



Rise Park Primary & Nursery School Medium Term Planning



Subject: Spanish Year 4 Spring A El Carnaval / Celia Cruz / La música – Carnival / Celia Cruz / Music

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 types of music and adjectives to describe music in Spanish</p> <p>To adapt a known key question: ¿Cuál tipo de música te gusta? What type of music do you like?</p> <p>To extend an answer by asking and learning how to answer: ¿Por qué te gusta...? Why do you like...?</p>	<p>Opinions Using conjunctions</p>	<p>Starter: Song snippets (play 5 different snippets of Spanish music for children - (la música pop, el reggae, el jazz, la música clásica, el rock, la música tradicional) and moving along an opinion line where one side of class is Me encanta and the other is Odio.</p> <p>Phonics: Sound-spelling link activity - key topic word grapheme break down grid with complete words at the end (types of music/adjectives)</p> <p>Re-play the types of music from the starter with their Spanish names and the Spanish artists that make them. Children listen again and match the picture of the artist to the type of music on a worksheet. Draw an emoji representing their opinion on vocab sheet.</p> <p>Introduce new key q: ¿Cuál tipo de música te gusta? Model answer: me encanta or me flipa/me gusta/no me gusta/odio XXX.</p> <p>Recap prior learning of y and pero - y to link common ideas / pero to contrast (e.g.) La música pop y la música rock me flipa 😄 and No me gusta la música jazz pero me gusta la pop.</p> <p>Mini plenary production and comprehension: Four corners on whiteboards Children ask key question to 3 peers and self-differentiate answers, adding detail as they can.</p> <p>Introduce new key q to extend answer :¿Por qué te gusta + a type of music?</p> <p>Bilingual dictionary activity: Look up adjectives in dictionary in opposite pairs.</p> <p>Repeat previous speaking activity, asking both questions. Children complete a class survey of their peers' musical likes/dislikes, with children self-differentiating answers in as much detail as they like.</p> <p>SEND: only use simple sentence me gusta / no me gusta + one music type the like and don't</p> <p>G&T: Use a variety of all structures with adding/contrasting conjunctions</p> <p>Finally, children write sentences in their book about their opinions on different music styles and artists, using y/pero and porque+adjective.</p> <p>SEND: Word bank provided.</p>	<p>Different types of instruments</p> <p>Skills linking music and language (rhythm games)</p> <p>Identifying what instruments sound like and what can be heard in a song</p>	<p>Knowledge of the world / Diversity: styles of music borne of other cultures and countries and their cultural heritage – song snippets used are in Spanish or by hispanic artists/composers</p> <p>Emotional awareness: giving opinions and responding to others' opinions in an appropriate manner</p>



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		<p>Resources: Ppt / music snippets from internet, music match up worksheet, music adjective worksheet, class survey sheet.</p> <p>Vocabulary: El reggae, el jazz, el rock, la música hip hop, la música pop, la música clásica, la música tradicional, en mi opinión, me flipa, tranquilo / ruidoso (quiet / noisy), emocionante / aburrido (exciting / boring), divertido / serio (fun / serious), tradicional / moderno (traditional / modern)</p>		
<p>To understand, remember and answer new key questions: ¿Cuál instrumento oyes? What instrument do you hear? ¿Cuál es tu instrumento favorito? What's your favourite instrument?</p>	<p>As previous lesson</p>	<p>Starter: Musical vocab - T plays a snippet of music, children dance around and when it stops, have to be the first person to put both hands on their head to show they know what the music type is.</p> <p>Introduce Celia's style of music (salsa). Explain how Cuba's musical heritage is son, derived from African sounds and rhythms linked to Cuba's history as a Spanish colony with African slaves: https://www.youtube.com/watch?v=Y5eAwYLGyjk</p> <p>Introduce, teach and drill (with VAK, thinking about how instruments are played and the noises they make) different instruments (see vocab list)</p> <p>Mini plenary: production of vocab for instruments: Salsa music is rhythmic - children practise keeping the beat to Spanish instrument words established in a conga line, in follow the leader format! (Assign a leader. The leader will establish a patterned beat, such as el piano, el cajón, la trompeta. Those in the line must join in and keep the beat. Change leader in line and they must add to or change the words and rhythm.)</p> <p>Introduce the new key q: ¿Cuál instrumento oyes? Model answer: Oigo + instrument. Replay Celia's music. Tick sheet to show what instruments you hear as it is playing. Then, ask the key question to a partner - tick on the tick sheet which instruments partner hears (worksheet to have 'Oigo section and Oyes section')</p> <p>Complete a worksheet showing the album picture of the Celia song children have listened to with pictures of instruments all around. Children answer the key questions in writing form. SEND: Worksheet to label only.</p> <p>Send home slip re: recyclable materials for next week's instrument making.</p> <p>Resources: Celia music clip, ppt/flashcards/actual instruments to teach instruments, tick sheet survey about what instruments you hear Vs what your partner hears,</p> <p>Vocabulary: el teclado (keyboard), el piano, el saxófono, el tambor (drum), el cajón (Peruvian drum), la flauta (recorder / flute), la batería (drums), la trompeta (trumpet), la guitarra, la zampoña (Peruvian pan pipes)</p>	<p>Following instructions to make an instrument from recyclable materials</p> <p>Learning to say whether we can play an instrument</p>	<p>Knowledge of the world / Diversity: styles of music borne of other cultures and countries and their cultural heritage. Considering elements to music styles including instruments that might be heard.</p> <p>Possibilities/enquiries: Opportunity for children to create their own rhythms using vocab; discover new musical styles</p>



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<p>To understand, remember, answer new key questions: ¿Qué instrumentos oyes en salsa? What instrument do you hear in salsa?</p> <p>To understand, and answer a new key question: ¿Tocas algún instrumento? Do you play an instrument?</p>		<p>Starter: Musical SPLAT. Play sounds of different instruments learned last week and children have to splat the picture faster than their opponent.</p> <p>Reading activity: follow written instructions in Spanish (SEND to follow verbal instructions with T) to make an instrument that can create rhythmic music, using recycled containers.</p> <p>Replay Celia's samba music: https://www.youtube.com/watch?v=Y5eAwYLGyjk</p> <p>Explain Salsa is a blend of rock, rumba, mambo and jazz. Discuss the meaning of rhythm. Practice keeping time; clap the rhythm heard in Celia's song. Adapt the key question to what instruments do you hear in salsa?</p> <p>Introduce a new key q: ¿Tocas algún instrumento? and teach model answer emphasising use of determiners (toco el/la...). Even if children don't play an instrument, they can now say the play what they have made as their recycled instrument.</p> <p>Resources: Recorded sounds of instruments, reading activity instruction sheets for how to make recycled instruments, recycled materials (butter tubs, paper towel tubes, beans, pebbles/rice, wax paper, paper, tape, straws and rubber bands).</p> <p>Vocabulary: el teclado (keyboard), el piano, el saxófono, el tambor (drum), el cajón (Peruvian drum), la flauta (recorder / flute), la batería (drums), la trompeta (trumpet), la guitarra, la zampoña (Peruvian pan pipes)</p>		<p>Possibilities and enquiries: Following instructions to build an instrument, based on a variety of recyclable materials available</p>
<p>To understand the main points of a Spanish story about Cuban singer, Celia Cruz</p> <p>To complete a mini bio of Celia Cruz, based on the book</p>	<p>Reading skills: use clues from the text to discover style/topic (title, pictures etc.), scan for known words from previous topics, scan for cognates, look at punctuation for meaning, look at sentence structure (word classes etc).</p> <p>Grammar: nouns inc</p>	<p>Starter: Display picture of Celia Cruz on the WB / flip chart. Write any Spanish questions on mini WBs that could help us find out who she is (name, where lives, age, birthday, likes/dislikes etc) Note questions around the picture of Celia to revisit and see if we can answer some once we have read the story.</p> <p>Sound-spelling link activity (panel de sílabas and la oración for A)</p> <p>BOOK PROJECT Introduce and read the story <i>Me llamo Celia</i> in Spanish (display under a visualizer in class and use some of the kindle e-readers available round school). Complete a reading and listening activity, using the Table translator sheets from Reading Open Morning (academic year 2019-20). Read pages: Azucar!, Abre los ojos, Nací en Cuba, Mi padre trabajaba, Mi papa quería. Pause and share some of the table translator words. Also complete some of the mini bio for Celia on the WB / flip chart, linked to some of the starter qs. Continue reading: <i>Todavía era joven, Yo canté con mis amigos, Me rindieron honores and Crucé fronteras.</i> Revisit table translators and Celia</p>	<p>Reading skills linked to grammatical awareness (inc CC link with rainbow grammar scheme) to correctly order a known story.</p>	<p>Possibilities and enquiries: Starter – asking questions to determine information about someone</p> <p>Knowledge of the world: exposure to bilingual stories, bilingual authors, life in other countries</p>



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	<p style="color: red;">plurals, determiners, verbs (llamarse, vivir, tener, ser, estar, llevar/ponerse) Sound-spelling-reading-writing link Conjunctions Negation of phrases</p>	<p>bio. https://www.youtube.com/watch?v=iZ5vEpuSKqk Children complete Celia Cruz bio independently, whilst listening to some of Celia's music. SEND: simplified version of bio (only word answers, from a box to choose from) G&T: Try to answer in full sentences using 3rd person sing verbs in Spanish Resources: Picture of Celia Cruz and flip chart, Me llamo Celia book and e-readers, reading skills: fast 5 reminder, table translators (copies per pair), Celia blank biographies for children to complete. https://amhistory.si.edu/celiacruz/main.asp?lang=GmU2835101457CWHS (for extra info about Celia if needed) Vocabulary: as determined by story and children's understanding/questioning.</p>		<p>Diversity: styles of art and music borne of other cultures and countries and their cultural heritage</p>
<p>To understand the main points of a Spanish story about Cuban singer, Celia Cruz</p> <p>To sequence segments of text about the story, from memory and using cognates and familiar language</p>	<p>As previous lesson, including vocab uncovered from story in table translators</p>	<p>Starter: Hot seat! Using the information from last week, a member of the class is Celia. Other members of the class ask questions in Spanish and 'Celia' has to answer. BOOK PROJECT One minute story re-tell. Partner A tells Partner B what happened in last week's story with key details for one minute, then Partner B takes over and finishes. Display one sentence from the story on the IWB. Prompt the children's existing understanding of the phrases, using their knowledge of rainbow grammar sentence structure, known words in Spanish and cognates. Model how to translate one sentence, so as to be able to match it to the picture. Consolidation activity: on IWB, give children 2 more examples to work through to practise the skill. Children work out on mini WBs, using table translators, peer support and dictionaries. Independent task: Display the Celia matching phrases worksheet on the IWB / under a visualizer. Model how to complete the activity, using the skills already practised. Children complete the story match up independently, whilst listening to some of Celia's music. SEND: sentences we have already done as group, simplified from the story. 2 sentences to match to 2 pictures. Resources: Picture of Celia Cruz and flip chart, translation examples, Celia matching phrases worksheet, table translators from previous week's lesson.</p>	<p>Vocab for types of music, different instruments Giving opinions and extending our opinions with reasons</p>	<p>Possibilities and enquiries: Starter – asking questions to determine information about someone</p> <p>Knowledge of the world: exposure to bilingual stories, bilingual authors, life in other countries</p> <p>Diversity: styles of art and music borne of other cultures and countries and their</p>



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