

SPANISH KS2 PLANNING

Class:

Term: Autumn 1

Subject: Spanish

Topic: Introducing Spanish

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 ICT: using online games, audio on PowerPoints, Geography: using an atlas to find out the names and locations of Spanish-speaking countries PSHCE: understanding what culture is (both our own culture and other people's),

Unit overview

Lesson 1: Understanding what culture is and developing awareness of our own culture

Lesson 2: Locating and naming Spanish-speaking countries

Lesson 3: Understanding what 'greetings' are and learning some Spanish greetings

Lesson 4: Learning some classroom instructions in Spanish

Lesson 5: Learning to ask for someone's name and to give our own names in Spanish

Lesson 6: To consolidate and assess learning for this unit

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

W	LO	Activities	Resources	Success Criteria
1	<p>To have a greater understanding of what a person or a country's culture consists of</p> <p>To have a greater awareness of their own culture</p> <p>(40 mins)</p>	<p>Intro:</p> <p>Go through PowerPoint which:</p> <ul style="list-style-type: none"> asks the children to think about where they have heard the word 'culture' before and what they think it might mean goes through the various aspects that make up 'culture', with some images and examples for each e.g. a slide with pasta, rice, a roast dinner and fajitas. For each image, ask the children to suggest what it shows and what part of the world it's associated with e.g. pasta and Italy explains how and why different cultures developed in different places explains why today cultures have become more mixed and diluted a final summary slide to remind the children of the aspects that go towards making up a person's culture (leave this slide on display throughout the lesson, except for the plenary) <p>Explain independent work</p> <p>Main:</p> <p>Give children a chance to talk in partners / small groups about their own cultures and what they might include on their bunting to tell other people about their culture</p> <p>Children to decorate a piece of bunting with images and words to tell other people about their culture</p> <p>Extension: Children to create another piece of bunting for another culture or country that they know about and / or like</p> <p>Plenary:</p> <p>Children to share their bunting with a partner, explaining what each image represents</p> <p>In pairs / small groups, have a competition in which the children try to remember as many aspects of what makes up a person's culture as they can</p> <p>Explain that it is important to respect other people's cultures and we should never make fun of them</p> <p>Create display to go around the classroom from the bunting that the children created</p>	<p>PowerPoint</p> <p>Bunting worksheets</p> <p>Colouring pencils</p>	<p>MUST: decorate a piece of bunting</p> <p>SHOULD: include images and words to represent a number of aspects of their culture</p> <p>COULD: remember the various aspects that make up a person's culture</p>

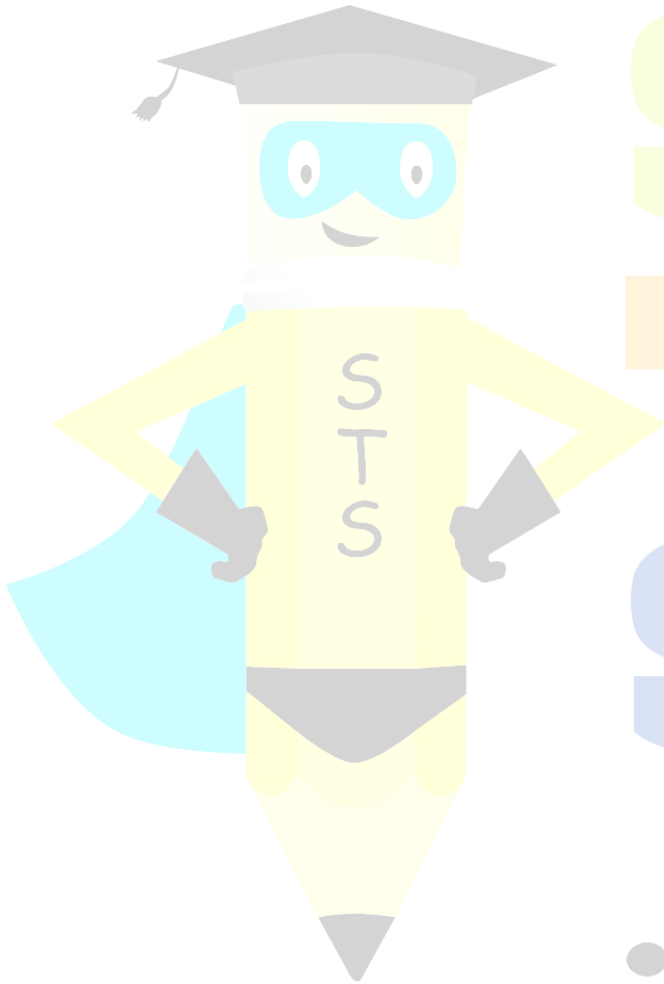
2	<p>To locate and know some of the world's Spanish speaking countries</p> <p>(40 mins)</p>	<p>Intro: Ask the children to think, pair, share some of the aspects that make up a person's culture Revise how one aspect of culture is language Explain that we are going to be learning to speak, read and write Spanish, but before we start to do this we are going to learn about where in the world Spanish is spoken Explain that the majority of countries in the world will have at least some people in them who speak Spanish, but we are looking at places where Spanish is an 'official' language Go through PowerPoint that:</p> <ul style="list-style-type: none"> • explains what an 'official' language is • asks the children to name some Spanish-speaking countries, with the flags for the main ones as clues • shows a map of the places where Spanish is spoken • explains why Spanish is so widely spoken in South America and Central America • explains why other languages are spoken in other countries in the Americas • has slide to model how to complete independent work by using Spain as an example <p>Explain that Central America is part of the continent of North America</p> <p>Main: Children given a map of Latin America with the Spanish-speaking countries given numbers Children need to find the countries in an atlas and write the name of the country for each number Extension: Children to also find the capital city for each country</p> <p>Plenary: Collect in books and atlases In pairs / small groups, give the children a quiz to see how many of the Spanish-speaking countries they can remember from the independent work Show the children Equatorial Guinea and the Canary Islands on a world map too</p>	<p>PowerPoint</p> <p>Maps (photocopy back-to-back)</p> <p>Atlases (preferably all the same)</p>	<p>MUST: use an atlas to find out the names of the largest Spanish-speaking countries</p> <p>SHOULD: also find out the names of the smaller Spanish-speaking countries</p> <p>COULD: also find out the capital city of each country</p>
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<p>3</p>	<p>To understand what a greeting is</p> <p>To understand that different cultures use different greetings</p> <p>To know how to greet someone in Spanish</p> <p>(40 mins)</p>	<p>Intro: Display world map and ask the children to think, pair, share the names and locations of as many Spanish-speaking countries as they can Explain that we are going to be learning to speak some Spanish today Ask the children to talk about any experiences they have of Spanish and Spanish speaking countries e.g. holidays, Spanish football teams etc Talk about the Spanish lessons and expectations for the lessons (if new to the language as well, point this out the children and tell them you will learn together) Point out that sometimes some words sound different in other languages, but it is important to respect each other and not to laugh at each other Discuss with the children any links they have to other languages and cultures (If there are children with EAL in the class, celebrate this and ask them to say a few words in their home language). Go through PowerPoint that:</p> <ul style="list-style-type: none"> • explains what 'greetings' are • gives some examples of actions that can be used as greetings e.g. a hug • gives some examples of greetings in English • gives some examples of greetings in other languages • has a link to a video with some Spanish children saying the greetings for this lesson at http://www.bbc.co.uk/schools/primarylanguages/spanish/all_about_me/videos/ (if the link does not work, Google 'bbc primary languages Spanish all about me video') – stop the video after 40 seconds • introduces some Spanish greetings (with audio) <p>Using the PowerPoint go over the greetings in Spanish and ask the children to come up with actions for each of the greetings Ask them to repeat the greeting as they do the greeting (they might stretch to get up for this morning, yawn for good night) Agree actions together as a class Go through the greetings again and ask the children to repeat the greeting and actions in different voices e.g. a whisper, a bored voice, a tired voice, a happy voice Using the flashcards put all of the greetings on the board and ask the children to close their eyes; remove one of the greetings and then ask them to open their eyes and tell you which one is missing</p> <p>Teaching points: Unlike in English, 'Good night' / 'Buenas noches' can be used as a greeting Accents - accents on certain letters e.g. on the 'i' in 'adios' show us which syllable of the word has the greatest stress</p> <p>Main: Give children a copy of the greetings flashcards Ask them to act out the greetings as a group and the teacher/TA will come and around the groups and video them When going around, help any children who may have forgotten the greetings Give the children 10 mins to prepare before beginning recording Extension: children to practise writing the greetings without looking at the flashcards</p> <p>Plenary: In pairs / small groups, ask the children to take it in turns to do a greeting action for their partners to then respond with the greeting in Spanish</p>	<p>PowerPoint</p> <p>Flashcards (enough for one set per table) and laminate / print back –to-back</p> <p>Check video plays OK</p>	<p>MUST: know <i>some</i> of the greetings in Spanish</p> <p>SHOULD: know <i>all</i> of the greetings in Spanish and their English translations</p> <p>COULD: know how to write each of the Spanish greetings</p>
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To access the complete version of this [KS2 Spanish planning](#), and all of the resources needed to teach each lesson, visit:

<https://www.saveteacherssundays.com/spanish/year-3/564/>

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