



## Rise Park Primary & Nursery School Medium Term Planning



### Subject: Spanish Year 1 Spring A La granja británica / colombiana – The British / Colombian farm

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>To correctly say and remember a new question:  <b>KQ: ¿Cuántos ... hay?</b>            How many are there?</p> <p>To identify animals when they are spoken in the song,  <b>Vengan a ver mi granja</b>, through noticing the repeated pattern</p>	<p>Oso polar, oso polar            ¿qué es ese ruido? – Spanish version of Eric Carle book including animals from around the world            Knowledge of colours, numbers 1-10            Sound cognates</p>	<p><b>Starter:</b> Fastest finger with animals from oso polar on WB to check remembered learning from Reception, HA to suggest some animals they remember without T support.            Introduce key qu: '¿Cuántos ... hay?' - How many are there?            Children have to count how many animals there are in Spanish.            Model mini WB game: Use mini WBs to draw animals from the story for each other and adapt the question (e.g.) '¿Cuántos flamencos hay?' Hay dos flamencos etc.            Introduce song: <b>Vengan a ver mi granja</b>. <a href="https://www.youtube.com/watch?v=yi3ccRptp5M">https://www.youtube.com/watch?v=yi3ccRptp5M</a>            Display all animals from song on WB in flashcard form, with their names in Spanish beneath. Play song through and pause on the chorus, where the animal is introduced each time along with its noise. Model that the animal is spoken (el perrito) and then the sound it makes is said (guau guau). <b>Explain that 'ito' in Spanish means 'little'.</b>            Give children a set of picture cards of animals in the song. Model a game we are going to play, Musical pictures. T plays the song and pauses when the animal is said. Children have to listen to the animal, look at the WB for the label, then find the correct animal in the pack of cards they have in their hands.  <b>Resources:</b> Animal flashacards from oso polar story, vengan a ver mi granja video, key question bubble, animal cards from vengan a ver mi granja (el perrito, el gatito, la oveja, el gallito, el caballo, la vacita, el cerdito, el pollito, el patito)  <b>Vocabulary:</b> Revise: oso polar, león, flamenco, elefante, boa, hipopótamo, cebra and introduce el perrito, el gatito, la oveja, el gallito, el caballo, la vacita, el cerdito, el pollito, el pavito, el patito</p>	<p>Say and remember animal names as well as identifying them.            Cultural understanding that animals make different noises in different languages because of letters and sounds.</p>	
<p>To correctly say and remember the first 5 farm animals from the song, <b>Vengan a ver mi granja</b>, using the repeated pattern</p>		<p><b>Starter:</b> Vengan a ver mi granja musical pictures - revise game from last week with animals from the song and their names on WB.  <b>Introduce vowel sounds in Spanish a, e, i, o, u with actions.</b>            Play: <b>Vengan a ver mi granja</b>. <a href="https://www.youtube.com/watch?v=yi3ccRptp5M">https://www.youtube.com/watch?v=yi3ccRptp5M</a>            Pause the song each time a new animal name is introduced. Ask the children to repeat what they heard in the song, introduce it formally pointing at the picture on the WB, with an action and then take the name of the animal away. Repeat for the first 5 animals in the song (perrito, gatito, oveja, gallito, caballo).            Model game: ¿Qué falta? What's missing? Show all the pictures on the board, children have 30 seconds to look and remember all the animals. Then close eyes and take one away. Children must give the answer</p>		



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<p>to help</p> <p>To correctly say and remember a new question: KQ: ¿Qué hace / dice...? What does XXX say / what noise does XXX make?</p>		<p>in Spanish.</p> <p>Introduce key qu: '¿Qué hace / dice...?' - What does XXX say / What noise does XXX make?</p> <p>Re-use animal flashcards for the first 5 animals and pose question to class. Model answer: El / La XXX hace + noise. When children give English noises for animals, explain that because Spanish has different letter and sound links to English, the animals make different noises in Spanish to English.</p> <p>Have what the animals say in speech bubbles around the carpet. Replay the song and see if children can find the correct speech bubble for what the animal has said and match up the pair.</p> <p><b>Resources:</b> Vengan a ver mi granja flash cards and animal names, key question bubble, animal noise speech bubbles.</p> <p><b>Vocabulary:</b> el perrito ("guau guau"), el gatito ("miau"), la oveja ("bee"), el gallito ("kiki-ri-iki"), el caballo ("jiii")</p>		
<p>To correctly say and remember the last 5 farm animals from the song, Vengan a ver mi granja, using the repeated pattern to help</p> <p>To correctly say and remember a new question: KQ: ¿Qué hace / dice...? What does XXX say / what noise does XXX make?</p>	<p>As per previous lesson</p>	<p><b>Starter:</b> Que falta game - revising animals from last week.</p> <p><b>Introduce vowel sounds in Spanish a, e, i, o, u with actions.</b></p> <p>Revise key qu: '¿Qué hace / dice...?' - What does XXX say / What noise does XXX make?</p> <p>Table challenge: the animals on the tables have mixed up what they say! Can the children match the correct animal with the correct sound in Spanish?</p> <p>Introduce next 5 animals (vacita, cerdito, pollito, pavito, patito) using Vengan a ver mi granja. <a href="https://www.youtube.com/watch?v=yi3ccRtp5M">https://www.youtube.com/watch?v=yi3ccRtp5M</a></p> <p>Pause the song each time a new animal name is introduced. Ask the children to repeat what they heard in the song, introduce it formally pointing at the picture on the WB, with an action and then take the name of the animal away.</p> <p>Play ¿Qué falta? What's missing? Show all the pictures on the board, children have 30 seconds to look and remember all the animals. Then close eyes and take one away. Children must give the answer in Spanish.</p> <p>Re-use animal flashcards for the last 5 animals and pose question to class. Remind of answer: El / La XXX hace + noise.</p> <p>Have what the animals say in speech bubbles around the carpet. Replay the song and see if children can find the correct speech bubble for what the animal has said and match up the pair.</p> <p><b>Resources:</b> Vengan a ver mi granja flash cards and animal names, animal noise speech bubbles.</p> <p><b>Vocabulary:</b> la vacita ("muuu"), el cerdito ("oinc oinc"), el pollito ("pío pío"), el pavito ("gluglú"), el patito ("cua cua")</p>		



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<p>To complete reading and writing activities using Spanish knowledge of the farm independently.</p> <p>To start to repeat sections of a song confidently and accurately.</p>		<p><b>Starter:</b> Que hace/dice + animals: Animal pictures from vengan a ver mi granja displayed on WB and children have to move round the classroom to the correct answer for the animal sound.</p> <p>Worksheet challenge: different tables have different challenges based on the farm.</p> <p>Frogs: mixed up animals and sounds - can the children match the correct animal with the correct sound in Spanish?</p> <p>Elephants / Wombats: choosing the correct animal sound from a list to match to the correct animals</p> <p>Tigers: Labelling animals in a farm yard scene.</p> <p>Monkeys: Labelling animals in a farm yard scene and writing in sounds they make.</p> <p>Learn <b>Vengan a ver mi granja</b> for performance.</p> <p><b>Resources:</b> Animal flashcards and worksheets.</p> <p><b>Vocabulary:</b> as per previous lessons</p>		
<p>To correctly say and remember a new question:</p> <p><b>KQ:</b> ¿Cuál es tu animal favorito?</p> <p>What is your favourite animal?</p>		<p><b>Starter:</b> Fastest finger with animals from oso polar and vengan a ver mi granja on WB.</p> <p>Introduce key q: '¿Cuál es tu animal favorito?' - What's your favourite animal?</p> <p>Elicit meaning of question from children. Hot potato on the carpet asking the key question.</p> <p>Choose a HA child to model the conversation with T. HA child poses question to T and T then models 2 different answers: Mi animal favorito es... and one-word animal answer in Spanish.</p> <p>Repeat hot potato on carpet, this time questions and answers.</p> <p>Independent activity: Show children the questionnaire sheet (blown up to A3 on the WB). Model asking the question to children on the carpet. When children give their answer, model ticking in the box that shows their favourite animal.</p> <p>Children then complete activity independently in the classroom.</p> <p>Record <b>Vengan a ver mi granja</b> as performance.</p> <p><b>Resources:</b> Animal flashcards from oso polar and vengan a ver mi granja. Questionnaire sheets.</p> <p><b>Vocabulary:</b> as per previous lessons</p>		