



Rise Park Primary & Nursery School Medium Term Planning



Subject: Spanish Year 4 Autumn A Las tapas - tapas

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
Lesson 1, 2, 3 To complete research about new class country To complete a pre-assessment		Introduce new class country; some presentation of facts from T and use of iPads to research key information. Complete pre-assessment to check learning from previous years.	Links to year group countries Reinforce learning linked to RP key drivers of: Knowledge of the World (adding to their list of known places where Spanish is spoken), Diversity (how different people's lives are different from ours and how geographical factors affect this), Possibilities and Enquiries (research)	
Lesson 4,5 To revise key questions from KS1 and KS2: ¿Qué comes...? and ¿Te gusta / Te gustan? To revise some key food vocab from KS1 and apply this to comprehension about ingredients in tapas To understand, remember and	KQ: ¿Qué comes...? – What do you eat? and ¿Te gusta / Te gustan? Do you like...? Nouns (fruit and veg from jardín británico in Yr 1 and picnic / hungry Caterpillar foods from Yr 2) – chico / chica words, formation of common plurals (add an s) Sound-spelling-reading-writing link vowels	Starter: Food revision sheet – fruit, veg, picnic: patata, tomate, queso, huevos, platano, naranja, aguacate, jamón, manzana, mermelada, pastel, chocolate, bocadillo, pan. Extension: make plural nouns Revise key q: ¿Qué comes...? – What do you eat +days of the week? and ¿Te gusta / Te gustan? Do you like...? Children have blank template sheet with days of the week on and must interview their partner to practise existing knowledge of foods by saying what they eat on each day. SEND: Have key phrase support (Como) on sheet * Revise vowel sounds in Spanish a, e, i, o, u with actions (start to add consonants to vowels for common sounds e.g. ta, pa, ga, ma, la) Display photos of all tapas on the IWB. In table teams, children have the name and descriptions of tapa in colours (different colour per table to represent table teams). The descriptions use words from starter for ingredients but also other useful terms that they will encounter in the unit (adjectives / allergies etc) Round room are pictures of the tapas. Children must decode texts and then go and place their description under the tapa they think it fits. Most correct wins 3 stampers. SEND: mixed ability groups for support; SEND to go in pairs to worksheet. T - go over answers together (children complete worksheet) and drill vocab with actions. Resources: Revision starter sheet with different foods, template sheet for partner	Understanding tapa when they are spoken aloud How to say Would you like / I would like How to personalise responses to explain why we can/can't eat certain food (intolerances, allergies, religious reasons)	Knowledge of the world – different cultures and countries eat different foods to us; a key component of foods eaten in different cultures and countries is dependent upon what food is grown there as that forms key ingredients



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<p>correctly say new vocabulary for tapas types in Spanish</p>	<p>Numbers 1-40 Verbs: COMER / GUSTAR 1st and 2nd person forms</p>	<p>interviews, coloured text descriptions of tapa and photos, feedback worksheet Vocabulary: Pre-existing: patata, tomate, queso, huevos, platano, naranja, aguacate, jamon, manzana, mermelada, pastel, chocolate, bocadillo, pan + days of week. New: Las patatas bravas, las albondigas, el jamon Serrano, el queso Manchego, la tortilla de patatas, el chorizo, las gambas, los churros, cebollas, ají, carne (res o cerdo), paprika, ajo.</p>		
<p>Lesson 6,7 To consolidate new vocab for tapas types and the new key question: ¿Qué quieres? What do you want? + being able to personalize the response according to our own preferences / needs Giving opinions whilst tasting food, including using adjectives to describe them and porque to express why they have certain preferences.</p>	<p>Tapas vocab Key q and knowledge of how to extend and personalise a response Knowledge of estar+adj for describing food</p>	<p>Tapas tasting lesson – photo evidence required (possibility this may take 2 lessons) Revise vowel sounds in Spanish a, e, i, o, u – reminder on IWB Starter: Adjective cards to read aloud on tables to practise speaking words correctly. English meanings on back to test each other for meaning once spoken. Display grammar rule on IWB explaining how to add descriptives for food - using estar (3rd person). Introduce key q: ¿Qué quieres? - What do you want? and response Quiero... + tapa / No quiero / No puedo and ¿Te gusta? - Do you like? and response Me gusta... + tapa porque / No me gusta porque.... Tasting activity: 3 stalls set up in classroom with 3 children manning them and posing the key question (para picar - olives and bread, carne y pez - ham, chorizo and prawns, lácteos y dulces - cheese, tortilla de patatas, churros). Children respond with what they want and record their opinion on the tick sheet (adjectives) as they taste. If children have religious observance or food intolerance that means they can't eat certain foods they use the key q: ¿Tienes + ingredient? - to ask what it has. * Display new grammar rule - giving reasons with porque and combining how to use estar to describe food. Give an example from a child's tick sheet, explaining how they can use their opinion to explain their likes and dislikes of the food they tried. If they didn't try a food due to religious observance or food intolerance, demonstrate how they could express this too. Children then use their tick sheets to interview each other and use their recorded responses to express opinions using porque. Resources: adjective cards for starter, salt, paprika, sugar, lemon juice, tapas foods (olives, bread, ham, chorizo, prawns, Manchego, tortilla de patatas, churros if available), adjective tick sheet responses.</p>	<p>Reading and understanding a menu. Reading and listening skills in real scenarios – ordering from a menu.</p>	<p>Diversity / Emotional awareness – respecting other people's dietary habits and understanding that others may eat differently to us due to religion, food intolerances and how to respond appropriately to these situations. Possibilities and enquiries – opportunities to taste new foods</p>



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		Vocabulary: tapa and ingredient vocab, soy + hindú/musulmán, soy + alérgico/a a, soy + vegetariano/a; está salado, picante, dulce, jugoso, amargo.		
<p>Lesson 8,9</p> <p>To consolidate new vocab for tapas types</p> <p>To consolidate key question: ¿Qué quieres? What do you want?</p> <p>To apply knowledge of phonemic awareness, tapas vocab and grammar to understand the main points of texts, using familiar language and cognates</p>	<p>Sound-spelling-reading-writing link vowels</p> <p>Cognate knowledge (words like English words)</p> <p>Vocab knowledge: patata, tomate, queso, huevos, aguacate, jamón, chocolate, pan, las patatas bravas, las albóndigas, el jamón Serrano, el queso Manchego, la tortilla de patatas, el chorizo, las gambas, los churros, cerbollas, ají, carne (res o cerdo), paprika, ajo</p>	<p>Starter: Game to revise tapa (like 4 corners but with all tapa - using photos from last week displayed on walls, children must move to the tapa they think is spoken. Differentiate: only give ingredients!)</p> <p>Revise vowel sounds in Spanish a, e, i, o, u</p> <p>Revise key q: ¿Qué quieres? - What do you want? and response Quiero... + tapa. Circle game round tables asking and answering key q - not allowed to say same tapa twice but allowed to say more than one. Fill in sheet to show what people answered. SEND - tick sheet.</p> <p>Negation of phrases - adding 'No'</p> <p>Listening activity: T reads (or plays recording) of different requests for tapas + reasons why they would like/wouldn't like different ones. Children complete differentiated activities either: ticking tapa they heard (picking out vocab and cognates), answering questions about what they heard (picking out main points), reading statements and deciding if they are T/F based on what they heard.</p> <p>*</p> <p>Reading/thinking skills activity: conversations displayed in speech bubbles. Differentiated responses showing reasons why classmates can/can't eat certain food (link to SMSC). Children decipher what phrases mean in English. (Expose to adding descriptives - using estar (3rd person) for food / soy + religion/dietary requirements and giving reasons with porque)</p> <p>SEND: less bubbles to avoid cognitive overload / peer support</p> <p>Resources: Photos of tapa for starter, round table interview sheets, listening activity, reading activity sheets.</p> <p>Vocabulary: tapa and ingredient vocab, soy + hindú/musulmán/sij, soy + alérgico/a a, soy + vegetariano/a; está salado, picante, dulce, jugoso, amargo.</p>	<p>How to say</p> <p>Would you like / I would like</p> <p>How to personalise responses to explain why we can/can't eat certain food (intolerances, allergies, religious reasons) in real situations</p>	<p>Diversity / Emotional awareness</p> <p>– respecting other people's dietary habits and understanding that others may eat differently to us due to religion, food intolerances and how to respond appropriately to these situations.</p>
<p>Lesson 10,11</p> <p>To apply knowledge of this topic to recognize parts of and read a</p>	<p>Tapas vocab</p> <p>Estar+adjectives to describe food</p> <p>Sound-spelling-reading-writing link</p>	<p>Starter: Food grouping - picture and word cards for food, children to group them into different groups according to what they think the foods have in common (e.g. all sweet, all veg, all start with the same letter etc)</p> <p>Show children tapas menus from tapas restaurants in Nottingham and Derby (The Tapastry, Iberico, Baresca, Lorentes) to show that although tapas is not an English food, it is possible to go to tapas restaurants in the UK.</p>	<p>Designing a menu for a tapas restaurant to practise reading and</p>	<p>Possibilities and enquiries – problem-solving reading activity where children choose what</p>



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<p>menu accurately.</p> <p>To apply knowledge and understanding of this topic to real life scenarios – e.g. ordering from a menu for someone according to specific criteria.</p>	<p>http://www.ibericotapas.com/images/book/index.php?filename=/menus/notts-pdf-food_pdf&width=500&height=400</p> <p>Writing activity: Children stick a menu into their book and label the key features that need to be on a menu for it to do its job well (Restaurant name, food sections, names of items, prices, pictures, restaurant info)</p> <p>*</p> <p>Reading activity / thinking skills activity: Children have worksheets where two people are describing what they would like to eat, allergies, religious observances and money available to spend. Children use the menu they have stuck into their book to pick out what these 2 people should eat and why.</p> <p>SEND: simpler sentences; narrower instructions to show where children should choose items from the menu.</p> <p>Resources: food pictures for starter (x5 for table groups), tapas menus, tapas worksheet for children to annotate, reading/thinking skills activity worksheet</p> <p>Vocabulary: tapa and ingredient vocab, numbers for money, dietary requirements and vocab for likes/dislikes</p>	<p>writing skills.</p>	<p>different people can eat based on certain criteria</p>
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