



Rise Park Primary & Nursery School Medium Term Planning

Subject: Spanish Year 3 Spring A Mi escuela – my school



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 understand what we will learn about over the next 6 weeks in the topic of 'my school'</p> <p>To remember, understand and produce 6 classroom instructions which will be used in lessons throughout KS2</p>	<p>Nouns - chico / chica words</p> <p>Numbers 1-40</p> <p>Verbs: TENER / SER 1st, 2nd, 3rd person forms – knowledge of imperatives (bossy verbs) from KS1 in English</p>	<p>INTRO TOPIC OVERVIEW: School: classroom instructions; classroom objects; days and time; saying what you study at RP + school subjects; opinions+fave subject</p> <p>Starter: Simon says / Señora Husbands dice, using body parts and imperatives from KS1 (Tocad, Corred, Saltad)</p> <p>Recap from English lessons (Y2) that the imperative is a bossy verb, used to give instructions. Show the forms of the bossy verbs we'll be learning all at once. Ask the children to spot the patterns (end in 'd' / 'aos' for reflexive verbs - give brief intro explanation that reflexive verbs are ones we do to ourselves; children have already met one in llamarse; explain they will learn more about these later in school).</p> <p>Teach and drill 8 classroom bossy verb instructions with VAK.</p> <p>Mini plenary for sticky knowledge - understanding: repeat Simon says using the new instructions; build up through rounds to do multiples instructions (sequences).</p> <p>Independent activity for sticky knowledge - production: Sequences (linked to algorithms ICT) - in mixed ability pairs (SEN support), can children come up with a set of instructions for another pair to follow? Film on iPads.</p> <p>Independent activity: instructions comprehension sheet to record learning; HA extension: use sound-spelling link to complete missing letters from instructions AS WELL AS comprehension; SEND: words to match from pairs next to each picture</p> <p>Resources: Flashcards for classroom imperatives; worksheet on classroom instructions comprehension + vowel sounds</p> <p>Vocabulary: Bossy verbs: levantaos, sentaos, mirad, escuchad, sacad, repetid, escribid, abrid.</p>	<p>Reflexive verbs will link to Y6</p> <p>Classroom instructions are and will be used to tell children what to do in Spanish</p> <p>What's in my classroom: saying what we have / don't have to help us communicate what we need</p>	<p>Possibilities and enquiries – creating a sequence of instructions for a friend to follow</p> <p>Knowledge of the world – understanding that we can use skills we learn in other subjects in languages and the skills we learn in languages in other subjects</p>
<p>To correctly say, remember and ask a new KQ: ¿Qué tienes en tu estuche? What do you have in your pencil case?</p> <p>To correctly say and</p>	<p>KQs and how to adapt them to make responses</p> <p>Numbers 1-40</p>	<p>Starter: Simon says using last week's instructions with HA child as Simon</p> <p>Recap vowel sounds (a, e, i, o, u with pronunciation of key unusual consonants and how some of these change with vowels - c, z, g, j)</p> <p>Children meet new question by reading it out loud in pairs. T drills key question with actions to prompt sticky learning when words taken away: ¿Qué tienes en tu estuche? What do you have in your pencil case? Play hot gatito to drill and reinforce question using only first letters of each word and actions to build independent speaking.</p> <p>Teach and drill first part of answer using adverbial/prepositional phrase 'En mi estuche XX</p>	<p>How prior learning of days can help us as a fronted adverbial when talking about what days we</p>	<p>Possibilities and enquiries – creating scenarios independently in which to practise new</p>



Rise Park Primary & Nursery School Medium Term Planning

Subject: Spanish Year 3 Spring A Mi escuela – my school



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>remember the adverbial/prepositional phrase In my pencil case + verb I have</p> <p>To correctly remember classroom objects and apply knowledge to reading and listening activities.</p>	<p>Nouns (to support classroom objects) - chico / chica words Verbs: TENER</p>	<p>tengo' sung to the tune of 'If you're happy and you know it'. Remind children they have met tengo before in Autumn 1 to talk about age. Highlight that in Spanish, we do not always need to use a pronoun (subject) in sentences because the verb shows us who is talking! (e.g. when I am talking about me, the sound is 'o' and the letter 'o' at the end of the verb → examples: vivo, tengo, me llamo)</p> <p>Teach and drill classroom objects, oral form with written words displayed in full sentences using tengo. Mini plenary - understanding: Play Kim's game with objects and independent activity: recreate on tables in MA pairs, using a small amount of equipment (e.g. pen, pencil, ruler, glue) Challenge for HA: use more objects.</p> <p>Mini plenary - understanding and written production. Children complete a reading and writing worksheet: showing understanding of instructions and completing missing vowel sounds / choosing correct words for classroom item pictures and completing sentences with the correct word.</p> <p>Mini plenary - understanding: Children complete a listening activity spoken by the T - ordering pictures/Spanish words of classroom objects (pictures tests understanding of Spanish words; Spanish words tests understanding of Spanish and links to sound-spelling).</p> <p>Resources: Classroom objects (Teacher set as per what children have in packs); Mi clase worksheet (classroom items matching and gap fill); copies of classroom items / Spanish words</p> <p>Vocabulary: Classroom nouns: un estuche, un bolí, un lápiz, un libro, un cuaderno, un pegamento, una goma, una regla, los sacapuntas, numbers</p>	<p>learn different subjects at school</p> <p>Learning how to say I study + school subjects in Spanish</p>	<p>knowledge (Kim's game); listening activity</p> <p>Emotional awareness – playing games to collaborate and challenge; individual resilience when something is tricky and community encouragement when others need our support</p>
<p>To correctly say, remember and ask a new KQ: ¿Qué estudias? What do you study?</p> <p>To correctly pronounce, read and remember school subjects</p> <p>To link prior learning of</p>	<p>KQs and how to adapt them to make responses Nouns - chico / chica words Verbs: TENER,</p>	<p>Starter: Revise days of the week song from Y2 and Autumn 1</p> <p>Phonics game: Revise key sounds needed to pronounce school subjects in digraph pairs / graphemes. Children to take in turns to practise sounds then blend together to make word at end. (e.g. es-pa-ñ-ol)</p> <p>Introduce key q: ¿Qué estudias? - What do you study? Before modelling answer, activate prior knowledge: what sound would you expect to hear at the end of the verb? (o)</p> <p>Model answer: Estudio + school subject.</p> <p>Q to activate prior knowledge: are there any words you have heard Mrs H. use that could also be school subjects? (English/Spanish)</p> <p>Introduce school subjects; provide children with a vocab sheet to practise reading aloud again (linked to phonics game); independent activity: can children match words to English meanings?</p>	<p>Days linking to time – AM / PM and o'clock / half past – to extend our knowledge of fronted adverbials to extend school day description</p>	<p>Knowledge of the world - address common misconception of partner schools (they would learn English where we learn</p>



Rise Park Primary & Nursery School Medium Term Planning

Subject: Spanish Year 3 Spring A Mi escuela – my school



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>days of the week to extend sentences about what we study and add when</p> <p>Lesson 4</p> <p>To compare and contrast what we have on different days using coordinating conjunctions 'y' and 'pero' and sentence negation ('No estudio')</p> <p>To apply learning to a reading challenge</p>	<p>LLAMARSE and verb patterns (o at end for I)</p> <p>Days of week to be turned into fronted adverbials</p>	<p>Drill school subjects with actions in groups: 2 core first (English/Maths) then in groups as cognates increasing in difficulty: Spanish, Sport / History, Geography / Music, RE / Science, Art</p> <p>Revisit key q: ¿Qué estudias? - What do you study? and model answer: Estudio</p> <p>Play Os and Xs to practise full sentences of saying different subjects.</p> <p>Explain about linking prior knowledge to extend sentences: Using days of the week. Introduce fronted adverbials to extend answer (days of week / time) + estudio + school subject</p> <p>Display school subjects from visual timetable (link to SEND support), ask children <i>Qué día es</i>, children use <i>ues</i> to think what day they have which subject (eg. Spanish on a Thursday, PE on a Monday etc)</p> <p>Model how to place days of week as fronted adverbials to extend answers.</p> <p>Children have a mini visual timetable in pairs (one picture per morning and afternoon; SEND one picture per day; HA 3 pictures per day).</p> <p>Plenary: Independent activity: practise asking key question and giving answers using days of week according to what is displayed on tt.</p> <p>Resources: Phonics game-vocab match sheet, Os and Xs speaking sheets, visual timetables differentiated</p> <p>Vocabulary: School subject nouns: <i>el inglés, el español, las matemáticas, las ciencias, el deporte, el dibujo, la historia, la geografía, la música, la religion</i></p> <p>Starter: Full sentence SPLAT / fastest finger using Estudio+school subjects</p> <p>Revisit mini visual timetables from last week. Activate prior knowledge by repeating game using key question and full sentence answer including a fronted adverbial.</p> <p>Introduce conjunctions to link sentences - y = and. Model how to expand answer to add information in various ways: e.g. lunes estudio el inglés y la música OR lunes y martes estudio matemáticas.</p> <p>Mini plenary for children to apply learning: repeat game but use 'y'.</p> <p>Introduce sentence negation to say what we don't study each day - No estudio... . Ask children to add Spanish to their timetable on a day we don't learn it (e.g. Monday).</p> <p>Mini plenary for children to apply learning: repeat game but use 'y' and practice negation for 'lunes no estudio el español'.</p> <p>Introduce conjunctions to link sentences - pero = but. Model how to expand answer to contrast information: Lunes estudio inglés pero no estudio español.</p>	<p>Giving opinions</p> <p>Using our visual timetable to write a short description of our school day for international partners</p>	<p>Spanish and Spanish where we learn (English)</p> <p>Possibilities and enquiries – using a visual timetable to ask and answer key questions to find out about someone else's day</p>
--	--	---	--	--



Rise Park Primary & Nursery School Medium Term Planning

Subject: Spanish Year 3 Spring A Mi escuela – my school



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>Mini plenary for children to apply learning: repeat game applying everything they have learned according to self-differentiation → display levels of challenge on IWB so children can choose how much to challenge themselves. T to prompt those who do not challenge themselves appropriately, if needed!</p> <p>Reading activity: Children to fill in a blank school timetable (set up in visual timetable format) from a reading text using times and adverbs of time (highlight fronted adverbials in pink - por la mañana, por la tarde, después, luego) Compare to International Schools timetables.</p> <p>Resources: SPLAT/fastest finger boards, visual timetables - differentiated, reading activity about school timetables.</p> <p>Vocabulary: School subject nouns: el inglés, el español, las matemáticas, las ciencias, el deporte, el dibujo, la historia, la geografía, la música, la religion</p>		
<p>To correctly say, remember and ask a new KQ: ¿Qué hora es? What time is it?</p> <p>To apply a known question to a new topic KQ: ¿Te gusta...? Do you like...?</p>		<p>Starter: Numbers: counting games (in 1s, 2s, 5s 10s)</p> <p>Introduce key q: ¿Qué hora es? - What time is it? Model answer: Es la una / Son las + numbers for o'clock. Use mini clocks (Maths resources) for children to tell the time to each other.</p> <p>Introduce half past: Es la una y media / son las xx y media. Use mini clocks for children to tell the time to each other.</p> <p>Revise: KQ: ¿Te gusta...? Do you like...?</p> <p>Model responses: Me encanta, me gusta, no me gusta, odio</p> <p>Mini plenary - comprehension: Play four corners with symbols for these 4 opinion phrases - say a sentence, children have to move to correct corner. Bonus stampers for any child who can then translate the sentence correctly.</p> <p>Revisit y and pero grammar point: remind children of 'y' to say that they like more than one subject and 'pero' to compare and contrast likes and dislikes of 2 subjects e.g. me gusta el ingles y me gusta el deporte. Me encanta el espanol pero no me gusta la musica.</p> <p>Mini plenary - production: Four corners interview sheet. Children interview 2 friends using the stem question and filling in blank with a school subject of their choice. Children give responses based on their own self-differentiation, using grammar points if they can.</p> <p>Grammar activity worksheet: Can children fill in sentences with the correct conjunction for adding or contrasting information? Space for independent writing at bottom.</p> <p>Resources: Mini clocks, four corners symbols, four corners interview sheet, grammar activity worksheet (conjunctions and independent writing), bilingual dictionaries and adjective word</p>	<p>Using our visual timetable to write a short description of our school day for international partners</p>	<p>Knowledge of the world – telling the time in Spanish</p> <p>Possibilities and enquiries – interviews about likes/dislikes</p> <p>Emotional awareness – being respectful of others' opinions</p>



Rise Park Primary & Nursery School Medium Term Planning



Subject: Spanish Year 3 Spring A Mi escuela – my school

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>hunt sheet.</p> <p>Vocabulary: Es la / Son las, y media, me encanta, me gusta, no me gusta, odio, school subjects</p>		
<p>To write a letter to our partner school using information we have learned about school</p>		<p>Starter: Games to recap key topic points: what I have in my pencil case, school subjects, fronted adverbials, opinions</p> <p>WABOLL: Display a bad example of a paragraph about mi escuela. Children to read it aloud in MA pairs and highlight phrases and words they have seen through the topic. Reasoning: to explain why these are bad features of the letter / how they might help us and how we could make them better.</p> <p>Class to improve the letter together to make a WAGOLL.</p> <p>Independent writing: Using the WAGOLL as a model and their visual timetables from earlier in the topic, children write about their school.</p> <p>Display success criteria:</p> <ul style="list-style-type: none"> - Children will use full sentences to describe what they have in their pencil case - Children will use their visual timetable to write in full sentences what school subjects they study on a particular day, including fronted adverbials - Children will use full sentences to write opinions for the subjects they like and dislike. 		<p>Diversity – writing letters to our partner school to compare school life</p>