|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 learn a new key question and response: ¿Qué hora es?  To follow instructions in Spanish to create a clock | Numbers 1-60  Nouns: chico / chica words determiners, formation of common and some irregular plurals (add an s)  Sound-spelling-reading-writing link vowels  Verbs: SER – 1st , 2nd 3rd person forms | Starter: Hat-and-seek - hats on tables containing number cards in multiples of 5. T says number card in Spanish, children must work out number as a team and show correct card before other table teams. (to revise numbers up to 60 in Spanish)  Introduce new key q: ¿Qué hora es? – What time is it? and model response (Es la una / son las dos etc) with a clock  Complete reading activity using 12 hour clock, children to draw o’clock times on clock faces around the world. (de la mañana / de la tarde / de la noche)  Listening activity: **Make a clock -** Children will create a paper clock using a template, a paper fastener, a marker, a pair of scissors, and coloured cards for numbers and the clock handles (manecillas del reloj). All instructions will be given in Spanish and although a volunteer could act as a translator.  Children to practise giving o’clock times to their partner and partner demonstrates on clock.  **Resources:** Round-the-world reading activity with blank clock faces, clock template copies, paper fastener, scissors, number cards (coloured), card for clock handles, rulers  **Vocabulary:** Numbers 1-60, ¿Qué hora es? – What time is it?, de la mañana / de la tarde / de la noche (ways of using 12 hour clock to show changes in day/night time) | Learning other clock analogue clock times in Spanish  Revise school subjects to discuss school day  Intro daily routine – reflexive verbs and related grammar rules | Knowledge of the world – 12/24 hour clock + different time zones  Diversity – authentic pictures of what children around the world would be doing at specific times. |
| To learn how to adapt and answer a known key question : ¿A qué hora…?  To practise listening, speaking and reading skills for topic vocab and apply translation skills to answer correctly in Spanish | As previous lesson  School subjects from early KS2  Question formation from through KS2  Tener – verb forms | Starter: School subject revision – check pupil retention of vocabulary from early KS2. Blockbusters style – T phrases questions in Blockbusters style to elicit Spanish responses from children about school subjects.  Revise key q: ¿Qué hora es? – What time is it? with clocks made last week.  Drill the main times in Spanish: en punto, y cuarto, y media, menos cuarto y – past, menos – to. CC link to Maths – menos linked to subtraction (from the next hour)  Listening activity (iPad photo evidence – children take photos of each other when answer correct). Ch listen to different times and use the handles of the clock to show the time given in Spanish. LA/SEND ch can use their white boards to write the numbers digitally.  Adapt key q to: ¿A qué hora…? – At what time…?  Speaking activity in pairs using new key question and a school timetable: ¿A qué hora tienes…? – At what time do you have…?  SEND: use of visual timetables to support SEND (only o’clock and quarter/half past times)  Reading activity: children provided with a sheet of statements about things they do during the school day (arrive, eat and when they have certain school subjects etc), all finishing with the key q. Children must then use their knowledge of their own school day to write the answers in Spanish. SEND: can write what they understand in English.  **Resources:** Clocks in pupil books, iPads, listening activity, speaking activity record sheets, reading activity about school day  **Vocabulary:** Numbers 1-60, ¿Qué hora es? – What time is it?, de la mañana / de la tarde / de la noche (ways of using 12 hour clock to show changes in day/night time) | Intro daily routine – reflexive verbs and related grammar rules  Apply time to talking about activities in the day  Revise adverbs of time and introduce adverbs of time (sequencing) | Emotional awareness – communicating effectively with a partner (without conflict) to achieve a common goal |
| To understand predicate patterns for reflexive verb forms (reflexive pronouns + verb change)  To correctly pronounce and remember key phrases for daily routine activities  To learn a new key question : ¿Qué haces por las mañanas?  To apply time to key phrases for daily routine actions | As previous lesson  School subjects from early KS2  1st, 2nd and 3rd person verb forms through KS2 (present tense verb endings for different verbs:  AR – o/as/a  ER – o/es/e  IR – o/es/e | Starter: Predicate pattern verb activity. Quiz: which form is correct?  Intro reflexive verb forms in dictionary form (LEVANTARSE) and 1st person (e.g.) me levanto. Show how the verb changes. Elicit what is the same about normal AR verbs Vs reflexives. Ask children to predict what 2nd person form and 3rd person form will be.  Grammar activity: give children dictionary verb forms for key daily routine verbs. Using rule, ask to adapt according to the predicate patterns. T goes over answers and drills new vocab with actions.  Introduce and drill the key question: ¿Qué haces por las mañanas? – What do you do in the morning? Model an answer using one reflexive verb response AND a time from last week. Hot potato to practise / build confidence.  Speaking/listening activity: speed dating. Children ask the key question and rotate round the class to practise using the reflexive daily routine phrases and times to talk about their daily routine in the morning. Could also use days of the week.  SEND: visual cheat sheet to support.  Reporting back: using reflexive verb patterns, ask children to report back on what they found out (3rd person).  **Resources:** Quiz on predicate patterns (iPads?), bilingual dictionaries, grammar activity table, speed dating speaking/listening activity response sheets.  **Vocabulary:** DESPERTARSE - me despierto, LEVANTARSE - me levanto, LAVANTARSE - me lavo la cara/los dientes, DUCHARSE - me ducho, \*PONERSE - me pongo (I put on…)\*, DESAYUNAR - desayuno (I eat breakfast), \*IR - voy a la escuela (I go to school)\*. | Revise adverbs of time and introduce adverbs of time (sequencing)  Speaking – recounting a story in Spanish  Reading and writing – using translation skills  Meta-cognition of translation skills to be able to write more independently without over-dependence on a dictionary | Possibilities / enquiries – examining how verb forms are different and working out / conducting a speed dating survey about others |
| To correctly say, remember and understand adverbs of time  To apply new vocabulary and grammatical knowledge to speaking, reading and translation activities | As previous lesson | Starter: Predicate pattern verb activity: reflexive verbs. Quiz: which form is correct?  Introduce adverbs of for sequencing: everyday, next, then, afterwards, finally  Speaking activity: draw out a daily routine story map for their partner about their daily routine (CC link – English recounting stories). Children then have to retell their partner’s story as best they can, using times, adverbs of time and daily routine activities.  Reading activity: Children read differentiated texts about children’s lives in Hispanic countries and answer questions – LA and MA: answer in English; HA: use translation skills to attempt to answer in Spanish.  Peer-assessed answers.  Translation practice: Sentences displayed on IWB – in Spanish, so children translate to English but building complexity throughout so times, conjunctions and adverbs added.  **Resources:** Quiz on reflexive predicate patterns (iPads?), example speaking activity story map, blank story maps, reading activity response sheets, bilingual dictionaries  **Vocabulary:** Todos los días, luego, después, más tarde, finalmente, DESPERTARSE - me despierto, LEVANTARSE - me levanto, LAVANTARSE - me lavo la cara/los dientes, DUCHARSE - me ducho, \*PONERSE - me pongo (I put on…)\*, DESAYUNAR - desayuno (I eat breakfast), \*IR - voy a la escuela (I go to school)\* | Independent writing to show learning through the unit | Diversity – understanding that our daily routines are different and those of others around the world, even more so  Emotional awareness – being respectful and encouraging to others’ feelings when completing difficult tasks |
| To understand the skills needed to translate from English – Spanish to be able to write independently and with accuracy  To apply vocabulary, grammatical knowledge and phonemic awareness to translation to be able to write independently about daily routine | As previous lesson | Starter: Games to revise times, daily routine vocab  Example of how to translate into Spanish accurately to write independently - go through skills needed to translate accurately.  Writing task: cartoon about daily routine. Compare to English rainbow grammar – what makes a good sentence/paragraph (rainbow grammar colour bricks)? Compare to Spanish – what do/don’t we need? Example text on IWB – classify which parts of Spanish text correspond to which colours in rainbow grammar. Discuss in groups. Shared feedback. Draw out useful Spanish phrases pupils already know that could correspond to different colours (pupils note on mini WBs). Set task. Pupils start to write own cartoons.  **Resources:** WAGOLL reading task for rainbow grammar colouring, cartoon sheets  **Vocabulary:** all topic vocab | Presentation skills – speaking and listening (prepared talk) |  |
| To finalise writing about daily routine  To be able to present writing to classmates in an engaging way | As previous | Finalise cartoons on daily routines.  Discuss interesting ways of presenting information.  Allow time for children to practise reading their descriptions accurately according to phonemic awareness.  Present daily routine to class mates. Record to post on web page. |  |  |