



Rise Park Primary & Nursery School Medium Term Planning

Subject: Spanish Year 2 Autumn A Me llamo Gabito – My name is Gabito



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 introduce a bilingual story about a famous Hispanic person</p> <p>To understand and respond to a KQ found in the book: ¿Te imaginas? Can you imagine?</p>	<p>KQ: ¿Cómo estás...? How are you? KQ: ¿Te gusta...? Do you like?</p> <p>Nouns (fruit/veg, animals) – chico / chica words</p> <p>Numbers 1-10</p>	<p>Starter: On playground / in hall: Four corners - colours / Sing greetings songs from Yr 1</p> <p>Introduce key q: 'Te imaginas...?' written on white board. Elicit children's understanding of this question, using cognates (what does imaginas look/sound like?) Highlight pronunciation of: 'g'</p> <p>T-led comprehension game: Pose a variety of simple questions using 'Te imaginas...?' and familiar vocab from Yr 1 (e.g. ¿Te imaginas un plátano rojo?) Ask children to draw what they imagine on mini WBs.</p> <p>Go to Spanish library</p> <p>Introduce and read book (CC - English / History - famous people) - Me llamo Gabito at the Spanish library. Use Shared Reading for the ¿Te imaginas... pages. Draw out vocab for key characters (Gabito, ghost, Lorenzo the parrot, bull, abuelo Nicolas, friends) and other vocab in a vocab bank.</p> <p>Draw out that Gabriel García Marquez - famous Colombian writer.</p> <p>Revise KQ: ¿Te gusta...? Do you like? from Yr 1 to ask children if they like the book.</p> <p>Resources: Me llamo Gabito book + shared reading pages, flip chart paper to draw out vocab</p> <p>Vocabulary: Te imaginas...? vocab from Yr 1 (fruits and veg, farm animals, colours, adj), vocab from story (Gabito, un fantasma, Lorenzo el Magnifico (loro), un toro, abuelo Nicolas, amigos)</p>	<p>Opportunities for children to practise new question independently</p> <p>Introduce new questions about self and how to respond to these (linked to book)</p>	<p>Knowledge of the world / Diversity – books can be written in different languages / draw on children's own experiences (EAL)</p>
<p>To correctly say and remember the key question: KQ: ¿Cómo te llamas? What is your name?</p>	<p>As per previous lesson</p>	<p>Starter: Te imaginas... children come up with own questions for each other and draw on mini WBs</p> <p>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)</p> <p>High frequency words: children have SPLAT cards with HFW in Spanish on. Play SPLAT in pairs with T saying some HFW words aloud (first in Spanish, then using the English translation only).</p> <p>Recap key characters from story using interactive display.</p> <p>Introduce key qu: 'Cómo te llamas?' Model answer (with BSL action) Me llamo... Highlight pronunciation of 'll'.</p> <p>T-model: how to change answer based on different characters in the story. Circle game: with chant and point. HA children have masks from the story so have to change response and remember key vocab.</p> <p>Introduce the diminutive 'ito'. Children practise their name to 'ito' version in paired mini dialogues.</p> <p>Resources: Key q, character flashcards, character masks</p> <p>Vocabulary: Key q + response.</p>	<p>Opportunities to read and write vocabulary in context, using Spanish phonemes and identifying correct words to fill in sentences.</p>	<p>Possibilities and enquiries – children design own 'can you imagine' questions for each other</p> <p>Emotional awareness</p>



Rise Park Primary & Nursery School Medium Term Planning

Subject: Spanish Year 2 Autumn A Me llamo Gabito – My name is Gabito



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>To read and write responses to the KQ: ¿Cómo te llamas? What is your name?</p>		<p>Starter: 'Thinking cap' (HFW) - can you read HF words and throw in them in the sombrero? List of HFW on bean bags. Team captains (HA) will check children are reading the word on the bean bag correctly before throwing into the bean bag.</p> <p>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)</p> <p>Carpet: Children bring mini WBs. Gapped sentences on WB in rainbow grammar colours 'Cómo te llamas?' + 3 level differentiated answers (Character picture, M_ ll_ _ _ + picture, _ _ _ _ _ + picture). Volunteers to read sentences (act out dialogues) with missing words.</p> <p>Break down as a class the sounds needed to complete the sentences. Children have a go independently on mini WBs.</p> <p>Worksheet: mirroring the carpet activity to be completed without support.</p> <p>Resources: Bibs x3, bean bags, character pictures, WB, worksheets.</p> <p>Vocabulary: key q + response.</p>	<p>Extend vocab and phrases to talk about self (numbers → age).</p>	
<p>To correctly say and remember the key question: KQ: ¿Cuántos años tienes? How old are you?</p>	<p>Numbers 1-10</p>	<p>Starter: 'Sum-brero' (numbers 1-10) - 4 sets different coloured bean bags stickered with numbers 1-9 and addition/subtraction written on (LA-HA differentiation). Sombrero in centre of hall. T says number in Spanish. Teams have to find the correct bean bag and run it to the bean bag in the centre of the hall first.</p> <p>Introduce key q: ¿Cuántos años tienes? Model answer (with actions) Tengo... años. Highlight pronunciation of 'ñ'.</p> <p>T-model: how to change answer based on different numbers. (Scrap paper with numbers 1-10 printed repeatedly, children choose a number/write their own). Circle game: ask q, throw ball. Ch give answer based on their number.</p> <p>Resources: x4 sets of 9 bean bags, stickers, key q + response display cards, scrap paper for numbers</p> <p>Vocabulary: Key q + response.</p>	<p>Extend vocab and phrases to talk about what we can imagine in the future (jobs).</p>	
<p>To correctly say and remember different jobs.</p> <p>To be able to say what job you would like to do.</p>		<p>Starter: Memory game - characters from story</p> <p>Introduce jobs using picture flashcards and actions. Ch repeat pronunciation. Highlight chico/chica words.</p> <p>T-led game: SPLAT board with jobs in MA pairs. Volunteers say a job and children have to beat their partner to tap the correct job.</p> <p>Introduce 'Quiero ser + job' Highlight pronunciation of 'qui'. Highlight lack of determiner.</p> <p>Class survey: children have tick sheet with jobs and go round peers to listen to their responses and tick off how many children want to do certain jobs.</p> <p>Resources: job flashcards, SPLAT boards (jobs), key reponse card, class survey sheets</p>	<p>Adjectives to describe jobs.</p>	



Rise Park Primary & Nursery School Medium Term Planning

Subject: Spanish Year 2 Autumn A Me llamo Gabito – My name is Gabito



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

		Vocabulary: maestra, bombero, doctor, electricista, futbolista, policia, cocinero, artista, estilista, veterinario		
<p>To correctly say and remember different adjectives for jobs.</p> <p>To be able to describe a job, using reversed word order (noun, adj)</p>		<p>Starter: Memory game - characters from story</p> <p>Introduce adjectives using word cards and actions. Ch repeat pronunciation. Highlight chico/chica agreements.</p> <p>Carpet: Children bring mini WBs. Gapped sentences on WB in rainbow grammar colours 'Quiero ser + job adjective'. Differentiated answers (Picture and job word + adjective with gaps, Quiero ser + job picture, job word and adjective with gaps). Volunteers to read sentences (act out dialogues) with missing words. Highlight chico/chica agreements again.</p> <p>Children write job + adjective that they want to do in Spanish. Save in packs til next week.</p> <p>Resources: job flashcards, adjective flashcards, mini WBs</p> <p>Vocabulary: brave, strong, clever, active, kind, creative</p>		
<p>To create a biographical page about ourselves for class book ¿Te imaginas nuestra clase en 2039?</p>	<p>All learning from this unit</p>	<p>Show cover of the book we are going to make as a class. Re-pose ¿Te imaginas? q with ¿Te imaginas nuestra clase en 2039?</p> <p>Go through key responses we have learned over half term to show what children need to include on page (Me llamo... Tengo X años... Quiero ser XX + adj / OR ¿Te imaginas XX + adj?)</p> <p>Children work on their page for inclusion in class book.</p>		