



Rise Park Primary & Nursery School Medium Term Planning



Subject: Spanish Year 6 Spring A Las profesiones y los famosos – Jobs and famous people

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 learn a new key question and predicate pattern responses: ¿Cuál es tu trabajo?</p> <p>To understand, remember and correctly say new topic related vocabulary</p> <p>To apply new knowledge to activities in different Spanish skills</p>	<p>Numbers 1-60</p> <p>Nouns: chico / chica words determiners, formation of common and some irregular plurals</p> <p>Sound-spelling-reading-writing link</p> <p>Verbs: SER – 1st, 2nd 3rd person forms, reflexive verbs (daily routine) 1st, 2nd and 3rd person forms</p> <p>Adjective agreement and position</p>	<p>Starter: Revision of daily routine activities and time from Autumn term</p> <p>Introduce and drill different jobs (masculine and feminine forms) in Spanish. Play memory recall games to ensure vocab is consolidated.</p> <p>Introduce new key q: ¿Cuál es tu trabajo? - What is your job? and model response (Mi trabajo es... / Soy/eres/es)</p> <p>Post-it game. Partners write a job on a post-it for their friend and stick it to their friend's forehead. The partner has to say: 'Mi trabajo es... / Soy + job' to guess until they get it right.</p> <p>Quiz to revise key qs from throughout school: ¿Cómo se llama? ¿Cuántos años tiene? ¿Cuándo es su cumpleaños? ¿Dónde vive? ¿Cómo es? ¿Cuáles son sus pasatiempos?</p> <p>SEN: provide English translations and answer stem sentences</p> <p>Introduce new key qs: ¿Dónde nació? - Where was he/she born? ¿Cuándo nació? - When was he/she born?</p> <p>Round room reading activity - short descriptions of different celebrities on the walls incorporating prior learning from Yr 5 and 6; ch must work in pairs to complete a fact file for each celebrity (SEN - less information on profile (name, age, live+job; LA - answers in Eng; MA - answers in Spa; HA - answers in full sentences in Spanish)</p> <p>Resources: Jobs ppt/flashcards, post-its, revision of key qs quiz, round room reading activity sheets and blank biographies</p> <p>Vocabulary: un actor/una actriz, un artista, un futbolista, un escritor, un profesor, un cantante, un veterinario, un dentista, un medico</p>	<p>Expressing what qualities are needed to do certain jobs</p> <p>Giving opinions and reasons</p> <p>Skills building</p>	<p>Diversity: representation of different people doing different jobs (use inclusive aspirational images, reflecting diversity of skin colours and ethnicities, different genders, people of different faiths, differently abled, people etc).</p> <p>Possibilities / enquiries: Researching information through reading about significant cultural figures of Hispanic heritage.</p>
<p>To adapt a known key question so it links to the topic: ¿Cómo es + job?</p>	<p>As previous lesson</p> <p>School subjects from early KS2</p> <p>Question formation</p>	<p>Starter: Revise jobs from last week through vocab games (SPLAT / charades etc)</p> <p>To introduce an adaptation of a known key question: ¿Cómo es+job? - What is a XX like?</p> <p>Bilingual dictionary challenge: worksheet table with masc, fem adjectives to be completed.</p> <p>Adjectives relate to jobs. After ch have found the adjective forms, classify which jobs might need those qualities.</p>	<p>Linking learning to future scenarios so</p>	<p>Knowledge of the world: the skills and qualities people who do</p>



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<p>To revise different ways of giving opinions and justifying these opinions</p> <p>To apply new vocabulary to different Spanish skills</p>	<p>from through KS2 Tener – verb forms</p>	<p>SEN: Peer pair support (paired with child who will work collaboratively with them and support them) Revise ways of giving opinions: En mi opinion, pienso que. Model how to give an opinion about what a person who does a job is like (e.g.) Pienso que un actor es creativo. Speaking activity: Os and Xs with jobs and opinions about jobs. Children can only win a square if they give an opinion about what quality is needed to do a job. SEN: model sentence written on Os and Xs sheet, with adjective word bank Translation sentences that form a model text about a Spanish-speaking celebrity. Emphasis on accuracy of phonic awareness, adjective agreement, predicate patterns. SEN: max 3 sentences - into English only. Resources: bilingual dictionary challenge worksheet, bilingual dictionary, Os and Xs jobs, translation activity Vocabulary: En mi opinion, pienso que, adjectives of personality relating to qualities necessary to do certain jobs - divertido/a, paciente, simpatico/a, trabajador/a, honesto/a, creativo/a, inteligente, responsable, activo/a, generoso/a</p>	<p>children can express what they would like to do when they are older and why</p>	<p>different jobs would need.</p> <p>Emotional awareness: ways of expressing opinions</p>
<p>To work out how to adapt present tense sentences to the near future tense</p> <p>To introduce formation of the future tense for different pronouns</p> <p>To learn a new key question : ¿Qué quieres ser cuando sea mayor?</p>	<p>As previous lesson</p>	<p>Starter: A → B puzzler (how do you get from A to B? - grammar structure using familiar sentences e.g. voy a la escuela to voy a ir a la escuela / juego al futbol to voy a jugar al futbol) for formation of the near future tense. Use starter to intro future tense structure: voy a + infin Translation practice: sentences relating to professions and activities those professions do. SEN: max 3 sentences - into English only. Introduce key q and response: ¿Qué quieres ser cuando sea mayor? Cuando sea mayor, voy a ser / trabajar cómo. Hot potato to practise. Q: what reasons can we use to extend? Porque me gusta... / porque soy... Class survey for ch to practise q and a and consolidate own learning. SEN: simple sentence only (voy a ser...) - no reasoning, no subordinate clause Resources: A → B puzzler sheets, translation practice sentences, class survey Vocabulary: voy a ser/trabajar como, as previous lessons, combining together</p>	<p>Synthesising work into a portrait of themselves with Spanish writing about who they are and what they want to be and why</p>	<p>Knowledge of the world: the skills and qualities people who do different jobs would need.</p> <p>Emotional awareness: ways of expressing opinions</p>
<p>To apply new vocabulary and</p>	<p>As previous lesson</p>	<p>Starter: WAGOLL with mistakes. Ch read an example personal biography text with mistakes and try to find as many predicate and adjectival agreement mistakes as they can. Whole class feedback and self-assess.</p>	<p>Peer review skills in</p>	<p>Diversity: children have an</p>



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<p>grammatical knowledge to create a personal biography, including what job children would like to do in the future and why</p>		<p>Children then design a personal portrait using mixed media in the style of a hispanic artist (Miró, Picasso, Dalí, Goya, Basquiat, Kahlo) and write an accompanying portrait description in Spanish including: name, age, where they live, what they look like (height, build, hair, eyes), personality, likes/dislikes, hobbies, what they will be when they are older and why. SEN: simplified model with less information. Written as sentences in different colours so children can determine the information that each sentence is giving more easily. If possible, sentences recorded on talking tins to support reading. Resources: WAGOLL sheets, green pens, magazines, photos, crayons, felt tips, pastels Vocabulary: as per topic</p>	<p>Spanish (reading, grammatical awareness) Presentation skills – speaking and listening (prepared talk)</p>	<p>opportunity to represent themselves as they see themselves, linking to an artistic style of a Hispanic portrait artist.</p>
<p>To apply new vocabulary and grammatical knowledge to create a personal biography, including what job children would like to do in the future and why – part 2</p>	<p>As previous lesson</p>	<p>Starter: Ch swap existing work and based on T marking, identify where mistakes are in their partner's personal biography text. Ch then complete DIRT, correcting and improving the texts they wrote the previous week before completing their personal portrait design and writing up for the wall. Write about a Hispanic celebrity to compare self to someone else. Resources: WAGOLL sheets, green pens, magazines, photos, crayons, felt tips, pastels Vocabulary: all topic vocab</p>		