



**Rise Park Primary & Nursery School Medium Term Planning**  
**Subject: Spanish Year 1 Autumn 2021-22 El jardín británico / colombiano – The British / Colombian garden**  
 (Taught alternating with Science / responding to Y1 team's needs for curriculum time organisation)



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 <b>Starter and plenary activities will take the form of outdoor games where possible.</b>	Future Learning	Links to Rise Park key drivers
<p>To correctly say and remember colours</p> <p>To correctly say and remember the key question: <b>KQ: ¿De qué color es? What colour is it?</b></p>	<p>Somos como las flores</p> <p>song about what plants need to live</p>	<p><b>Starter:</b> On playground / in hall: Four corners - flores (flowers), jardín (garden), lluvia (rain), sol (sunshine)</p> <p><b>Introduce vowel sounds in Spanish a, e, i, o with actions</b></p> <p>Introduce colours using picture flashcards of vegetables found in British and Colombian gardens. Ch repeat pronunciation.</p> <p>T-led game: class in MA pairs to check understanding with colour cards. Say a colour and children must show the correct colour card in their pair.</p> <p>Introduce key qu: 'De qué color es?' Re-use picture flashcards and pose question to class. Model answer: <b>Es + colour...</b></p> <p>Class pair game: re-using colour cards, children take it in turns to pose the <b>key q</b> and self-differentiate answer using the colours or <b>es + colour...</b></p> <p><b>Resources:</b> Flash cards: pink apple, orange carrot, purple onion, brown / white potato, yellow banana, green pepper, green avocado, red tomato, red chile, blue watering can; colour cards for children</p> <p><b>Vocabulary:</b> rosa, naranja, morado, blanco, marrón, amarillo, verde, rojo, azul and 'De qué color es?'</p>	<p>Using letter sounds to read colours and write missing vowels.</p>	
<p>To reinforce the <b>key q</b> and colours in Spanish</p> <p>To use vowel sounds to read and write colours</p>	<p>As per previous lesson</p>	<p><b>Starter:</b> T-led game in pairs - fastest finger first with colours, checking understanding and memory of colours.</p> <p><b>Revise vowel sounds in Spanish a, e, i, o with actions.</b></p> <p>Introduce words for colours using flashcards (colour on one side, black and white on the other with vowels underlined). Lead ch in volunteering to read the words (using vowels and prior knowledge of colours).</p> <p>T-led game: reading game girls Vs boys: collect all colour flash cards from teaching and flip over to black and white side. Display on WB. Pose key q: 'De qué color es?' A child (picked by T) reads the word. Girls vs boys - what colour is it?</p> <p>T-led writing game: hangman. Write a colour on WB with missing vowels. Use flashcards of fruit/veg from display to support. Children must say / fill in letter on mini WBs. Class pair game: repeating modelled game in MA pairs.</p> <p><b>Resources:</b> Colour flash cards and fruit/veg flashcards.</p> <p><b>Vocabulary:</b> rosa, naranja, morado, blanco, marrón, amarillo, verde, rojo, azul and 'De qué color es?'</p>	<p>Introduce fruit and veg from the British and Colombian gardens and chico / chica noun rule.</p>	<p>Possibilities and enquiries – using knowledge to practise and discover colours through games</p>



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<p>To correctly say and remember fruit and veg from the British and Colombian gardens</p> <p>To learn the chico / chica noun rule</p>	<p>As per previous lesson</p>	<p><b>Starter:</b> T-led reading/writing game: hangman (missing vowels)  <b>Harvest festivals – practise ‘Somos como las flores’ for Harvest</b>  <b>Revise vowel sounds in Spanish a, e, i, o, u with actions.</b>          Introduce fruit and vegetables using picture flashcards of things found in British garden using un/una as determiner. Ch repeat pronunciation.          T-led game: class in MA pairs to check understanding with SPLAT sheets. T or HA children say a fruit/vegetable and children have to SPLAT the correct item before their partner.          Introduce fruit and vegetables using picture flashcards of things found in <b>Colombian garden</b>. Ch repeat pronunciation.          T-led game: in MA pairs, Number 1-6 on WB, different picture flashcard next to each number, Ch roll dice and have to say what item they have rolled.          Introduce chico/chica rule for nouns (with symbols and actions for each gender) and how to recognise some simple chico/chica endings.          Introduce key question: <b>¿Es un o una? Is it a masc noun or fem noun?</b>          T-led game: Use key q to ask children if the noun is chico/chica.  <b>Resources:</b> Fruit/veg flash cards, SPLAT sheets, dice  <b>Vocabulary:</b> manzana, zanahoria, cebolla, patata/papa, plátano, pimiento, aguacate, tomate, chile and 'Es un o una'</p>	<p>Practise chico/chica rule and make sentences about what colour different fruit and vegetables are.</p>	<p>Knowledge of the world – where and why different foods grow around the world</p> <p>Diversity – understanding how people's diet is different based on foods that are native to their country</p>
<p>To identify learned vocab in a real life setting</p> <p>To practise the <b>key q</b>, colours and topic vocab in Spanish</p>	<p>As per previous lesson</p>	<p><b>Harvest festivals – practise and film ‘Somos como las flores’ for Harvest and to send to Colombian school to show how we are celebrating Harvest.</b>  <b>Visit the raised beds to find what fruit and vegetables are growing in our RP garden. Use iPads so children can take photos in pairs of what they see.</b>  <b>Eco link – explain about importance of growing our own food and how this helps the world.</b>          Revise fruit and veg by asking children what there is in the RP garden (use pictures from the display to support). Plant modelled extended questions/pictures of the foods in the RP garden prior to lesson: (e.g.) <b>'De qué color es la manzana?'</b> as each fruit/veg is identified. Explain use of el/la as determiner and model new answer: <b>La manzana es + colour.</b>          Carpet time: Pair game - using the photos they took, children practise the key q <b>'De qué color es + name of fruit?'</b> HA children ask each other: <b>¿Es un o una? Is it a masc noun or fem noun?</b>          revise key q and colours          Writing: on mini WBs and in pairs, children pick a photo they took for their partner and use the <b>key q</b> so</p>	<p>Practise using vocabulary more independently in reading and writing.</p>	<p>Possibilities and enquiries – visit to the raised beds to discover which foods are grown in UK and what colours our food will be when grown</p>



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		their partner write what colour the fruit / veg is. <b>Resources:</b> iPads, fruit/veg and colour flash cards, mini WBs		Knowledge of the world – seeing how plants grow in the UK
To practise using the key questions and vocabulary in reading and writing.	As per previous lesson	<b>Starter:</b> Whole class SPLAT with colour cards and fruit/veg cards on WB. Revise key qs <b>Revise vowel sounds in Spanish a, e, i, o, u with actions.</b> Carpet time: Display fruit flashcards on WB with differentiated answers - 1. Fruit with colour underneath, 2. Fruit with choice of colour words underneath, 3. Fruit with a sentence underneath with key vowels missing, 4. Fruit with sentence underneath and missing word. Model each example through, asking children for responses. Independent reading / writing worksheet: Frogs: have fruit with colour word underneath and must colour in correctly; Elephants and Wombats: have fruit with choice of word underneath and must choose the correct one before colouring correctly; Tigers: have fruit and colour with key missing vowels; Monkeys: have fruit and colour and need to try to complete the sentence with a missing word. <b>Resources:</b> fruit/veg and colour flash cards, worksheets	Design own garden using key words and colours.	Knowledge of the world  Diversity
To design a garden using key words and colours to label it.	As per previous lesson	<b>Starter:</b> Number 1-6 on WB, different picture flashcard next to each number, Ch roll dice and have to say/write what item they have rolled and its colour. <b>Revise vowel sounds in Spanish a, e, i, o, u with actions and chico/chica nouns.</b> Carpet time: Model designing El jardín de Señora H on the WB. <b>Model a sentence in rainbow grammar colours</b> in Spanish to show how to write about each fruit / veg added. Independent writing worksheet: Frogs and Elephants: draw fruits and have support sheet to label them; Wombats and Tigers: draw fruits and have support sheet to label them and their colours; Monkeys: draw fruits and have example sentence to adapt to their own. <b>Resources:</b> worksheets	Learn key questions: Do you eat? Do you like? to extend conversations / build more of language base.	Possibilities and enquiries  Diversity