DAYS AND MONTHS KS2 PLANNING

Class:	Term:	Subject: Spanish	Topic: Days and Months				
Differentiation and	support	Cros	s curricular links				
SEN / EAL: Work with more able partners / peers and focus on oral skills		English: comparing English and Spanish pun	ctuation, speaking and listening				
		Maths: ordering the days of the week and months of the year, writing dates					
GT: Support less able peers and t well as oral skills	focus on written as	ICT: using online games, audio on PowerPoints					
5		Science: understanding that some of the day	s of the week are named after planets				
Ţ		PSHCE: describing how we are feeling in Sp	anish				
Unit overview							
Lesson 1: Recapping greetings and asking and answering how you are feeling today							
Lesson 2: Learning days of the week in Spanish							
Lesson 3: Putting days of the week in order							
Lesson 4: Learning and ordering months of the year in Spanish							
Lesson 5: Learning how to say the date in Spanish							

- Lesson 4: Learning and ordering months of the year in Spanish
- Lesson 5: Learning how to say the date in Spanish
- Lesson 6: Consolidation of all learnt this unit

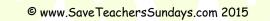
Note: All PowerPoints come with audio of any Spanish words or phrases

W	LO	Activities	Resources	Success Criteria
1	To ask and answer the question of how we are feeling (40 mins)	Intro: Ask the children to think, pair, share the greetings and the classroom instructions that we have already learnt Go through PowerPoint which: • asks children for suggestions on how we might describe our mood in English • asks children to discuss their mood today (if they feel comfortable doing so) • explains that we are going to learn how to say that we are feeling good, okay and not so good in Spanish • Introduces the question <i>¿Qué tal?</i> (How are you?) and revise the differences between question marks in English and Spanish • shows five different responses to the question (ask the children what they think the responses might mean) • goes over the pronunciation and the meanings of the responses. Ask children to repeat the responses in the appropriate voices, for example when repeating <i>muy bien</i> (very good) say it in a happy voice and put thumbs up • shows the children how to say thank you and to ask the question back. Go back to the previous slide and ask the children to respond to the question (they may respond with a gesture such as thumbs up or thumbs down) • has a link to a song on the BBC website in which they sing the conversation (Fir the link does not work, Google 'bbc primary languages/spanish/all_about_me/songs/ (If the link does not work, Google 'bbc primary languages Spanish all about me song') • asks children to write their own conversation • asks children to write their own conversation (leave this slide on the whiteboard for the independent work) Explain independent work Main: Children to solve the crossword clues which answer the question ¿Qué tal? Extension: Write a short conversation in Spanish using the model on the whiteboard. Emphasise that children should not just copy the conversation, but should change the parts that can be changed i.e. the parts apart from 'Hello' and 'How are you?' Plenary: Choose a child to come to the front of the class and turn away from the rest of the class The teacher then points at another child and asks <i>¿Qué tal</i> ? and	PowerPoint Video open and ready to play Crosswords	MUST: know how to verbally ask and answer the question 'How are you?' in Spanish and know some responses to this question SHOULD: know how to verbally ask and answer the question 'How are you?' in Spanish and know all of the given responses to this question COULD: know how to write a conversation involving the above

	To learn the	Intro:	PowerPoint	MUST: recall how to say
	days of the	Ask some of the children how they are, asking them to recall some of the responses that we		some of the days of the
	week in	learnt last week	Video open and	week
		Go through PowerPoint which:		WEEK
	Spanish	asks the children to name the days of the week in English	ready to play with	
		 ask them to write the days that week on a whiteboard 	ads skipped and /	SHOULD: recall how to
	(40 mins)	 introduces the days of the week in Spanish with audio 	or closed	say all of the days of the
		ask the children what they notice is different about the days of the week in Spanish		week
		and in English (the days of the week in Spanish do not require a capital letter)	Individual	
		 points out of the days of the week in Spanish as in English are named after planets 	whiteboard and	COULD: recall how to
		and gods	whiteboard pens	write the days of the week
	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	<ul> <li>has a link to a days of the week song on you tube</li> </ul>		-
		https://www.youtube.com/watch?v=C4fREj60Crk (if the link does not work, Google,	Flashcards and /	
		'you tube Days of the Week Spanish Song - Cancion Dias de la Semana Miss Rosi)	or computers,	
		Use the PowerPoint to practise saying the days of the week in Spanish	laptops or tablets	
		Go through the days of the week again and ask the children to repeat the days of the week in		
		different voices e.g. a whisper, a bored voice, a tired voice, a happy voice		
		Using the flashcards, put all of the days of the week on the board and ask the children to close		
		their eyes; remove one of the days of the week and then ask them to open their eyes and tell		
		you which one is missing		
		Explain independent work, including how to find letters with accents on Quizlet spelling		
		activities		
		Teachtranachte		
2		<b>Teaching points:</b> Unlike in English, the days of the week in Spanish do not begin with a capital letter		
2		Like in English some of the days of the week are named after planets and gods; for example		
		Monday is named after moon in English (In Spanish it is 'lunes' and 'luna' means moon)		
		'martes' (Tuesday) is named after 'marte' (mars)		
		Main:		
		On computers / laptops / tablets:		
		Children to go to http://guizlet.com/65165645/days-of-the-week-flash-cards/		
		Play the games in the following order (of easy to hard): scatter, learn, speller, race		
		Without computers / laptops / tablets:		
		In pairs, children to play the Memory Game: put all of the words in Spanish and words in		
		English face down. They then take it on turns turning over two cards to try and find a word in		
		Spanish which matches word in English. If it is not a match, they turn back over and put them		
		back in the same place; if it is a match, they keep the cards. The winner is the person with the		
		most matches.		
		Extension: Ask the children to prove to an adult that they know how to say each day of the		
		week, and if they do, one child to give another child a day of the week to spell and then check		
		their spelling		
		Plenary:		
		Ask the children if they can recall any of the days of the week in Spanish (ask them to talk in		
		pairs)		
		As they say them, display the days on the board using the flashcards		
		Finally, put all the days of the week in order, asking the children to assist		

## To access the complete version of this <u>Spanish Days and Months KS2 planning</u>, and all of the resources needed to teach each lesson, visit:

https://www.saveteacherssundays.com/spanish/year-3/566/



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