

DAYS AND MONTHS KS2 PLANNING

Class:

Term:

Subject: Spanish

Topic: Days and Months

Differentiation and support	Cross curricular links
SEN / EAL: Work with more able partners / peers and focus on oral skills GT: Support less able peers and focus on written as well as oral skills	English: comparing English and Spanish punctuation, speaking and listening Maths: ordering the days of the week and months of the year, writing dates ICT: using online games, audio on PowerPoints Science: understanding that some of the days of the week are named after planets PSHCE: describing how we are feeling in Spanish

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 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	<p>To ask and answer the question of how we are feeling</p> <p>(40 mins)</p>	<p>Intro:</p> <p>Ask the children to think, pair, share the greetings and the classroom instructions that we have already learnt</p> <p>Go through PowerPoint which:</p> <ul style="list-style-type: none"> • 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 Spanish http://www.bbc.co.uk/schools/primarylanguages/spanish/all_about_me/songs/ (if the link does not work, Google 'bbc primary languages Spanish all about me song') • asks the children to translate the conversation • asks children to write their own conversation (leave this slide on the whiteboard for the independent work) <p>Explain independent work</p> <p>Main:</p> <p>Children to solve the crossword clues which answer the question <i>¿Qué tal?</i></p> <p>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?'</p> <p>Plenary:</p> <p>Choose a child to come to the front of the class and turn away from the rest of the class</p> <p>The teacher then points at another child and asks <i>¿Qué tal?</i> and he or she responds in a disguised voice e.g. <i>bien</i> in a happy voice</p> <p>The child at the front then has to guess who responded</p> <p>Repeat with several children</p>	<p>PowerPoint</p> <p>Video open and ready to play</p> <p>Crosswords</p>	<p>MUST: know how to <i>verbally</i> ask and answer the question 'How are you?' in Spanish and know <i>some</i> responses to this question</p> <p>SHOULD: know how to <i>verbally</i> ask and answer the question 'How are you?' in Spanish and know <i>all</i> of the given responses to this question</p> <p>COULD: know how to write a conversation involving the above</p>

2	<p>To learn the days of the week in Spanish</p> <p>(40 mins)</p>	<p>Intro: Ask some of the children how they are, asking them to recall some of the responses that we learnt last week Go through PowerPoint which:</p> <ul style="list-style-type: none"> • asks the children to name the days of the week in English • ask them to write the days that week on a whiteboard • introduces the days of the week in Spanish with audio • ask the children what they notice is different about the days of the week in Spanish and in English (the days of the week in Spanish do not require a capital letter) • points out of the days of the week in Spanish as in English are named after planets and gods • has a link to a days of the week song on you tube https://www.youtube.com/watch?v=C4fREj60Crk (if the link does not work, Google, 'you tube Days of the Week Spanish Song - Cancion Dias de la Semana Miss Rosi) <p>Use the PowerPoint to practise saying the days of the week in Spanish 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</p> <p>Teaching points: Unlike in English, the days of the week in Spanish do not begin with a capital letter 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)</p> <p>Main: On computers / laptops / tablets: Children to go to http://quizlet.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</p> <p>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</p>	<p>PowerPoint</p> <p>Video open and ready to play with ads skipped and / or closed</p> <p>Individual whiteboard and whiteboard pens</p> <p>Flashcards and / or computers, laptops or tablets</p>	<p>MUST: recall how to say <i>some</i> of the days of the week</p> <p>SHOULD: recall how to say <i>all</i> of the days of the week</p> <p>COULD: recall how to <i>write</i> the days of the week</p>
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To access the complete version of this [Spanish Days and Months KS2 planning](https://www.saveteacherssundays.com/spanish/year-3/566/), and all of the resources needed to teach each lesson, visit:

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



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