

# Scheme of Work

# Year 5 and Year 6

Spanish

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Written by:

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**wakefield**  
City of Wakefield Metropolitan District Council

# Scheme of work – Year 5 and Year 6

## Spanish

*“This scheme of work has been written and coordinated throughout by Rachel Redfearn, MFL Adviser for Wakefield LA. I teamed up with Rachel to develop the scheme further for publication and Rachel continued to train and support teachers in 88 Wakefield schools. Following the successful feedback we received from teachers using the French Schemes for years 3, 4, 5 and 6, and together with Spanish consultants, we are now proud to publish these new quality materials. Working with Rachel is a privilege. Her skills, dedication and determination are second to none. I know Primary schools will enjoy teaching Spanish language to their pupils using this excellent material.”*

### Colette Leclercq-Hallam

Founder, La Jolie Ronde

#### Included in the scheme:

- Detailed lesson notes
- CD of resources including resources for use with the interactive whiteboard
- 2 CDs of sound files for language support
- CD of songs (Canta en español 2)

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# Introduction

## Welcome to the Year 5 and Year 6 Scheme of Work!

*This scheme of work has been written in accordance with the Key Stage 2 Framework.*

### **Each unit of work consists of:**

- *Identified framework objectives taken from the strands of Oracy, Literacy and Intercultural Understanding*
- *References to Knowledge about Language and Language and Learning Strategies*
- *A topic area and suggested core vocabulary*
- *Suggested resources*
- *Detailed lesson notes*

### **Please note the following key points:**

- *It is assumed that children beginning this scheme have had some prior learning of Spanish, either through the Wakefield Y3 & Y4 scheme or an alternative course. The overview which accompanies this scheme clearly indicates where language is being re-visited and it will be beneficial to children if they have already completed some work on specific topics e.g. greetings and introductions, numbers, family members. Please refer to the overview for further details.*
- *The Year 5 scheme has been written with a cross-curricular focus. The first term's work is linked to the Geography QCA unit of work: Should the High Street be closed to traffic? The second term is based on the Science QCA unit of work: Keeping Healthy; the third term covers points of the compass and weather conditions. During the past year teachers using the scheme have appreciated the opportunity to link work in Spanish with other areas of the curriculum.*
- *The Year 6 scheme has been written to reinforce much of the vocabulary and structures covered in previous years. New material in Year 6 includes a unit on House and Home, during which children have the opportunity to consider cultural differences in housing at home and abroad. During the final term of Year 6 the children have the opportunity to work collaboratively on a project involving internet research: Planning a holiday to a Spanish-speaking country. This culminates in a presentation on an aspect of culture.*
- *The lessons are divided into short sections to give maximum flexibility. Some schools may choose to deliver the programme in sessions of 30 minutes; others may opt for more frequent shorter periods of language learning.*
- *The scheme is entirely flexible and teachers will need to use their judgement as to the most appropriate activities for the children. It is not intended that teachers slavishly follow every activity in every lesson! The lesson notes are very detailed and are intended as a guide only and much of the material covered will depend upon the ability of the children and the time available for language learning.*

*Finally, I hope that you and your Year 5 and Year 6 children enjoy working with this scheme and that you gain much satisfaction from their progress. Above all, I hope that they leave Key Stage 2 as skilled, confident and enthusiastic language learners, with the opportunity to have their prior learning recognised, celebrated and extended at Key Stage 3.*

**Rachel Redfearn**

MFL Adviser

Wakefield LA

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## Year 5 Scheme of Work Overview

Lessons	Content	Key skills and activities
Lesson 1	<p>Hay + buildings on the high street :</p> <p>un mercado, una tienda, un supermercado, una oficina de correos, un banco, un café, una plaza, una tienda de ropa, una catedral</p>	<ul style="list-style-type: none"> <li>• Make simple sentences and manipulate them by changing an element</li> <li>• Understand and use negatives</li> <li>• Recite a short text with accurate pronunciation</li> <li>• Appreciate similarities and differences between Spanish and English high streets</li> </ul>
Lesson 2	<p>Directions A la izquierda, a la derecha, en el centro</p> <p>Revision of connectives – y, también</p> <p>Revision of adjectives – grande, pequeño</p>	<ul style="list-style-type: none"> <li>• Identify the position of adjectives in a sentence</li> <li>• Memorise and present two or three sentences describing a high street</li> <li>• Manipulate language by changing an element in a sentence</li> <li>• Use a dictionary</li> </ul>
Lesson 3	<p>Asking where places are ¿Hay? Está, en la esquina</p> <p>Pause words Bueno, pues, vamos a ver, sí</p>	<ul style="list-style-type: none"> <li>• Take part in a simple conversation, asking for and giving directions</li> <li>• Know how to add expression and authenticity to a short dialogue</li> <li>• Understand key information from a short exchange</li> </ul>
Lesson 4	<p>Revision of days of the week</p> <p>Times of day : Por la mañana, por la tarde, por la noche, a las diez, a las cuatro y media</p> <p>muy, bastante</p>	<ul style="list-style-type: none"> <li>• Substitute quantifiers and adjectives in a sentence</li> <li>• Group positive/negative adjectives</li> <li>• Collect and record evidence about activity on the high street at certain times of day, and express it in Spanish</li> <li>• Recap pronunciation of ñ</li> </ul>
Lesson 5	No new vocabulary	<ul style="list-style-type: none"> <li>• Understand a short story containing familiar vocabulary</li> <li>• Write short sentences, substituting vocabulary in model sentences</li> </ul>

Lessons	Content	Key skills and activities
Lesson 6	<p><b>Christmas theme</b></p> <p>Christmas vocabulary : Los Reyes Magos, La Nochebuena, La Nochevieja, Papá Noel</p> <p>La campana, las uvas, el reloj</p> <p>¡Feliz Año Nuevo !</p>	<ul style="list-style-type: none"> <li>• Learn and join in singing a Christmas song</li> <li>• Reconstruct a short text by re-ordering phrases</li> <li>• Appreciate similarities and differences between Christmas celebrations in Spain and England</li> </ul>
Lesson 7	<p><b>Christmas theme</b></p> <p>No new vocabulary</p>	<ul style="list-style-type: none"> <li>• Use actions and mimes to aid memorisation</li> <li>• Make a traditional Spanish Christmas sweet</li> <li>• Perform a short Christmas play in Spanish to an audience</li> </ul>
Lesson 8	<p>Revision of days of the week</p> <p>Revision of hobbies introduced in Y4</p> <p>Simple future tense Voy a...</p> <p>otra vez</p>	<ul style="list-style-type: none"> <li>• Understand and express simple opinions</li> <li>• Use word cards to assemble short sentences, linking phrases with connectives</li> <li>• Integrate new language into previously learned language</li> <li>• Prepare a keep fit programme for the week ahead, using immediate future tense</li> <li>• Listen to a native speaker and understand more complex phrases and sentences</li> </ul>
Lesson 9	<p>Revision of sports/hobbies vocabulary</p> <p>Revisions of numbers 0-20 + treinta, cuarenta, cincuenta</p>	<ul style="list-style-type: none"> <li>• Join in a playground game, reciting Spanish with accurate pronunciation</li> <li>• Find words in a dictionary and check spellings</li> <li>• Recap pronunciation of rr and j</li> </ul>
Lesson 10	<p>Revision of sports/hobbies vocabulary</p> <p>Revision of numbers 0-50</p> <p>Comparisons ...más que...    ...more... than</p> <p>Revision of immediate future – voy a + verb</p>	<ul style="list-style-type: none"> <li>• Investigate the effect of exercise on pulse rate</li> <li>• Understand more complex phrases, including comparisons</li> <li>• Contribute to a classroom display illustrating the relationship between exercise and pulse rate</li> </ul>

Lessons	Content	Key skills and activities
Lesson 11	Revision of fruit from Y3  Food, including revision from Y3 - El pan, el arroz, la pasta, las patatas, el jamón, el pescado, el queso, el agua, el yogur, el chocolate, el helado, el pastel, las galletas, las patatas fritas, las patatas fritas de bolsa, las zanahorias, los guisantes, la ensalada	<ul style="list-style-type: none"> <li>• Find words in a bi-lingual dictionary</li> <li>• Take part in a conversation expressing likes/dislikes of certain foods, using stalling strategies as appropriate</li> <li>• Listen to and understand a native speaker expressing likes and dislikes</li> </ul>
Lesson 12	Food items – as for lesson 11 Revision of connectives: y, pero, también	<ul style="list-style-type: none"> <li>• Design a balanced meal, with foods labelled in Spanish</li> <li>• Extend basic sentences by using connectives</li> <li>• Use negatives</li> <li>• Express opinions in short, written sentences included in a Powerpoint presentation</li> </ul>
Lesson 13	No new vocabulary	<ul style="list-style-type: none"> <li>• Memorise and present a short rhyme</li> <li>• Recap pronunciation of rr and j</li> <li>• Investigate the similarities and differences between Spanish and English eating habits by looking at Spanish school lunch menus</li> <li>• Investigate and share strategies for learning new vocabulary</li> </ul>
Lesson 14	Breakfast Cereales con leche, magdalenas, galletas María, chocolate con churros, un zumo de naranja  ¿Quieres ? Quisiera...	<ul style="list-style-type: none"> <li>• Consider different types of breakfast food at home and abroad</li> <li>• Develop accuracy in pronunciation and intonation</li> <li>• Use spoken language spontaneously during a breakfast role play</li> </ul>
Lesson 15	Ingredients for a Spanish dessert : La leche, el azúcar, los huevos, el agua	<ul style="list-style-type: none"> <li>• Watch and understand a demonstration in Spanish of the method of making a dessert</li> <li>• Participate in making a dessert</li> <li>• Order sentence cards to re-create the method</li> <li>• Write words and phrases using a reference</li> </ul>

Lessons	Content	Key skills and activities
Lesson 16	<p>Revision of days of the week/months of the year</p> <p>Hoy es lunes 10 de octubre</p> <p>Weather: Hace frío, hace calor, hace buen tiempo, hace mal tiempo, hace sol, hace viento, hay niebla, está lloviendo, está nevando</p>	<ul style="list-style-type: none"> <li>• Identify the date from an audio recording</li> <li>• Use short sentences to give a description of the weather</li> <li>• Look and listen for visual and aural clues in an audio recording</li> <li>• Recap pronunciation of letters c and ll in Spanish</li> </ul>
Lesson 17	<p>Revisions of weather phrases</p> <p>Seasons : En otoño, en invierno, en primavera, en verano</p> <p>Extension Normalmente, en general</p>	<ul style="list-style-type: none"> <li>• Use knowledge of pronunciation to make up a short rap using phrases for weather conditions</li> <li>• Use simple sentences to present a mini weather report in Spanish</li> <li>• Write two or more sentences describing the weather in each season in Spanish</li> <li>• Recognise similarities and differences between places; understand that the climate in Spain is very varied</li> </ul>
Lesson 18	<p>Saying where you live Vivo en + town</p> <p>en el norte en el sur en el oeste en el este</p> <p>...de Inglaterra</p>	<ul style="list-style-type: none"> <li>• Scan a more detailed text with unknown language for details</li> <li>• Re-order sentences to form a coherent paragraph</li> </ul>
Lesson 19	No new vocabulary	<ul style="list-style-type: none"> <li>• Understand that there are stereotypical images associated with countries</li> <li>• Consider key similarities and differences in daily life in the UK and Spain</li> <li>• Collect items which relate to our lifestyle</li> <li>• Investigate Spanish supermarket websites to find out in what ways they differ from English supermarkets</li> </ul>
Lesson 20	No new vocabulary	<ul style="list-style-type: none"> <li>• Take part in a quiz which revises many topics and skills learnt during the year.</li> </ul>



## Links with Asset Languages

It is envisaged that some primary schools will wish to accredit the achievements of their learners using OCR's Asset Languages. For this reason, the schemes of work in all years contain material required to cover the requirement for Breakthrough Level External Assessment. For your information, the following lists taken from the Breakthrough Level Teacher's Handbook match the content of Asset Languages to each year of the Wakefield scheme.

### Language purposes and functions:

Counting and using numbers	Y5
Talking about the weather	Y5
Talking about food	Y5
Following and giving simple instructions	Y5
Expressing thanks	Y5
Saying what day or month it is	Y5
Describing some simple objects – colour, size	Y5
Expressing likes/dislikes	Y5, Y6
Giving information about an everyday activity – food	Y5, Y6
Expressing opinions	Y6
Offering	Y5

### Vocabulary topic areas:

Basic prepositions of place	Y5, Y6
Classroom objects	Y6
Clothes	Y6
Common adjectives, e.g. big, small	Y5, Y6
Family	Y6
Food and drink	Y5
Furniture and other household objects	Y6
Leisure and holidays	Y6
Methods of communication – post, fax	Y6
Names of occupations	Y6
Names of sports	Y5
Places: shops, cinema, park, beach etc.	Y5, Y6
The home	Y6
Time, including months and days	Y5
Ways of travelling	Y6
Weather	Y5, Y6
Classroom instructions	Y6
Greetings	Y6
Letters of the alphabet	Y6

# Resources

Each lesson clearly lists resources required. The majority are included in the pack.

- For Christmas activities, you will need: El cuento de los Reyes Magos (bien contado).  
Authors – Dominique Jorand, Pablo Rulfo – Thule Ediciones.  
Young Europeans Bookstore  
ISBN: 84-933734-5-1  
Tel: 0207 836 6667
- For songs and poems Canta en español 1 (already available with Years 3 & 4)  
La Jolie Ronde Ltd Tel: 01949 839715 [www.lajolieronde.co.uk](http://www.lajolieronde.co.uk)

Further recommended resources, but not essential:

Video/DVD material from: Early Start Pack 2

Ilsa Rowe and Ian Killberry

Early Start Languages Tel/Fax: 01304 362569 [www.earlystart.co.uk](http://www.earlystart.co.uk)

## Key to all the symbols



This symbol denotes when to use the Resource File CD.  
The circled number denotes the lesson.



This symbol denotes when to play the Sound File CD.  
The circled number denotes the track.



This symbol denotes when to play Canta en español 2 CD.  
The circled number denotes the track.



This symbol denotes when activities for the interactive whiteboard are available.  
The circled number denotes the lesson. Some of the games require Microsoft PowerPoint version 2002 or later.

Websites: All sites were legitimate and thoroughly checked prior to publication. La Jolie Ronde Ltd can accept no responsibility for any changes since that time.

# Lesson One, Year 5

4 x 15 minutes

**Lesson theme** The High Street

## Learning Outcomes

- Recite a short text with accurate pronunciation
- Say what buildings can be found on the high street
- Recognise similarities and differences in the high street, at home and in Spain

## Framework Objectives

### Literacy

L5.2: Make simple sentences and short texts

### Intercultural Understanding

IU5.2: Recognise similarities and differences between places



### Core Vocabulary

hay	there is
un mercado	a market
una tienda	a shop
un supermercado	a supermarket
una oficina de correos	a post office
un banco	a bank
un café	a café
una plaza	town square
una tienda de ropa	a clothes shop
una catedral	a cathedral

## Resources



- OHT of rhyme – **Mi barba tiene tres pelos**  
Images of the main street and interesting buildings in Spanish towns  
Flashcards of buildings on the high street  
Battleships grid  
Text cards to accompany flashcards  
Cards for human sentence game  
OHT with words of song: **En mi calle**



- Canta en español 2, Track 1: song:  
**En mi calle**

- Bilingual dictionaries



- **Mi barba tiene tres pelos** rhyme  
**La calle mayor** images  
**Un or Una**  
Battleship grids  
Pronunciation  
Translation  
Transcript of song



### Knowledge about language

- Recognise patterns in simple sentences
- Manipulate language by changing an element in a sentence
- Understand and use negatives

### Language and learning strategies

- Use actions and rhymes to aid memorisation
- Pronounce/read aloud unknown words

## Part 1: 15 minutes

## Teaching Sequence

Begin the lesson with an action rhyme, which will give children the opportunity to practise reading and pronouncing Spanish in an active and enjoyable way. The rhyme is just four lines long and is available on the sound file CD track 2.

RI Show the text on the OHP/ Whiteboard. Use the resource CD: 'OHT of rhyme – **Mi barba tiene tres pelos.**'

Introduce the rhyme to the children by performing actions and chanting the Spanish:



**Mi barba tiene tres pelos  
Tres pelos tiene mi barba  
Si no tuviera tres pelos  
Ya no sería mi barba.**

(My beard has three hairs  
Three hairs has my beard  
And if it didn't have three hairs  
It wouldn't be my beard.)

Actions:

- Touch your chin with three fingers on the word '**barba**'
- Show three fingers for the word '**tres**'
- Pull a strand of your own hair for the word '**pelos**'
- Wave your index finger to demonstrate the negative

Demonstrate this twice for the children and try to increase the pace second time round.

## Pupil Activity

Children are introduced to a short Spanish rhyme. They follow the text as it is read and repeat lines after the teacher, performing actions at the same time.

Children's attention is drawn to specific words in the rhyme and they recognise the use of the verb '**tiene**'. Children recognise the use of the word '**no**' in a negative sentence.

## Part 1: 15 minutes (continued)

## Teaching Sequence

## Pupil Activity



Ask the children if they can spot a number in the text (**tres**). Next, ask them to guess the meaning of **barba** (beard) and **pelos** (hairs) through the actions that you give. Ask the children if they can guess the meaning of the word '**tiene**' (it has or he/she has). This is a very useful word from a high-frequency verb and you could perhaps link it to '**tengo**' (I have) which the children have used in both Y3 and Y4 in simple sentences – eg. **Tengo un gato** (I have a cat.) Finally, remind the children of the use of the word '**no**' in front of verbs to make a sentence negative. If the children want a translation of the rhyme you can explain it to them.

Take some time now to practise reading the rhyme with the children with the actions. You could either sing the words or chant. Explain to the children that the aim of this 'game' is to recite the rhyme very quickly without mixing up the actions!

Next, give the children time to practise saying the rhyme in pairs or groups and after a few minutes invite groups to present their work. Challenge the children to read it through without making any errors. If the children are very good at doing this, you could make it more exciting and challenging to time them saying the piece.

Children work collaboratively in pairs or groups to practise saying the rhyme aloud with actions as they read it. They enjoy practising the rhyme and enjoy the challenge of performing it to others in the class.

## Part 2: 15 minutes

## Teaching Sequence

## Pupil Activity

The purpose of this session is to raise children's awareness of the nature of a typical 'High Street' in the UK, and the similarities and differences between cities, large towns and smaller towns. This can then lead on to discussion of the types of buildings/shops on a Spanish main street – '**La calle mayor**'.



Firstly, ask the children to consider/write down the types of buildings and shops on a typical 'High Street' in a large town/city. (This may be something the children have encountered/will encounter in Geography this year). They could discuss this in pairs and write a list to share in their group.

Collect answers from the children. There can be lots of discussion here around services provided in the town centre/cost and use of land/chain stores/similarities between high streets in cities around the country.

You may like to take time here to discuss how a high street in a small market town may look. Can the children think what may be different?

Following on from this discussion, you may want to set children the task of sketching a plan of the local high street as an out of school activity. This will help prepare the children for later activities.



Next, show the children some images of the high street and interesting buildings in Spanish cities. Show each of the images in turn and then allow children to work in pairs again to discuss any similarities/differences.

Children work in pairs to discuss the buildings/shops they would find in the high street of their town.

Children's attention is drawn to key features of the high street, as considered appropriate and relevant by the teacher.

Children consider how the main street varies according to the size of the town.

Children have the opportunity to look at images of main streets in Spanish towns and cities.

## Part 2: 15 minutes (continued)

## Teaching Sequence

## Pupil Activity

As you collect answers from the class, draw the children's attention to the following:

- the town square
- fewer chain stores in Spain
- pavement cafés

When using the photos provided for use with the IWB, teachers might choose to highlight the following to children:

- The number of pavement cafés and the link with the climate in Spain
- The appearance of the buildings and the typically Spanish balconies
- The look of the buses as compared to buses in the children's home town; the similarities/differences between the clothes that young people are wearing in the photos
- Decorations in the trees, probably there due to a local festival. Mention how festivals are very popular in Spain and each town has their own specific festival often linked to religious dates
- The appearance of the traffic lights
- The car registration plates
- Cars driving on the right
- Street signs – can children recognise any place names?
- Cobbled streets in older towns and the appearance of older buildings. Do the churches look similar to those in the UK? What are the similarities and differences?

## Part 3: 15 minutes

## Teaching Sequence

## Pupil Activity

Ask children to recall a key item of vocabulary introduced in an earlier session – There is/there are = **Hay**

Children's attention is drawn to a key item of vocabulary.



Using flashcards introduce the vocabulary for buildings in the town centre. This will be expanded in future lessons to include more places in the town. Begin by showing the children the flashcards for:

**un mercado**

**un supermercado** (small image of shop with trolley)

**una oficina de correos**

(small image of shop with letters)

**un banco** (small image of shop with money)

**un café**

**una plaza**

Children learn seven words for places/buildings on the high street. They play memory games to help them learn the new words and imitate the pronunciation of the teacher as they echo the words.

Some of these words are fairly similar to their English translations. Introduce the words gradually with lots of repetition and reinforcement.

Add **una tienda** to the list and then play some games to help children learn the new vocabulary:

- remove one flashcard from the set and hold up the others. Can children identify the missing card?
- place a stencil with a hole in front of flashcards. Can children identify in Spanish the picture hidden behind the stencil?
- say three of the words learned. Challenge children to say the remaining three.

All of these games can, of course, be adapted for use with the IWB or OHP.



## Part 3: 15 minutes (continued)

## Teaching Sequence

## Pupil Activity

Finally, to reinforce the new vocabulary and also to revise letters of the alphabet, and numbers, play a type of Battleships game with the class.

Children revise letters of the alphabet and numbers as they use the co-ordinates of a grid to play a Battleships game with the teacher.



1 Show the children a grid on OHP/board/IWB.

1					
2					
3					
4					
5					
	A	B	C	D	E

Explain that you have hidden six places/buildings and invite the children to guess where they are e.g. A2. If the guess is incorrect, display a cross in the square.

If it is correct display a symbol for the place e.g. envelope for post office, euro sign for bank and state the Spanish word. Challenge the children to find all 7 places in a given time limit.



1 If time, a song can be played at the discretion of the teacher: **En mi calle**, Track 1 from *Canta en español 2*. The lyrics of the song are available on the resource CD. The song helps to practise vocabulary introduced in this lesson.



## NOTES:



## Part 4: 15 minutes

## Teaching Sequence

## Pupil Activity

Recall the vocabulary from last session with the children and display the flashcards.



Invite children to come to the front of the class and label the flashcards with the corresponding text cards.

Next show the children different types of shop, which may be useful for town plans:  
**una tienda de ropa** – clothes shop  
**un supermercado** – supermarket



Play a human sentence game. Distribute text cards (one per sheet of A4 – landscape) amongst the children. The cards form the sentence:

**En la calle mayor hay un supermercado grande, cinco tiendas de ropa, un banco, y dos cafés.**



As you read the sentence each child holding a card must come to the front and stand in line. When the sentence is complete, read it several times aloud with the children. Then invite the child holding the word “**banco**” to turn the card around so it cannot be seen. Read the sentence again with children substituting “**banco**” into the sentence from memory. Repeat this activity until most of the words have disappeared with children able to recall nearly all of the sentence from memory.

Following this activity, display the cards forming the sentence in the room as this will provide a model for children’s written work.

Children match text cards with pictures of vocabulary. Their attention is drawn to the spelling of the words as they practise reading them aloud. They focus on familiar letter strings and recall other Spanish words with the same sounds.

Children are introduced to three types of shop which may be useful for their plan of the high street.

Children play a game whereby they focus on forming a sentence in Spanish to describe the buildings on the high street. The memory game helps them to learn the structure. They use this as a model for subsequent written work.

**Part 4:** 15 minutes (continued)**Teaching Sequence**

Children can now begin work on their plan of the high street. Their task is to sketch the road and some of the buildings, to label the buildings in Spanish and to write a sentence stating which buildings can be found there, using the model provided from the earlier activity.

**Pupil Activity**

Children begin work on their plan of the high street which they will label in Spanish. They are encouraged to spell correctly and to refer to words displayed around the classroom. They use dictionaries to find words which they need to complete their plan. They write a simple sentence to accompany their work and can refer to a model for support as necessary.

**NOTES:**

# Lesson Two, Year 5

1 x 20 minutes; 1 x 15 minutes; 1 x 30 minutes

**Lesson theme** The High Street

## Learning Outcomes

- Identify the position of adjectives in a sentence
- Understand the function of words in a sentence
- Memorise and present two or three sentences describing the high street


## Framework Objectives

### Oracy

O5.4: Prepare a short presentation on a familiar topic

### Literacy

L5.2: Make simple sentences and short texts



### Core Vocabulary




As for lesson 1 plus:

<b>y</b>	and
<b>pequeño</b>	small
<b>también</b>	also
<b>grande</b>	big

<b>a la izquierda</b>	on the left
<b>a la derecha</b>	on the right
<b>en el centro</b>	in the middle

## Resources

- 
 • Jumbled up sentences game cards  
 Text cards **a la izquierda, a la derecha, en el centro**  
 OHT with words of song: **A la izquierda, a la derecha**
- 
 • Canta en español 2, Track 2, action song: **A la izquierda, a la derecha**
- 
 • Key vocabulary  
 Pass the parcel  
 Positioning of adjectives  
 Constructing sentences  
 Positioning of también  
 Transcript of song



### Knowledge about language

- Manipulate language by changing an element in a sentence
- Recognise patterns in simple sentences
- Apply knowledge of rules when building sentences

### Language and learning strategies

- Apply grammatical knowledge to make sentences
- Practise new language with a friend and outside the classroom
- Use a dictionary or word list

Part I: 20 minutes

### Teaching Sequence

### Pupil Activity

Allow children the time to complete their plan of the high street with Spanish labels and sentence describing what can be found there. They will extend this sentence with adjectives and prepositions as this lesson progresses.

Children complete a plan of the town which they began last lesson.

**NOTES:**



## Part 2: 15 minutes

## Teaching Sequence

## Pupil Activity



2 Play a 'Pass the Parcel' sentence game. Give groups of children a set of cards which they must shuffle and place face down on the table. Play a Spanish song and ask the children to pass an object around the group while the music plays. When the music stops the child holding the object selects a card, says it in Spanish and places it face up on the table. The activity continues until all the cards have been turned over. The groups must now attempt to place the word cards in the correct order to form the sentence:



6 “En la calle mayor hay un supermercado grande y un café pequeño.”

The cards have been colour coded so that:  
prepositions are red  
articles are purple  
nouns are blue  
adjectives are green  
verbs are orange  
connectives are yellow

Study the colours of the words with the children and discuss all the components and the colours. Encourage the children to explain the colour coding to you. Focus the children's attention on the adjective. Do they notice anything? Discuss the position of the adjective and remind the children that normally adjectives in Spanish follow the noun:

e.g., **Un gato negro**

Finally, show the children another connective which they may recall from Year 4.



5 **también** – also

Ask children to add this to the sentence. It could sit after the word 'y' or at the end of the sentence.

Children play a familiar game as they listen to a Spanish song. They attempt to re-assemble a sentence using colour coded word cards.

Afterwards they discuss the correct answer with the teacher and then focus on the position of the adjectives in relation to the noun. They recall a previously learned rule.

Children also focus on all the colours used for each component of the sentence and identify the different parts of the sentence.

Children revise an item of vocabulary – **también** and attempt to extend the sentence by adding this connective.

## Teaching Sequence

## Pupil Activity



Introduce three new terms of vocabulary.

- a la izquierda** – on the left
- a la derecha** – on the right
- en el centro** – in the middle

If space allows, it is probably a good idea to introduce these phrases in an active way. You could use a hall or playground and demonstrate to the children the meaning of the prepositions by dividing the children into groups in circles. As you say **a la izquierda** – children must step to the left; **a la derecha** to the right and **al centro** – into the middle. You can increase the challenge of this by adding numbers e.g.:

- 5 pasos a la izquierda** = 5 steps to the left
- 5 pasos a la derecha** = 5 steps to the right
- 2 pasos al centro** = 2 steps into the middle.

The children can chorus the structures after you to help them memorise the Spanish.

Alternatively, and to be used at the teacher's discretion, there is an action song on *Canta en español 2*, Track 2: **A la izquierda, a la derecha**. The lyrics are available on the resource CD.



Following on from this activity, display the written words for the children to study. Next, demonstrate how they can be used to extend the previous sentence e.g.:

**En la calle mayor hay un café pequeño a la izquierda y un supermercado grande a la derecha. En el centro hay una plaza.** Underline words in the sentence which can be substituted easily and play with the sentence for a few minutes, extending it if you feel the children could cope with the challenge.

Children hear three new items of vocabulary and are able to move around the room as they practise saying the new phrases. They listen carefully to the instructions given by the teacher and respond accordingly, revising numbers as they do so.

Children focus on the written expressions of the prepositions they have practised. They note the spellings and practise saying the words as they read them.

Children practise substituting elements of the sentence, swapping nouns and adjectives.

**Parts 3 & 4:** 30 minutes (continued)**Teaching Sequence**

Now the children will work on a mini presentation which they may deliver orally to the rest of the class. This could be between one and three sentences long and may be a very simple sentence or a more complex sentence using adjectives and connectives.

There are several possibilities for this task:

- Children hold up a plan or flashcard and speak in front of the class or group.
- Children record themselves speaking in Spanish
- Children work in pairs and present a sentence each to another group.

(In subsequent lessons children will consider other adjectives to describe the high street, such as noisy/calm, and may then work on a fuller presentation to deliver using PowerPoint).

**Pupil Activity**

Children work either individually or in pairs to prepare a sentence/sentences to deliver to groups of children.