



Rise Park Primary & Nursery School Medium Term Planning

Subject: Spanish Year 5 Spring – Partes del cuerpo y retratos personales



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>Lesson 1 and 2 To understand, remember and correctly say new vocabulary for parts of the body - head and face.</p> <p>To learn a new key question and response: ¿Cuántos ... tiene? How many ... does he/she have have?</p> <p>To apply new vocabulary to listening and reading activities.</p>	<p>Heads, shoulders, knees and toes from KS1 Instructions using body parts from EYFS Grammar: chico / chica words, determiners, formation of common and some irregular plurals (add an s) Sound-spelling-reading-writing link vowels Adjective agreement Verbs: SER – 1st and 2nd person forms, TENER – 1st and 2nd person forms</p>	<p>Starter: Heads, shoulders, knees and toes in Spanish to revise vocab and see what children have learned from EYFS/KS1 https://www.youtube.com/watch?v=AIYpkpAB8k8 Phonics: Phonemic awareness grid: topic words broken down into graphemes. Children read them aloud. Do not display new words in full yet, explain this is for the children to use in the lesson.</p> <p>Children meet new vocab for parts of the face (see list below). They pronounce aloud and then T reinforces using VAK (in fem/masc groups, singulars then plurals). Play Pictionary and Kim's game to consolidate language.</p> <p>Mini plenary - vocab recall: Model 'Roll a Picasso' face labelling activity. Provide children with a blank face. Children then roll the dice as a game to see what style of facial parts they should draw on their face and label in Spanish.</p> <p>Mini plenary - comprehension: Listening activity, linked to Roll a Picasso. Explain as T you have already created a portrait, based on Picasso's style. You are going to describe the face, using words we have learned. Children must write down what facial part they hear (in Spanish) and also write the gender of the word (masc/fem) and whether it is sing/plural. Reveal the portrait. Peers assess answers.</p> <p>Introduce new key q: ¿Cuántos ... tiene? Model answer: Tiene X facial features.</p> <p>Independent activity: Reading activity 'cabezas raras' - children read the descriptions and draw faces correctly (cut out strips to self-differentiate work). Peers assess answers.</p> <p>Resources: Face flashcards/ppt, Roll a Picasso face labelling resources (blank face worksheet and roll a Picasso rules), listening activity, reading activity: cabezas raras.</p> <p>Vocabulary: la cabeza, la cara, el ojo (los ojos), la boca, la lengua, la oreja (las orejas), la nariz, el pelo.</p>	<p>Revise higher numbers</p> <p>Irregular plurals</p> <p>Parts of the body</p> <p>Revise patterns for TENER verb</p> <p>Revise adjective noun agreement</p> <p>Skills building</p>	<p>Knowledge of the world: who Picasso is / other types of Hispanic and world artists. What self-portraiture is.</p> <p>Diversity: encouraging children to think about how monsters/aliens might be different in appearance from us and widening our perspective of difference (ground work for later portraiture work)</p>



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<p>To understand, remember and correctly say new vocabulary for parts of the body.</p> <p>To widen cultural awareness of how Spanish children learn similar topics using song.</p> <p>To apply new vocabulary to the four skills – speaking, listening reading and writing.</p>	<p>As previous lesson</p>	<p>Starter: Competitive translation starter (singular parts of face nouns, noun phrases for plural nouns and sentences). Introduce Juan Pequeño song. https://www.youtube.com/watch?v=GkSuyFMLrKQ Vocab introduction and drilling for parts of the body, according to the song. Play section of song for children to listen. Pause - T sings with action - children repeat. Listening activity: fill in the gaps with the correct words. Labelling activity - label Juan Pequeño with the correct body parts (inc determiners in Spanish). Recap new key q: ¿Cuántos ... tienes/tiene? Model answer with predicate patterns: Tengo X body parts / Tiene X body part. Mini plenary - comprehension/production game: ¿Cuántos ... tiene + name of person in class? T poses question about someone in the class / celebrity displayed on WB and how many body parts they have. Children have to write the answer on their mini WBs and beat the person at the IWB who is arranging the sentence. Differentiation point: Verbs will change if the person being asked is writing about themselves! (Tengo not tiene) Resources: Mini WBs, Juan Pequeño song, gap fill and labelling worksheet, IWB for children to move phrases round Vocabulary: el dedo, la mano, el codo, el hombro, la cabeza, la rodilla, el pie, el brazo, la pierna, la garganta, la espalda, el estómago</p>	<p>Revise adjective noun agreement</p> <p>Writing independently</p> <p>Editing skills</p> <p>Peer review skills including reading and grammatical awareness</p>	<p>Knowledge of the world: how Spanish languages has its own songs and rhymes to teach children</p> <p>Diversity: Recognising the differences between people in our class and celebrities who may have different numbers of body parts than the biological human body</p>
<p>To understand, remember and correctly say new vocabulary for parts of the body.</p> <p>To remind about adjective position and agreement in</p>	<p>As previous lesson</p>	<p>Starter: Splat to revise colours and reactivate prior learning. Sing Juan Pequeño to consolidate learning: https://www.youtube.com/watch?v=GkSuyFMLrKQ Show a picture of an animal. Recap use of adjectives to add detail, ENPs as per Autumn 1 topic. Start with colour as these are known to children - position in sentence AND agreement with the noun. Mini plenary - production: Show some pictures of animals and ask key question adding in colours to ensure practise of NPs. Children to say answer out loud and then practise writing on mini WBs. Independent activity: Back to back speaking and listening activity. Animal cards (linked to</p>	<p>Skills building – practising listening to and re-ordering texts</p> <p>Widen use of ENPs through expanding</p>	<p>Possibilities / enquiries: speaking and listening skills to describe an animal</p> <p>Knowledge of the world: a variety of animals that live in different habitats and</p>



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<p>a sentence (ENPs and wonky word order)</p> <p>To apply new vocabulary to listening, speaking, reading and writing activities.</p>		<p>rainforest animals - CC link to Autumn Geog topic). Child A has a picture of an animal and describes it in Spanish to Child B, either pretending to be the animal (using tengo) or describing it in 3rd person (using tiene) and using the appropriate colour NPs. Child B writes the exact spoken description in their book (even if there are mistakes!). Extra key words (like mane, tail, claws etc) are displayed as glossary, with the picture. Once Child A is finished, they swap roles.</p> <p>Reading and writing activity: Once each pair has had at least 1 turn at describing verbally, ask for an example of writing from a child's book. Display under visualiser (or take photo on iPad and link up). As a class, check for accuracy (sing/plural, gender of nouns, adjective position and agreement in NPs). Model correcting in green pen. Independent time to correct any mistakes based on the description you wrote.</p> <p>Resources: Mini WBs, Juan Pequeño song, animal pictures, animal cards, green pens.</p> <p>Vocabulary: el dedo, la mano, el codo, el hombro, la cabeza, la rodilla, el pie, el brazo, la pierna, la garganta, la espalda, el estómago</p>	<p>vocab and learning how to apply multiple adjectives in descriptions</p> <p>Becoming more creative with use of language to produce individualised responses.</p>	<p>how this might affect the body parts they have (links to Geog/Science curriculum)</p>
<p>To learn a new key question and response: ¿Como es...? What is it like?</p> <p>To remind about adjective position and agreement in a sentence (ENPs and wonky word order)</p> <p>To edit work by applying grammatical</p>		<p>Starter: Splat to revise colours and body parts (extended noun phrases as answers in Spanish)</p> <p>Sing Juan Pequeño song to consolidate body parts from previous week: https://www.youtube.com/watch?v=GkSuyFMLrKQ Record for website / twitter evidence.</p> <p>Listening activity to consolidate existing learning: sequencing activity based on description of a monster. Display pictures of 3 monsters on IWB. Ch listen to a description of a monster with multiple body parts being read aloud, sequence text correctly, then match the description to the correct monster.</p> <p>Introduce new key q: ¿Como es...?</p> <p>Introduce adjectives of size, shape and texture linked to how eco-monsters could look. Play 4 corners for size, physical shapes from Maths resources for shape (Kim's game).</p> <p>Explain this will help with the task we will be completing the next three weeks - designing, writing about and creating an eco-monster!</p> <p>Independent activity: Eco-monster WABOLL model. Display a picture of a monster and a corresponding description - without adjectives. Ask ch to work together to add in the adjectives of different body parts of the model and try to make correct adjectival agreements. Whole class feedback and self-assessment (how adjectives agree with gender and number). Explore the idea that lots of different answers could be correct! 😊</p>	<p>Applying cross curricular skills (DT design) to combine with our use of language</p> <p>Becoming more creative with use of language to produce individualised responses.</p>	<p>Possibilities / enquiries: Adding description to a WABOLL about a monster and noting there are multiple answers that could be correct, depending on personal interpretation</p> <p>Emotional awareness: Being respectful of others' interpretations of images</p>



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<p>knowledge and phonemic awareness</p>		<p>Send slip home to ask children to bring in recyclable materials to make one of the monsters they have describe in groups. Need to have at least 3 days of quarantine.</p> <p>Resources: Juan Pequeño song, listening activity - copies for each child, monster pictures, monster WAGOLL, roll a monster game.</p> <p>Vocabulary: verb forms in 3rd person, body parts, colours, grande, pequeño/a, gordo/a, delgado/a, cuadrado/a, redondo/a, triangular(es), puntiagudo/a, liso/a, áspero/a (rough), blando/a (soft), blanducho/a (squidgy)</p>		
<p>To write and edit an accurate description of an eco-monster, applying grammatical knowledge and phonemic awareness</p> <p>To understand how to adapt verb forms to extend writing and speaking</p>	<p>As previous lesson</p>	<p>Starter: ENP practice. Image displayed - how many ENPs can children create independently on WBs? Prize for the winner! (most ENPs and most accurate)</p> <p>Design an eco-monster! Children draw an eco-monster, considering what materials they would need to bring from home and use their design as a basis for a written description in Spanish. Self-differentiated success criteria for written description include:</p> <p>LA - use 3rd person predicates and accurate singular/plural forms of nouns + colour and size adjectives</p> <p>MA - use 3rd person predicates and accurate sing/pl forms of nouns and adjectives for colour, size and shape</p> <p>HA - use 3rd person predicates, accurate sing/pl forms of nouns and adjectives for colour size, shape, texture and any other adjectives found in dictionaries.</p> <p>Whole class edit opportunity. Individual members of class come to flip chart and write a sentence they would like to be checked. Class suggest edits together - for accuracy first, then expansión second.</p> <p>Editing: green pen. Peer assessment: children edit and improve a partner's work, using some examples from the whole class fix it to support.</p> <p>Explain next week we are going to build some of the monsters out of eco-recyclable materials. Children must make a provisional decisión today of who they would like to work with so they can get straight on next week.</p> <p>Resources: Children's DIRT mistake examples, mini WBs.</p> <p>Vocabulary: topic vocab learned so far.</p>	<p>Using reading in Spanish as a blue print for something we make</p>	<p>Possibilities and enquiries: Designing an eco-monster and a corresponding description</p> <p>Emotional awareness: giving feedback appropriately</p> <p>Knowledge of the world: Using recyclable materials to create art</p>
<p>To ask for items and give instructions in Spanish to be able</p>	<p>As previous lesson</p>	<p>Introduce ways of asking for items and instructing how to build (give me, please, can I have, stick, cut, attach etc)</p> <p>Children work collaboratively to build their eco-monster. Once built, record the spoken presentation of their eco Monster as a group.</p> <p>Allow time for children to practise reading their descriptions accurately according to</p>	<p>Presentation skills</p> <p>Describing</p>	<p>Emotional awareness: collaborating effectively, leadership and initiative skills;</p>



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<p>to work collaboratively to build an eco-monster</p> <p>To be able to present writing to classmates in an engaging way</p>		<p>phonemic awareness. Present Eco monster to class mates. Record to post on web page. Resources: Spanish vocab ppt, recycled materials to build eco-monster. Vocabulary: topic vocab learned so far.</p>	<p>self</p> <p>Recycling learning in a new context</p>	<p>communicating effectively with an audience.</p>
<p>To learn a new adaptation of a known key question and response: ¿Como eres...? What are you like?</p> <p>To correctly say, understand and remember key nouns and adjectives that describe hair, eyes and body in detail</p> <p>To apply vocab to reading activities</p>	<p>As previous</p>	<p>Starter: Juan Pequeno and adjectives of size SPLAT Introduce adaptation of known key question (¿Cómo eres?) Elicit from pupils the change in this question to a familiar question - eres has changed from es because you are asking about a different subject. Phonemic awareness activity: display grapheme grid with key graphemes from today's topic vocab. Children take it in turns to read sounds then read complete word at end of each line together. Introduce new vocabulary for appearance (hair - style, length, colour, eyes, skin colour - use a Spanish skin tone colour chart so children can be specific in the words they use). Reminder of key verbs: Tengo / Soy in 1st person and Tiene/Es in 3rd person Play frase misteria - children have to read phrases aloud until they find the mystery description their partner has chosen. SEND: simplified sheet with less elements to guess. Guess who listening game (giant picture frames so children in class can be part of a guess who line up). Ch listen to statement and try to guess who someone is thinking of. Modelled first by T, then ch to try. SEND: Peer support. Key ?s- What did the ch notice about predicates that were used? Have we heard these before? Round room reading: descriptions of what children look like on walls; children work in teams to draw and create each person on a grid. Resources: frase misteria game, guess who listening frames Vocabulary: pelo, rubio, pelirrojo, negro, marrón, castaño, liso, ondulado, rizado, corto, largo, redondos, pequeños, grandes, bajo/a, alto/a, delgado/a, gordo/a, de estatura mediana, ni delgado/a ni gordo/a, gafas, pecas.</p>	<p>Applying new learning to describing oneself accurately</p> <p>Self portraiture linked to Hispanic artists</p> <p>Adjectives of personality</p>	<p>Diversity: Guess who game? Recognising similarities and differences in our classmates. Use of Spanish skin tone colour chart to describe skin colour – link to pictures of Hispanic communities where children have to identify the colour of people's skin who live in different Spanish speaking countries.</p> <p>Emotional awareness: communicating effectively with an audience</p>



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<p>To learn a new adaptation of a known key question and response: ¿Como eres/es...? What are you/is ... like?</p> <p>To correctly say, understand and remember key adjectives for personality</p> <p>To adapt and know key verb forms for SER</p> <p>To give opinions in wider ways (I think that, My opinion is)</p>	<p>As previous</p>	<p>Starter: games to revise adjectives of size, hair and eye colour</p> <p>Phonemic awareness activity: display grapheme grid with key graphemes from today's topic vocab. Children take it in turns to read sounds then read complete word at end of each line together.</p> <p>Bilingual dictionary activity: Children research new vocabulary for personality in bilingual dictionaries (see vocab list – find English from Spanish). Children to read each personality word out loud as they find it. Whole class feedback (green pens) to check correct answers. Highlight importance of most adjectives as agreeing with chico/a depending on gender of who is being talked about but that those ending in 'ista' and 'e' don't change.</p> <p>Mini plenary - recall: T drills pronunciation of each personality word with actions to help sticky knowledge. Then children play quiz quiz trade with pictures of personality to practise saying full phrases using 'soy' and picture cards. (Show your card to a partner, if they get it right, swap cards, move on).</p> <p>Introduce quantifiers with 'ser' - muy (very), bastante (quite), un poco (a bit), nada (never)</p> <p>Mini plenary - comprehension: Listening activity. Mrs. H records sentences about teachers in school and their personalities and children have to tick which personality is mentioned. Peer assess green pen.</p> <p>Introduce new opinion phrases: Pienso que, Opino que, En mi opinión. Model how to use these with soy/es to describe self and others (e.g. Pienso que soy bastante organizada pero no soy paciente / En mi opinion Ishaan es simpatico y alegre)</p> <p>Mini plenary - production: class survey. Practise key question: Como eres? Children give opinions about what they think their personalities are/aren't and partners record on sheets.</p> <p>Resources: bilingual dictionary vocab sheet, quiz quiz trade cards, listening activity, class survey sheets</p> <p>Vocabulary: generoso/a, activo/a, tranquilo/a, simpático/a, antipático/a, organizado/a, desorganizado/a, serio/a, alegre, paciente, impaciente, optimista, pesimista, trabajador/a, holgazán/a;</p>		
<p>To learn about Hispanic artists and their art styles for self-portraits</p>	<p>As previous</p>	<p>Starter: games to revise adjectives of size, hair and eye colour</p> <p>Reading activity: Reading research activity – who were Frida Kahlo, Pablo Picasso and Joan Miró?</p> <p>Hot potato: ¿Cómo eres?</p> <p>Children draw a simple self portrait in the style of a Hispanic artist (Kahlo, Picasso, Miró).</p>		<p>Children writing about themselves as they see themselves.</p>



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<p>To apply new vocab (adjectives that describe hair, eyes and body) and structures to be able to describe self</p>		<p>Independent writing: Bullseye writing. Children use what they have learned to write a short description of themselves - Try to earn 180 points by writing an accurate description according to success criteria. Include physical description and personality. SEND: simplified success criteria.</p> <p>Resources: mirrors so children can use to consider which features they would like to emphasise/diminish</p> <p>Vocabulary: pelo, rubio, pelirrojo, negro, marrón, castaño, liso, ondulado, rizado, corto, largo, redondos, pequeños, grandes, bajo/a, alto/a, delgado/a, gordo/a, de estatura mediana, ni delgado/a ni gordo/a, gafas, pecas.</p>		
<p>To edit work by 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>As previous</p>	<p>Starter: Examples of mistakes found in children's writing to improve.</p> <p>DIRT - children edit and improve their writing from last week, using some of examples from starter re: how to improve.</p> <p>Finalise portrait work for display in class.</p> <p>CC ICT: Speaking and listening activity: children create an avatar using the iPads - either of themselves or made up, but they must be able to describe it as though it was them in Spanish e.g. use first person sing verbs.</p> <p>Record themselves speaking the description of their avatar into the app. Showcase their avatars talking in online class exhibition to share with parents/carers and partner schools; along with portraits for in-school exhibition.</p> <p>Resources: Children's DIRT mistake examples, mini WBs, iPads - mytalkingavatar lite app.</p> <p>Vocabulary: topic vocab learned so far.</p>		<p>Diversity: Self-expression through IT and design</p> <p>Emotional awareness: considering others' emotions when they are sharing their creativity, even if it is not to our personal taste.</p>
<p>To learn about the Christian celebration of Semana Santa in</p>				



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Hispanic countries				
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