

Primary - Planning

My School

Key Stage 2

Unit 5

Lesson 4



Key Stage Two Unit Number: Unit Five

My School

Session	Learning Objective(s)	Proposed Teaching Activities	Learning Outcomes	Resources
4.	All children will listen and respond to requests for classroom objects.	➤ Sing the Greeting Song. ➤ Sing the Spanish colours song and recap Spanish colours if necessary. ➤ Discuss the Spanish conversation. ➤ Children to find the Spanish versions of English phrases and sentences within this conversation. ➤ Children to complete the spot the mistake listening activity. ➤ Complete the Ceros y Cruces/Noughts and Crosses activity. ➤ Sing the Goodbye Song.	➤ All children will recognise some pre-taught Spanish vocabulary through reading or listening. ➤ Most children will be able to understand which classroom objects are requested and what colour these might be. ➤ Some children will be able to recognise unknown Spanish vocabulary using a scaffold or prompt to help them.	➤ Lesson PowerPoint ➤ Our Greeting Song, including Video (PP Slides 7-9) ➤ Lyrics for the Greeting Song – See Lesson 1 Printable Resources ➤ Spanish Colours Song (PP Slide 10) ➤ Recapping Spanish Colours (PP Slide 11) ➤ Spanish Politeness Song (PP Slide 12) ➤ A Spanish Conversation (PP Slide 13) ➤ Find the Spanish Worksheet – See Lesson 4 Printable Resources ➤ Find the Spanish Answers (PP Slide 14) ➤ Spot the Mistake Worksheet & Teacher Script – See Lesson 4 Printable Resources ➤ Spot the Mistake Answers (PP Slide 15) ➤ Ceros y Cruces (PP Slide 16) – See Lesson 4 Downloadable Resources ➤ The Goodbye Song (PP Slides 17-18) – See Lesson 1 Printable Resources





Lesson Resources:

- Lesson PowerPoint
- Our Greeting Song, including Video ([PP Slides 7-9](#))
- Lyrics for the Greeting Song – [See Lesson 1 Printable Resources](#)
- Spanish Colours Song ([PP Slide 10](#))
- Recapping Spanish Colours ([PP Slide 11](#))
- Spanish Politeness Song ([PP Slide 12](#))
- A Spanish Conversation ([PP Slide 13](#))
- Find the Spanish Worksheet – [See Lesson 4 Printable Resources](#)
- Find the Spanish Answers ([PP Slide 14](#))
- Spot the Mistake Worksheet & Teacher Script – [See Lesson 4 Printable Resources](#)
- Spot the Mistake Answers ([PP Slide 15](#))
- Ceros y Cruces ([PP Slide 16](#)) – [See Lesson 4 Downloadable Resources](#)
- The Goodbye Song ([PP Slides 17-18](#)) – [See Lesson 1 Printable Resources](#)

Date:	Key Stage: Two	Duration: 45 minutes to 1 hour	
Unit Number and Title: Five My School	Lesson No: Four		
Key Vocabulary: <i>Quisiera...</i> [I would like...] <i>No tengo...</i> [I don't have] <i>En mi estuche, tengo ...</i> [In my pencil case, I have...] <i>por favor</i> [please] <i>gracias</i> [thanks] <i>Aquí tienes</i> [here you go] <i>De nada</i> [it's nothing]	Preparation: Print Find the Spanish Worksheet Print Spot the Mistake Worksheet		

Learning Objective(s): All children will listen and respond to requests for classroom objects.

Learning Outcomes: All children will recognise some pre-taught Spanish vocabulary through reading or listening. Most children will be able to understand which classroom objects are requested and what colour these might be. Some children will be able to recognise unknown Spanish vocabulary using a scaffold or prompt to help them.

Prior Learning: *Aquí está ...* [Here is...], *un lápiz* [a pencil], *un bolígrafo* [a pen], *una regla* [a ruler], *una goma* [a rubber], *unas tijeras* [the scissors], *unos lápices* [the pencils], *rojo* [red], *amarillo* [yellow], *verde* [green], *azul* [blue].

	Time	Content and Teaching	Differentiation/Extension	Evaluation/Notes
Focus Activity	10 Mins – 15 Mins	<u>Briefly run through the following short activities which consolidate the learning from the previous lessons.</u> <u>Singing the Greeting Song (PP Slides 7-9)</u> ➤ Start the lesson by waving to individuals and saying <i>“Buenos días / buenas tardes. Soy el señor / la señora TEACHER’S NAME.”</i> [Good day. I am Mr/Mrs TEACHER’S NAME] and have the class reply <i>‘Buenos días / buenas tardes, el señor / la señora TEACHER’S NAME.’</i> ➤ Sing the greeting song learnt in previous lessons (PP Slides 7-9). ➤ Remind children of the actions which go along with the first verse: • <i>Buenos días / buenas tardes</i> [Good Day] (wave right hand), • <i>hola</i> [Hi] (wiggle left fingertips), • <i>¿Cómo estás?</i> [And how’s it going?] (open hands in enquiry with face questioning)		

	Time	Content and Teaching	Differentiation/Extension	Evaluation/Notes
Focus Activity, cont.	10 Mins – 15 Mins	➤ If necessary, slowly lead children in choral rep of each word, emphasising mouth movements. For example, exaggerate the 'ue', etc). ➤ Remind children of the actions which go along with the subsequent verses: • Estoy muy bien. [<i>I'm very good.</i>] (Point to self, then thumbs up, left then right), • Más o menos, gracias. [<i>More or less, thanks /middling/so so.</i>] (hold out right hand with your palm to the floor and tilt back and forth as you would do when saying you are feeling so so, then use maketon sign for thanks, fingertip to chin, forward), • No muy bien, estoy muy mal. [<i>Not very well, I'm very bad.</i>] (No dismissive swipe with right hand, thumbs down, point to self, then thumbs down, left then right). ➤ Sing the song all together. ➤ Lyrics for this song can also be found in Lesson 1 Printable Resources. <u>Recapping the Colours Song (PP Slides 10-11)</u> ➤ Play the video on PP Slide 10 which teaches the children about colours. <u>Spanish Politeness Song (PP Slides 12)</u> ➤ Play the video on PP Slide 12 which teaches the children politeness in Spanish.	➤ You may wish to go over the colours in more detail. If so, these can be found on PP Slide 11.	
Main Content	25 Mins – 30 Mins	<u>Find the Spanish (PP Slides 13-14)</u> ➤ Show the children the conversation between two friends on PP Slide 13. ➤ This conversation depicts two friends discussing stationery and a lack of it in one case: • Spanish Girl: Oh... No tengo una goma. [<i>Oh... I don't have a rubber.</i>] • Spanish Boy: En mi estuche, tengo una goma. [<i>In my pencil case, I have a rubber.</i>] • Spanish Girl: Quisiera una goma, por favor. [<i>I would like a rubber, please.</i>] • Spanish Boy: Aquí tienes. [<i>Here you go, here is a rubber.</i>] • Spanish Girl: ¡Gracias! [<i>Thanks</i>] • Spanish Boy: De nada. ➤ An audio clip has been provided of this conversation. ➤ Ask the children if they understand what the conversation might be about. ➤ Explain that there will be some words and phrases in this conversation which the children will not have been taught and they are to use their detective skills to work out what these words and phrases might mean in English.		

	Time	Content and Teaching	Differentiation/Extension	Evaluation/Notes
Main Content, cont.	25 Mins – 30 Mins	➤ Teach this conversation through call and response/my turn, your turn. You may want to focus on pointing out the unknown vocabulary over the pre-existing knowledge. ➤ Hand out the Find the Spanish Worksheet found in Lesson 4 Printable Resources. ➤ The children should review the dialogue to find the Spanish for the six key English words or phrases in the table, noting them in the table when they find each Spanish word or phrase. ➤ Answers for this activity can be found on PP Slides 14. Click through the animations to reveal the answers. You may wish to toggle between PP Slides 13 and 14 when discussing these. ➤ When going through these answers, allow children to self-mark their work and make any rectifications at the point of teaching. Spot the Mistake (PP Slide 15) ➤ This is a listening exercise in which children should spot the mistake in a written sentence when compared to the spoken version of this sentence. ➤ Hand out the Spot the Mistake Worksheet found in Lesson 4 Printable Resources. ➤ Audio clips for each of the sentences found on the children's worksheet can be found on PP Slide 15. Alternatively, a teacher script for these can be found in Lesson 4 Printable Resources. ➤ Children should listen in turn to each of these sentences, crossing out incorrect words in the English translation on their worksheet and annotating if a new word or phrase is required. There is space underneath or on top of each sentence for the children to make these annotations. ➤ You should give two or three repetitions of each sentence and then reveal the answers on PP Slide 15 by clicking through the animations on the PowerPoint. ➤ When going through these answers, allow children to self-mark their work and make any rectifications at the point of teaching.		

	Time	Content and Teaching	Differentiation/Extension	Evaluation/Notes
Plenary	10 Mins – 15 Mins	<u>Ceros y Cruces (PP Slide 16)</u> ➤ Ceros y Cruces is the Spanish name for noughts and crosses/tic tac toe (PP Slide 16). ➤ Split the class into two groups. ➤ Leave presentation mode on the PowerPoint and go to the editable version of this slide in Lesson 4 Downloadable Resources. ➤ On the Ceros y Cruces board, there are lots of English phrases and sentences learnt during the course of this unit. ➤ Ask a child in the first of the two teams to come out and choose a rectangle. ➤ They should first say the English and then say the Spanish translation of the phrase on the rectangle. ➤ If they get the translation correct, they can move one of their counters onto that rectangle. ➤ If they do not, they do not move their counter. ➤ The translation can be checked by clicking on the megaphone icon and deleting the blue rectangle. ➤ Like in the usual version of noughts and crosses, the winner is the team who makes a line. <u>Singing the Goodbye Song (PP Slides 17-18)</u> ➤ Sing the Goodbye Song. ➤ Lyrics for this song can also be found on PP Slides 17-18. – See Lesson 1 Printable Resources		