she have black hair? Sí / No) Reading activity: Children have a picture of half a house. They have the description of the other half of the house in Spanish. They have to read the text and show their understanding by drawing the other side of the house. Writing: Check, edit and add any information missing from Mi Vida books from Spring B term, <b>Resources:</b> Bingo grids (inc a column for extra vocab), random question generator, mini guess who sheets, reading activity house sheet. <b>Vocabulary:</b> numbers 1-31, enero-diciembre, TENER, los ojos azules/verdes/marrónes/un poco verdes un poco marrónes/grises, el pelo rubio/pelirrojo/castaño/negro/marrón/ liso/ondulado/rizado/corto/largo, SER, alto/a/ bajo/a de estatura mediana, VIVIR casa/piso/apartamento/adosada/no adosada/un adosado + rooms, ESTAR la ciudad/la selva/el campo/la montaña/la playa/la costa + countries <b>y pero además porque negation using no</b></p>	<p>Vocab and grammar revision to create next chapter of Mi Vida books – Mi futuro (where I live)</p>	<p>Diversity – talking about ourselves and learning to value our similarities and differences to others</p> <p>Possibilities / enquiries – asking and answering questions about others</p>
<p>To revise and answer a familiar <b>key question</b> about future plans using known predicate patterns in the future:</p>	<p>As previous lessons + Near future tense formation (IR A + infinitive – verb ending in AR, IR, ER)</p>	<p><b>Starter:</b> post-it game (Write a job on a post-it. Stick on partner's head. Partner must ask questions using Voy a ser + adjectives to guess what it is - adjectives are in books from Spring A) Revise key jobs to help vocab recall for all abilities. Allow time for children to write in as the words for as many pictures as they can on a blank grid (either from memory or using a bilingual dictionary) and then revisit as a class. Reading activity: When is it happening? T. provides children with sentences about jobs plus things people do in those jobs and qualities required to do those jobs. Next to each</p>	<p>Vocab and grammar revision to create next chapter of Mi Vida books – Mis</p>	<p>Diversity</p> <p>Knowledge of the world</p>



## Rise Park Primary & Nursery School Medium Term Planning

Subject: Spanish Year 6 Summer B Mi vida libritos 2 – Mini ‘My life’ books



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

<p>¿Qué vas a hacer cuando sea mayor?</p> <p>To understand, remember and correctly say and write topic related vocabulary</p>		<p>sentence is a tick sheet - three boxes - past / present / future. Children read the sentence, then, tick the box they think is correct for when the sentence is happening. They then read again and try to write what the sentence means in English. Whole class feedback and green pen marking.</p> <p>Children then highlight any useful words or phrases that would help them write the next chapter of their Mi Vida books: What I am going to do, when I am older</p> <p><b>Resources:</b> post-its, jobs crib sheet to support, bilingual dictionaries, reading activity</p> <p><b>Vocabulary:</b> cantante, futbolista, dentista, artista, doctor, profesor, actor, escritor, veterinario, bombero, policía, arquitectura, fotógrafo, IR A + VERB, porque</p>	<p>estudios (my studies)</p>	
<p>To revise and answer familiar key questions about school subjects and school using known predicate patterns:</p> <p>¿Qué estudias?</p> <p>¿Cuál es tu asignatura favorita?</p> <p>To understand, remember and correctly say and write topic related vocabulary</p>	<p>As previous lessons +</p> <p><b>Verbs:</b> 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person forms of ESTUDIAR</p> <p><b>Structures for expressing preferences, favourites and opinions (Mi XX favorito/a es... / Prefiero... / Me gusta(n) / Me interesa(n) / Me encanta(n))</b></p>	<p><b>Starter:</b> minuto loco (mad minute!) - children have one minute to write down as many words in Spanish as they can remember related to the topic of school (picture prompts given: topics to include school subjects, time, opinions)</p> <p>Revise all key words and phrases to help vocab recall for all abilities. Allow time for children to write in the words for as many pictures as they can on their sheet.</p> <p>Revise key questions: ¿Qué estudias? ¿Cuál es tu asignatura favorita?</p> <p>Model using a day of the week to answer ¿Qué estudias? and use opinion phrases from starter to answer ¿Cuál es tu asignatura favorita? verbally in Spanish. Class survey: children ask key questions to each other and note down each other's answers on record sheet.</p> <p>Comparison grammar activity: Giving opinions and preferences. Remind children of how to express opinions and preferences, grammar sheet to complete with blanks to make ideas their own (e.g.) Me gusta el inglés pero prefiero el deporte (I like English but I prefer PE) plus reasoning using porque and dictionaries.</p> <p>Reading activity: Children complete a blank school timetable (set up in visual timetable format) from a reading text in Spanish using times and <b>adverbs of time</b> (highlight fronted adverbials in pink - por la mañana, por la tarde, después, luego).</p> <p>Children then highlight any useful words or phrases that would help them write the next chapter of their Mi Vida books: Mis estudios.</p> <p><b>Resources:</b> minute loco paper + ppt support, class survey sheets, reading activity, bilingual dictionaries</p> <p><b>Vocabulary:</b> ESTUDIAR + las matemáticas, el inglés, el español, las ciencias, el deporte, la historia, la geografía, el dibujo, la informática, times + adverbs of time</p>	<p>Vocab and grammar revision to create next chapter of Mi Vida books – Mis pasatiempos (My hobbies)</p>	<p>Emotional awareness – learning to respect other people's opinions and how to express opinions in a respectful way</p>



## Rise Park Primary & Nursery School Medium Term Planning



### Subject: Spanish Year 6 Summer B Mi vida libritos 2 – Mini ‘My life’ books

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

		(por la mañana, por la tarde, después, luego), days of the week, ME GUSTA(N) / ME ENCANTA(N), ME INTERESA(N), PREFERIR y pero además porque negation using no		
<p>To revise and answer familiar <b>key questions</b> about hobbies using known predicate patterns:</p> <p>¿Qué deporte practicas/juegas? ¿Cuándo practicas/juegas + sport? ¿Qué haces al fin de semana?</p> <p>To understand, remember and correctly say and write topic related vocabulary</p>	<p>As previous lessons +</p> <p><b>Verbs: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person forms of JUGAR and PRACTICAR</b></p> <p><b>Vocabulary for sports</b></p> <p><b>Verbs: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person forms of HACER and other key hobby verbs (VER, ESCUCHAR, IR, COMER, VISITAR, NAVEGAR)</b></p> <p><b>Possibility to include weather</b></p>	<p><b>Starter: word and phrase jigsaw match up: children have a handout with words and phrases in Spanish and English in jigsaws and have to match the meanings together.</b></p> <p>Revise all key words and phrases to help vocab recall for all abilities. Allow time for children to write in the words for as many pictures as they can on their sheet.</p> <p>Revise key question: <b>¿Qué deporte practicas/juegas?</b> Pre-record a video/Take photos of PE specialist playing different sports the children know in Spanish. Play fastest first competition using video/photos for children to write or say the sentence, using the image as a stimulus.</p> <p>Revise key question: <b>¿Cuándo practicas/juegas + sport?</b> Model using a day of the week to answer. Listening activity: Children are given a days of the week blank grid and have to listen to statements (including opinions about which sports someone does/doesn't do on different days of the week)</p> <p>Revise key question: <b>¿Qué haces al fin de semana?</b></p> <p>Talk for writing activity: Post the key question and give children a 'story' stimulus to show what person X normally does on a weekend. Model how to complete the activity to children (note any words they might forget/don't know) and then encourage them to tell the story in as much detail as possible verbally. A partner writes what they say.</p> <p>Children then highlight any useful words or phrases that would help them write the next chapter of their Mi Vida books: Mis pasatiempos.</p> <p><b>Resources:</b> jigsaw match up activity, video/photos of sports specialist playing different sports, day of the week grids+listening activity, talk for writing story activity, bilingual dictionaries</p> <p><b>Vocabulary:</b> ESTUDIAR + las matemáticas, el inglés, el español, las ciencias, el deporte, la historia, la geografía, el dibujo, la informática, times + adverbs of time (por la mañana, por la tarde, después, luego), days of the week, ME GUSTA(N) / ME ENCANTA(N), ME INTERESA(N), PREFERIR y pero además porque negation using no</p>	<p>Vocab and grammar revision to create next chapter of Mi Vida books – Mis cosas favoritas (My favourite things)</p>	<p>Diversity – talking about ourselves and learning to value our similarities and differences to others</p>
<p>To revise and answer familiar <b>everyday language key questions</b> about</p>	<p>As previous lessons</p>	<p><b>Starter: everyday language speed date! Children use their everyday language questions (whole school initiative) to ask and answer questions with as many partners as they can in 2 minutes.</b></p> <p>Display all key everyday questions on the whiteboard/under the visualiser. Ask children to</p>		<p>Diversity – talking about ourselves and learning to value our</p>



# Rise Park Primary & Nursery School Medium Term Planning



## Subject: Spanish Year 6 Summer B Mi vida libritos 2 – Mini ‘My life’ books

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

<p>favourites using known predicate patterns and adapting the structure to answer: ¿Cuál es tu xx favorito/a?</p> <p>To understand, remember and correctly say and write topic related vocabulary</p>		<p>spot if there are any patterns to the questions and answers (A: the structure is the same each time, so the answer each time also uses the same structure, the element that changes is the noun and therefore 'favourite' as this is affected by noun gender). Model adapting the key question to something else with a different noun to prove children's hypotheses are correct (e.g. ¿Cuál es tu estación favorita? - what is your favourite season?) Grammar activity: Using this knowledge and bilingual dictionaries, can children come up with 5 new everyday language favourite questions they would like to know about their classmates. <b>*Possibility that <u>who</u> is your favourite may come up as a q adaptation – explain if this is the case, the question word will also change (to Quién) as well as the noun.</b> Children write out their new 5 questions on a record sheet. Speaking, listening and recording activity: Children have essentially just made their own mini interview activity. Use their questions to interview a partner and record their responses in full. T. then gathers all possible qs so children can independently create the final chapter of their Mi Vida book - Mis cosas favoritas.</p>	<p>similarities and differences to others</p> <p>Possibilities / enquiries – asking and answering questions to find information we want to know about others</p>
---	--	--	--