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| 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 recap key questions from Y2: ¿Cómo te llamas? ¿Cuántos años tienes? ¿Dónde vives? ¿De dónde eres?  To understand, remember and know how to respond to adaptations of the key questions from Y2: ¿Cómo se llama? ¿Cuántos años tiene? ¿Dónde vive? ¿De dónde es? | KQ: ¿Cómo te llamas? What is your name? ¿Cuántos años tienes? How old are you? ¿Dónde vives? Where do you live? ¿De dónde eres? Where are you from?  Nouns (jobs, countries) – chico / chica words  Numbers 1-10  Verbs: LLAMARSE / TENER / SER / VIVIR 1st and 2nd person forms | Starter: Recap ¿Cómo te llamas? ¿Cuántos años tienes? ¿Dónde vives? ¿De dónde eres? and answers from Yr 2 through games in hall (circle, thinking cap and sombrero)  Revise vowel sounds in Spanish a, e, i, o, u with actions (start to add consonants to vowels for common sounds e.g. ta, ga, ma, la)  Explain that our aim this half term is going to be to create a family album of ourselves and our families. Display key questions in written form on IWB, children write what they think the responses are on their mini WBs.  Children create first page of their family album by making a profile of themselves, using a picture and answers to the key questions written in Spanish.  T model pair work example with HA child. Pose key qs to each other and note responses on WB. Children complete activity with partner (MA pairs).  Introduce adapted forms of key qs on IWB (display original that children know, plus 3rd person adaptation). Ask children to identify what has changed and why it might have changed. Use noted answers from the T-modelled activity to aid understanding. Elicit the 3rd person verb forms the children need in order to talk about who they interviewed.  Children fill in a profile of their partner for record in their book, using adapted questions and verb forms.  SEND: Complete gaps in sentences with the information from their partner.  **Resources:** Ball, bean bags with key questions written on, 1-10 number cards, family album personal profile worksheet, partner profile sheet.  **Vocabulary:** Numbers, ¿Cómo se llama? 🡪 Se llama, ¿Cuántos años tiene? 🡪 Tiene X años, ¿Dónde vive? 🡪 Vive en, ¿De dónde es? 🡪 Es de… Vocab from Yr2 (key q and responses, countries) | Key questions to further expand what children can say about self (e.g. birthday) | Diversity / Emotional awareness – discuss how everybody’s family looks different and some people may find it very easy to talk about their families, while others might not (for varying reasons). |
| To correctly say and remember numbers to 35 and months of the year  To correctly say, remember and ask a new KQ: ¿Cuándo es tu cumpleaños? When is your birthday? | Numbers 1-10  Days of the week  Verbs: SER 1st, 2nd and 3rd person forms  How to adapt verb form to change meaning | Starter: Days of the week song from Yr 2, number games with numbers 1-10 (including counting in 2s, number sentences – using + más, - menos, x por, ÷ entre = es / es igual a)  Introduce key q: ¿Cuál es la fecha hoy? – Children use prior knowledge to give day (possibly date)  Teach / recap numbers 11-31, using actions. Counting together – miss out multiples of 2, play 31 (start from 11). Play bingo for practice.  Revisit key q: ¿Cuál es la fecha hoy? – Children add to answer (date)  Teach and drill months of the year – use VAK and ‘These are the months of the year’ song from KS1. Play vocab recall games (charades, Simon dice, Splat…)  Revisit key q: ¿Cuál es la fecha hoy? - Children add to answer (month). Write in books.  Complete a listening jumble worksheet to sequence months in the correct order.  Introduce key q: ¿Cuando es tu cumple? Hot potato to practise pronunciation.  T model conversation – pick a child to pose q, T gives response: Mi cumple es el number + month / SEND: Mi cumple es en + month  Children practise on their tables in a time limit, asking key q and giving answers.  Children complete class survey about birthdays.  Model a written sentence on IWB for children to write responses about others: e.g. Señora H – Su cumpleaños es…’. Children write examples sentences in books.  **Resources:** Jotters/blank bingo grids, months of the year listening jumble, class survey worksheet  **Vocabulary:** Days of week, numbers, months, key qs and responses | Extend knowledge of self and apply to family members.  Introduce family members.  Demonstrate how to combine existing knowledge to add detail more independently. | Possibilities and enquiries – children have an opportunity to find out more about their class mates using Spanish qs |
| 3+4  To correctly say, remember and ask a new KQ: ¿Tienes hermanos? Do you have a brother/sister?  To understand that Spanish q can be formed with just a verb and noun  To correctly say and remember words for family members | Nouns – chico / chica words  Numbers 1-10  Verbs: LLAMARSE / TENER / SER 1st and 2nd and 3rd person forms  How to adapt verb form to change meaning | Starter: Who is it? Children’s faces in a bag. Child pulls one out. Ch recap and use ¿Cómo se llama? ¿Cuántos años tiene? ¿Dónde vive? ¿De dónde es? to access information and guess who it is.  Revise vowel sounds in Spanish a, e, i, o, u with actions (start to add consonants to vowels for common sounds e.g. ta, ga, ma, la)  Introduce key q: ¿Tienes hermanxs? Explain that this question sounds/looks different to other key qs because there is no question word. Elicit meaning (model with family photo). Ch practise asking questions round tables, giving Sí / No response (or extending using known verb forms, if they can). Elicit correct fuller response from prior learning ‘If tienes is the question form, what verb form do we need to answer?’ (tengo).  Introduce vocab for family members – start with brother / sister.  Grammar activity: display pictures on SPANISH DISPLAY where a person has plural brothers / plural sisters / no brothers or sisters. To illustrate grammar rules: Plural nouns in English and Spanish. Demonstrate how articles are replaced when using a number (e.g.) not ‘a two brothers’. Negation of phrases (add ‘no’ before verb).  Ch practise key q: ¿Tienes hermanxs? and new grammatical knowledge to self-differentiate complete sentence answers. Interview friends on table, record responses as pictogram.  \*  Introduce how to add detail. Display on IWB all previous personal key qs in 3rd person (¿Cómo se llama? ¿Cuántos años tiene? ¿Dónde vive? ¿De dónde es? **Add ¿Te gusta?**) T models using picture of own brother / sister and ch pose questions. Record written answers whilst giving verbal responses.  Children create second page of their family album by making a profile of their siblings, using a picture and answers to the 3rd person key questions written in Spanish.  **Resources:** Bag and children’s photos, family album siblings profile worksheet  **Vocabulary:** Days of week, numbers, months, key qs and responses | Extend knowledge of family members and apply 3rd person sentence structure more independently.  Describe relationships with family members using ‘porque’ and adjectives. | Diversity – how families look different around the world  Possibilities and enquiries – children have an opportunity to find out more about their class mates using Spanish qs |
| To correctly say, remember and ask a new KQ: ¿Tienes familía? Do you have family?  To correctly say and remember words for family members  To use bilingual dictionaries to research adjectives to describe family members | Nouns – chico / chica words  Numbers 1-10  Verbs: LLAMARSE / TENER / SER 1st and 2nd and 3rd person forms  How to adapt verb form to change meaning  Question format: inverted verb | Starter: Paired speaking: ¿Tienes hermanos? + extra 3rd person questioning: ¿Cómo se llama? ¿Cuántos años tiene? ¿Dónde vive? ¿De dónde es? Note responses on mini WBs.  Introduce key q: ¿Tienes familía? Remind about fuller sentence responses using verbs. Ch practise asking questions round tables, giving Sí / No response / extending using known tengo if they can.  Introduce vocab for other family members using a family tree reading activity – mum / dad; grandma / grandad; aunt / uncle; cousin (m/f).  Recap how to add detail: display on IWB all previous personal key qs in 3rd person (¿Cómo se llama? ¿Cuántos años tiene? ¿Dónde vive? ¿De dónde es? **Add ¿Te gusta?**) T models using picture of own mum / dad and ch pose questions. Record written answers whilst giving verbal responses.  Children create third page of their family album by making a profile of their parents, using a picture and answers to the 3rd person key questions written in Spanish.  Bilingual dictionary activity: provide children with a list of adjectives about family members in Spanish and they must find English meanings.  T model extending **¿Te gusta?** with response Me gusta porque es + adjective. Highlight adjectival agreement between masc/fem and plural nouns.  Children add to second and third pages of their family album by expressing their relationships with relatives and giving reasons.  **Resources:** Bag and children’s photos, family album parents profile worksheet  **Vocabulary:** Key q and responses, family members, adjectives describing family members: (kind, funny, patient, generous, annoying, boring, nasty) | Apply knowledge of grammar in reading activities to find errors.  Extend knowledge of family members and apply 3rd person sentence structure more independently. | Diversity – how our families look and are different and how we can share and celebrate our differences together  Possibilities and enquiries – dictionary work; researching adjectives to describe family members |
| To read texts for proof-reading / error checking purposes to increase accuracy in writing  To write about family members more independently | Nouns – chico / chica words  Numbers 1-10  Verbs: LLAMARSE / TENER / SER 1st and 2nd and 3rd person forms  How to adapt verb form to change meaning  Question format: inverted verb  Family member vocab  Expressing opinions | Starter: Paired speaking: ¿Tienes familía? + extra 3rd person questioning: ¿Cómo se llama? ¿Cuántos años tiene? ¿Dónde vive? ¿De dónde es? Note responses on mini WBs.  WABOLL/DIRT activity: T provide a bad example of a page from their family album, using mistakes from the class’ work so far.  Provide a check list of all key grammar points we have covered including how many mistakes are in the text for each grammar point: 1st and 3rd person verb forms, plurals of nouns, negation of phrases, adjective agreement between nouns and adjectives. LA: find all mistakes; MA: find all mistakes and correct verb forms; HA: find all mistakes, correct verb forms and negation.  Go over answers as a class,  Respond to marking on 2nd and 3rd family album pages and correct mistakes in green.  Children make fourth / fifth pages of family album about grandparents and aunts/uncles/cousins, being mindful of the mistakes they made previously.  **Resources:** WABOLL text, green pens, family album grandparents and aunts/uncles/cousins profile worksheet.  **Vocabulary:** 3rd person verb forms and grammatical terms | Extend knowledge of family members to pets and apply 3rd person sentence structure more independently. |  |
| EXTRA LESSON IF TIME  To correctly say, remember and ask a new KQ: ¿Tienes mascotas? Do you have pets?  To correctly say and remember words for pets  To create a hybrid animal as a pet and write about it, using grammatical rules learned this term. | Nouns – chico / chica words  Numbers 1-10  Verbs: LLAMARSE / TENER / SER 1st and 2nd and 3rd person forms  How to adapt verb form to change meaning  Question format: inverted verb  Family member vocab  Expressing opinions | Starter: Revise proununciation of Spanish vowels and key graphemes (j/g, ll, qu, ñ). Use some unknown words for children to practise using their phonetic knowledge to read accurately.  Introduce key q: ¿Tienes mascotas? Remind about fuller sentence responses using verbs. Whole class hot potato.  Introduce vocab for pets. Play vocab recall games.  Word smash! Children to create an imaginary pet by blending words together (e.g.) tor-to (tortoise cat), ham-rro (hamster dog), ti-lefante (tiger elephant). Children will imagine this is their pet and write sentences about it using 3rd person verbs as draft in books.  Children create pet page for their family album, creating their animal and writing about it.  **Resources:** Family album pets profile worksheet  **Vocabulary:** Pets: el perro, el gato, el conejo, el pez, el ratón, el hamster, la tortuga, la serpiente, la gallina, el pollo, el cobayo/el conejillo de indias and la cobaya (for LA Spanish / Castillian Spanish) | Use speaking skills and phoneme-grapheme awareness of writing to present family album to peers. |  |