



## Rise Park Primary & Nursery School Medium Term Planning



### Subject: Spanish Year 6 Autumn Mi día escolar – My daily routine

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
		<p><b>Starter and plenary activities will take the form of outdoor games where possible.</b></p>		
<p>Lesson 1 and 2 To complete research about new class country</p> <p>To complete a pre-assessment</p>	<p>Check prior learning from earlier KS2</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>	<p>Inform planning to revisit areas and topics as needed which fit in with Y6 topics linked to 3 pillars of language learning</p>	
<p>2 lessons To learn a new <b>key question and response: ¿Qué hora es?</b></p> <p>To follow instructions in Spanish to create a clock</p>	<p>Numbers 1-60 <b>Nouns: chico / chica words determiners, formation of common and some irregular plurals (add an s)</b> <b>Sound-spelling-reading-writing link vowels</b> <b>Verbs: SER – 1<sup>st</sup>, 2<sup>nd</sup> 3<sup>rd</sup> person forms</b></p>	<p><b>Starter:</b> 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)</p> <p>Introduce new key q: <b>¿Qué hora es? - What time is it?</b> and model response (Es la una / son las dos etc) with a clock</p> <p>Listening activity: <b>Make a clock</b> - 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.</p> <p><b>APP: Listen carefully to a model e.g. a video recording /story/song and re-constitute a sentence or paragraph</b></p> <p>Children to practise giving o'clock times to their partner and partner demonstrates on clock.</p> <p><b>Resources:</b> Round-the-world reading activity with blank clock faces, clock template copies, paper fastener, scissors, number cards (coloured), card for clock handles, rulers</p> <p><b>Vocabulary:</b> Numbers 1-60, <b>¿Qué hora es? - What time is it?</b>, de la mañana / de la tarde / de la noche (ways of using 12 hour clock to show changes in day/night time)</p>	<p>Learning other clock analogue clock times in Spanish</p> <p>Revise school subjects to discuss school day</p> <p>Intro daily routine – reflexive verbs and related grammar rules</p>	<p>Knowledge of the world – 12/24 hour clock + different time zones</p> <p>Diversity – authentic pictures of what children around the world would be doing at specific times.</p>
<p>To learn how to adapt and answer a known <b>key question</b></p>	<p>As previous lesson School subjects from early KS2</p>	<p><b>Starter:</b> School subject revision - check pupil retention of vocabulary from early KS2. <b>Blockbusters style</b> - T phrases questions in Blockbusters style to elicit Spanish responses from children about school subjects.</p>	<p>Intro daily routine – reflexive verbs</p>	<p>Emotional awareness – communicating</p>



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<p><b>: ¿A qué hora...?</b></p> <p>To practise listening, speaking and reading skills for topic vocab and apply translation skills to answer correctly in Spanish</p>	<p>Question formation from through KS2 Tener – verb forms</p>	<p>Revise key q: <b>¿Qué hora es? – What time is it?</b> with clocks made last week. Drill the main times in Spanish: en punto, y cuarto, y media, menos cuarto y – past, menos – to. <b>CC link to Maths – menos linked to subtraction (from the next hour)</b> 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. <b>APP: Listen and respond to key questions: continue to develop skills in substituting prior learning to new vocabulary contexts/topics</b> Adapt key q to: <b>¿A qué hora...? – At what time...?</b> Speaking activity in pairs using new key question and a school timetable: <b>¿A qué hora tienes...? – At what time do you have...?</b> SEND: use of visual timetables to support SEND (only o'clock and quarter/half past times) <b>APP: answer a range of questions posed in Spanish (based on KQ's studied throughout school), using differentiated answers (short, medium, long)</b> 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. <b>APP: apply grammar rules learnt to answer specific questions in English and Spanish about a written text</b> <b>Resources:</b> Clocks in pupil books, iPads, listening activity, speaking activity record sheets, reading activity about school day <b>Vocabulary:</b> Numbers 1-60, <b>¿Qué hora es? – What time is it?</b>, de la mañana / de la tarde / de la noche (ways of using 12 hour clock to show changes in day/night time)</p>	<p>and related grammar rules</p> <p>Apply time to talking about activities in the day</p> <p>Revise adverbs of time and introduce adverbs of time (sequencing)</p>	<p>effectively with a partner (without conflict) to achieve a common goal</p>
<p>(3 lessons)</p> <p>To understand predicate patterns for reflexive verb forms (reflexive pronouns + verb change)</p>	<p>As previous lesson School subjects from early KS2 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person verb forms through KS2 (present tense verb)</p>	<p><b>Starter: Predicate pattern verb activity. Quiz: which form is correct?</b> <b>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.</b> 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. <b>APP: start to identify the tense of a written sentence from its time phrase and verb</b></p>	<p>Revise adverbs of time and introduce adverbs of time (sequencing)</p> <p>Speaking –</p>	<p>Possibilities / enquiries – examining how verb forms are different and working out / conducting a speed</p>



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<p>To correctly pronounce and remember key phrases for daily routine activities</p> <p>To learn a new <b>key question</b> : ¿Qué haces por las mañanas?</p> <p>To apply time to key phrases for daily routine actions</p>	<p>endings for different verbs: AR – o/as/a ER – o/es/e IR – o/es/e</p>	<p><b>ending using predicate patterns.</b> <b>APP: use a bilingual dictionary independently, understanding notations for masc/fem nouns and verb tables</b> Introduce and drill the key question: <b>¿Qué haces por las mañanas?</b> - <b>What do you do in the morning?</b> 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. <b>APP: answer a range of questions posed in Spanish (based on KQ's studied throughout school), using differentiated answers (short, medium, long)</b> <b>APP: respond to key questions: continue to develop skills in substituting prior learning to new vocabulary contexts/topics</b> Reporting back: using reflexive verb patterns, ask children to report back on what they found out (3<sup>rd</sup> person). <b>APP: use a range of verbs (regular and irregular) independently in different verb forms</b> <b>Resources:</b> Quiz on predicate patterns (iPads?), bilingual dictionaries, grammar activity table, speed dating speaking/listening activity response sheets. <b>Vocabulary:</b> 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)*.</p>	<p>recounting a story in Spanish</p> <p>Reading and writing – using translation skills</p> <p>Meta-cognition of translation skills to be able to write more independently without over-dependence on a dictionary</p>	<p>dating survey about others</p>
<p>(2 lessons)</p> <p>To correctly say, remember and understand adverbs of time</p> <p>To apply new vocabulary and grammatical</p>	<p>As previous lesson</p>	<p><b>Starter: Predicate pattern verb activity: reflexive verbs. Quiz: which form is correct?</b> 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. <b>APP (outcome dependent): use a range of verbs (regular and irregular) independently in different verb forms; use a full range of time phrases; give a short prepared talk on a familiar topic; consolidate reasoning through discussion of personal leisure activities and attitudes: using a variety of opinion verbs and conjunctions</b> Translation practice: Sentences displayed on IWB - in Spanish, so children translate to</p>	<p>Independent writing to show learning through the unit</p>	<p>Diversity – understanding that our daily routines are different and those of others around the world, even more so</p> <p>Emotional</p>



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<p>knowledge to speaking, reading and translation activities</p>		<p>English but building complexity throughout so times, conjunctions and adverbs added.  <b>APP:</b> recycle prior learning to write independently, conjugating verbs with increasing confidence using predicate patterns and applying agreements (singular, plural, gender, adjective) accurately; use punctuation and accents correctly to convey the meaning of a sentence; use specific time phrases in present tense sentences to describe daily routine  <b>Resources:</b> Quiz on reflexive predicate patterns (iPads?), example speaking activity story map, blank story maps, reading activity response sheets, bilingual dictionaries  <b>Vocabulary:</b> 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)*</p>		<p>awareness – being respectful and encouraging to others’ feelings when completing difficult tasks</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 daily routine</p>	<p>As previous lesson</p>	<p><b>Starter:</b> 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.  <b>APP:</b> start to identify the tense of a written sentence from its time phrase and verb ending using predicate patterns: recycle prior learning to write independently, conjugating verbs with increasing confidence using predicate patterns and applying agreements (singular, plural, gender, adjective) accurately; use punctuation and accents correctly to convey the meaning of a sentence; use specific time phrases in present tense sentences to describe daily routine; create extended sentences with a range of conjunctions to construct a short text.  <b>Resources:</b> WAGOLL reading task for rainbow grammar colouring, cartoon sheets  <b>Vocabulary:</b> all topic vocab</p>	<p>Presentation skills – speaking and listening (prepared talk)</p>	
<p>To finalise writing about daily routine</p>	<p>As previous</p>	<p>Finalise cartoons on daily routines.            Discuss interesting ways of presenting information.            Allow time for children to practise reading their descriptions accurately according to</p>		



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To be able to present writing to classmates in an engaging way		phonemic awareness. Present daily routine to class mates. Record to post on web page.		
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