



Rise Park Primary & Nursery School Medium Term Planning



Subject: Spanish Year 5 Autumn La casa – the house

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 | Future Learning | Links to Rise Park key drivers |
|---|--|--|---|--|
| Lesson 1, 2, 3 To complete research about new class country To complete a pre-assessment | Check prior learning from earlier KS2 | <p>Starter and plenary activities will take the form of outdoor games where possible.</p> <p>Introduce new class country; some presentation of facts from T and use of iPads to research key information</p> <p>Pre-assessment.</p> | Inform planning to revisit areas and topics as needed which fit in with Y6 topics linked to 3 pillars of language learning | |
| <p>Lesson 4, 5, 6</p> <p>To learn a new key question and response: ¿Dónde está tu casa / piso?</p> <p>To revise some countries and compass points / prepositions from KS1 and KS2</p> <p>To understand, remember and correctly say new vocabulary for adjectives that describe houses</p> | <p>KQ: ¿De dónde eres? – Where are you from? ¿Dónde vives? Where do you live? from Yr 2</p> <p>Compass points</p> <p>Nouns (name of continents and countries) – chico / chica words, determiners, formation of common and some irregular plurals (add an s)</p> <p>Sound-spelling-reading-writing link vowels</p> <p>Adjective agreement</p> <p>Numbers 1-50</p> <p>Verbs: SER – 1st and 2nd person forms</p> <p>VIVIR – 1st and 2nd</p> | <p>Starter: map labelling activity (can children label countries on a map from Geography knowledge and knowledge of Spanish?) For feedback: Revise compass points and prepositions: arriba / abajo / en el centro. Introduce a la izquierda / a la derecha / al lado de. Which country is to the left of? Which country is south of? Where is X in relation to Y?</p> <p>Introduce new key q: ¿Dónde está tu casa? – Where is your house? and model response - HA: Mi casa está en... (for describing where a house is on a map)</p> <p>LA: Está en... *</p> <p>Starter: revise last week's work (countries, directions, está)</p> <p>Introduce main cities and geographical areas in Costa Rica and Chile (town / rainforest / country / beach / mountain - ciudad / selva / campo / playa / montaña).</p> <p>Intro house / flat (casa / piso / apartamento).</p> <p>Bilingual dictionary hunt - adjectives that describe houses: big, small, modern, old-fashioned, comfortable - moderno/a, antiguo/a, grande, pequeña, cómodo/a</p> <p>SEND support: Spanish words starting letter completed; words to choose from a glossary</p> <p>Grammar: NPs and ENPs → Revise how we add detail in noun phrases and ENPs in English. Demonstrate how this works in Spanish with wonky word order. Translation activities on mini WBs to practise.</p> <p>Independent writing activity to practise in books. *</p> <p>Starter: revise key vocab</p> <p>DIRT task to check learning on ENPs/NPs independently.</p> | <p>Where do you live? in more detail – types of houses</p> <p>Comparing houses around the world</p> <p>Saying where other people live</p> | <p>Knowledge of the world – building on geographical knowledge of countries in different continents</p> <p>Diversity – understanding that people in different parts of the world may live in different situations to us here in the UK and why</p> <p>Possibilities / enquiries – map search for where countries are located</p> |



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| | person forms | <p>Listening activity: listen to descriptions of 3-5 houses and place them on map of Chile / Costa Rica in correct places (e.g.) Vivo en una casa antigua en la selva en el norte de Chile.</p> <p>Resources: Revision - world map starter, map quest, poss iPads, listening activity (photos of houses and maps of Chile / Costa Rica)</p> <p>Vocabulary: Countries (Spanish-speaking, UK and others from Yr2), compass points, arriba, abajo (up / down), el centro, izquierda / derecha, ciudad / selva / campo (town / rainforest / countryside), casa / piso or apartamento (house / flat), modern/a, antiguo/a, grande, pequeño/a, cómodo/a (modern / old / big / small / comfortable)</p> | | |
| <p>Lesson 7, 8</p> <p>To learn how to answer a known key question in more detail and response: ¿Dónde vives?</p> <p>To understand, remember and correctly say new vocabulary for different types of houses</p> <p>To practise speaking and translation skills for topic vocab</p> | As previous lesson | <p>Starter: ¿Dónde está tu casa? Post-it game. partners write a country on a post-it for their friend and stick it to their friend's forehead. The partner has to say: Mi casa está en + country to guess until they get it right.</p> <p>Revise Yr 2 key q: ¿Dónde vives? - Where do you live? and revise response (Vivo en...) using as much vocab from last week and prior knowledge as can.</p> <p>Introduce extra info for types of buildings+how to build in sentences (detached/semi-detached/one or two floors/eco - de una/dos plantas/ adosada/no adosada/ecológico/a)</p> <p>Speaking activity - practise key q and answer using a photo prompt. Partner A has to describe a picture of a house verbally to Partner B, who draws it in A's book. Then compare the photo of the actual house next to it to show accuracy of description and understanding.</p> <p>SEND: Word bank support set up around pictures in noun phrases / place adverbials *</p> <p>Translation activity using new vocab - Spanish to English. Cut and stick translations. Pupil differentiated as to how much they complete.</p> <p>Resources: Post-its, photos of typical houses in Costa Rica / Chile for speaking and listening activity, translation activity.</p> <p>Vocabulary: Countries (Spanish-speaking, UK and others from Yr2), una casa/un apartamento/un piso/un edificio; de una/dos plantas/ adosada/no adosada/ecológico/a; modern/a, antiguo/a, grande, pequeño/a, cómodo/a.</p> | <p>Comparing houses around the world</p> <p>Saying where other people live</p> | <p>Emotional awareness – communicating effectively with a partner (without conflict) to achieve a common goal</p> <p>Knowledge of the world – activities describing own homes and homes around the world to contrast our own and others' life experiences</p> |
| <p>Lesson 9</p> <p>To edit work by</p> | As previous lesson | <p>Starter: Examples of mistakes found in children's writing to improve.</p> <p>Intro verb forms in 3rd person - vive and viven. Mini WB work - ask key q, child</p> | Learn rooms of the house to | Possibilities / enquiries – |



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| <p>applying grammatical knowledge and phonemic awareness</p> <p>To understand how to adapt verb forms to extend writing and speaking</p> <p>To apply new verb forms to reading and speaking skills</p> | | <p>responds, class adapt answer to 3rd person verb forms.</p> <p>Speaking activity: complete class survey about where people live (children self-differentiate answers trying to use as much vocab as they can – SEND to say one sentence). Feedback as a class to practise verbs in 3rd person, using notes from class survey – spoken forms (talk for writing to act as model) and written forms recorded in books.</p> <p>Reading activity: where different children live and the houses they live in around the world. Questions in 3rd person verb forms to practise reading and writing in 3rd person Spanish. SEND to fill in key words.</p> <p>Resources: Mini WBs, class survey forms, reading activity worksheets.</p> <p>Vocabulary: topic vocab learned so far, 3rd person verb of vivir</p> | <p>add detail to description</p> <p>Describe where you live more independently</p> | <p>surveying others to find information</p> <p>Diversity – understanding that people in different parts of the world may live in different situations to us here in the UK and why</p> |
| <p>Lesson 10, 11</p> <p>To understand, remember and correctly say new vocabulary for different types of rooms in houses</p> <p>To apply new vocabulary to listening skills to correctly recreate a house that is described</p> | <p>As previous lesson</p> | <p>Starter: Games to revise types of house (e.g. SPLAT)</p> <p>Introduce new key question: ¿Cuál es tu habitación favorita? Which is your favourite room? Elicit model answer from children based on adaptation of 'everyday language' practised across whole school (Mi habitación favorita es...)</p> <p>Introduce rooms of house with VAK. Complete worksheet so children can refer to vocab. Play memory games and word games to remember words -pronunciation, meaning and spellings.</p> <p>Listening activity - children have to fill in a house template according to a verbal description using prepositions.</p> <p>Resources: Rooms of house worksheet for children to complete with all rooms on, listening activity rooms to arrange.</p> <p>Vocabulary: rooms of the house</p> | <p>Meta-cognition of translation skills to be able to write more independently without over-dependence on a dictionary</p> <p>Independent writing to show learning through the unit</p> | |



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| <p>Lesson 12</p> <p>To understand the skills needed to translate from English – Spanish to be able to write independently and with accuracy</p> <p>To apply vocabulary, grammatical knowledge and phonemic awareness to translation to be able to write independently about where you live</p> | <p>As previous lesson</p> | <p>Starter: Games to revise types of house (e.g. SPLAT)</p> <p>Example of how to translate into Spanish accurately to write independently - go through skills needed to "translate" accurately. (Think of sentence - eliminate subject - examine noun phrase for word order / adjective agreement; Think of sentence - eliminate subject - examine place adverbial etc)</p> <p>Draw house and write about it independently in detail (3-4 sentences, adapting words and phrases, use dictionary/glossary to check, conjugate verbs between 1st, 2nd, 3rd forms, punctuation)</p> <p>Resources: example translation sentences bringing together all topic vocab to make a 3-4 sentence description, blank writing sheets for children to draw and write about own houses.</p> <p>Vocabulary: all topic vocab</p> | <p>Presentation skills – speaking and listening (prepared talk)</p> | <p>Possibilities / enquiries – create house drawing and match description to drawing.</p> |
| <p>To be able to present writing to classmates in an engaging way</p> | <p>As previous</p> | <p>Discuss interesting ways of presenting information.</p> <p>Allow time for children to practise reading their descriptions accurately according to phonemic awareness.</p> <p>Present house to class mates. Record to post on web page.</p> | | |