

SPORTS KS2 SPANISH PLANNING

Class:

Term: Summer 1

Subject: Spanish

Topic: Sports

Differentiation and support	Cross curricular links
SEN / EAL: Work with more able partners / peers, Focus mainly on oral work GT: Support less able peers. Encourage accurate written work (grammar and spelling)	English: comparing English and Spanish punctuation, using a dictionary, word classes (adjectives, verbs and nouns), sentence construction Science: healthy lifestyles ICT: audio on PowerPoints and online dictionaries PSHCE: appreciating that different people have different preferences and healthy lifestyles PE: types of sport and sports-related verbs

Unit overview

Lesson 1: Learning how to say some sports in Spanish and to express like or dislike of them

Lesson 2: Learning how to express reasons for preferences

Lesson 3: Learning some verbs in Spanish to describe sports

Lesson 4: Learning to recognise masculine / feminine and singular / plural nouns

Lesson 5: Learning to describe what day and locations where people participate in sporting activities

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 learn some sports and to express preferences for different sports</p> <p>(40 mins)</p>	<p>Intro:</p> <p>Go through PowerPoint which:</p> <ul style="list-style-type: none"> recaps what we covered last half-term asks the children to think, pair, share some sentences about food and drink, using what we learnt in the previous half-term (children can write some of these on pupil whiteboards) explains we looked at healthy eating and asks children to think of other ways we can stay healthy asks the children to think, pair, share as many different sports as they can (in English) and to think, pair, share their favourite and least favourite sports asks the children to work in pairs to match the sports given in Spanish with the images e.g. <i>el rugby</i> and the image of a rugby player gives the children the images and the labels matched correctly, and asks them to explain how they worked out which label went with which image and the difference between the sports in the red and the blue font (sports in the red font are feminine and sports in the blue font are masculine) gives the children the audio for each sport in Spanish recaps how to say 'I like ...' and 'I don't like ...' in Spanish explains how to say 'I love ...' and 'I hate ...' asks the children to come up with actions for each sport and to play 'Simon says' with the actions for the sports <p>Explain independent work</p> <p>Teaching points:</p> <p>A noun in Spanish is either masculine or feminine – if it begins with 'el' (the) it is masculine; if it begins with 'la' (the) it is feminine</p> <p>There are no fail-proof rules to determine whether a noun is going to be masculine or feminine, we just have to learn this as we go along</p> <p>Main:</p> <p>Children given a sport and a smiley or sad face e.g. swimming with a smiley face</p> <p>For each of these they need to write a sentence e.g. if there is a smiley face with an image of swimming, the children should write <i>Me gusta la natación</i>.</p> <p>Lower ability / slower working children to be given a writing frame worksheet; higher ability children to work in their books</p> <p>Extension: children to write more sentences of their own, using http://www.spanishdict.com/ or English-Spanish dictionaries to find out the Spanish names for the sports that they choose to write about</p> <p>Encourage the children to try to write their sentences without referring to the prompt slide or worksheet once they have practiced a few examples</p> <p>Optional activity: Make a video / audio recording of children doing the action for a sport and describing in Spanish if they like it or not</p> <p>Plenary:</p> <p>In pairs / small groups, ask the children to take it in turns to do a sports action for their partners to then respond with the sentence to say if they like the sport or not</p>	<p>PowerPoint</p> <p>Pupil whiteboards</p> <p>Flashcards</p> <p>Worksheets</p> <p>Audio / video recording device (if completing this activity)</p> <p>Laptops / tablets (at least enough for children not able to use dictionaries)</p> <p>English-Spanish dictionaries</p>	<p>MUST: know the names of some of the sports and how to communicate their preferences verbally</p> <p>SHOULD: know the names of all of the sports and how to communicate their preferences verbally</p> <p>COULD: know how to communicate their preferences in writing and independently learn the names of some additional sports</p>

To know how to express feelings about sports and give reasons for these feelings

To understand that the masculine or feminine nature of a noun can change the spelling of words before and after it

(40 mins)

Intro:

Go through the PowerPoint which:

- asks the children to think, pair, share some of the Spanish names for sports that we learnt in the previous lesson, and reminds them of some of them
- recaps how to say 'I like and I don't like' and asks the children if they can think of stronger words for 'like' and 'dislike'
- recaps *Me encanta* (I love) and *Odio* (I hate) and asks the children to think of some reasons why we might like or dislike like a sport
- introduces '*porque es ...*' (because it's) *difícil* / *aburrido(a)* / *divertido(a)* / *emocionante* (hard / boring / fun / exciting)
- explains how some adjectives have masculine and feminine forms, and we need to select the correct form to match the gender of the noun
- explains how masculine nouns start with *el* and masculine adjectives end in *o*; whereas feminine nouns start with *la* and feminine adjectives end in *a*
- gives the children a couple of examples to practise making the gender of the noun and the adjective agree
- final slide with the sentence options for the independent work:

<i>Me gusta</i> (I like)	<i>el ciclismo</i>		<i>aburrido/a</i> (boring)
<i>No me gusta</i> (I don't like)	<i>el fútbol</i>	<i>porque es</i> (because it's)	<i>divertido/a</i> (fun)
<i>Me encanta</i> (I love)	<i>el rugby</i>		<i>difícil</i> (difficult)
<i>Odio</i> (I hate)	<i>el tenis</i>		<i>emocionante</i> (exciting)
	<i>la gimnasia</i>		
	<i>la natación</i>		
	<i>el atletismo</i>		

Try to use all 4 blue options and all 4 green options

Extension: Look up some more sports and adjectives to use

Main:

See image of final slide above

Explain for children who get on to the extension that:

- the dictionary tells them if an adjective has two forms by giving the masculine form followed by the letter *a* in brackets e.g. *aburrido(a)*
- if an adjective ends in the letter *o* or the letter *a*, it always has a masculine and a feminine form and needs to be changed accordingly

Extension: children to write more sentences of their own, using

<http://www.spanishdict.com/> or English-Spanish dictionaries to find out the Spanish names for the sports that they choose to write about and for the adjectives that they wish to use

Plenary:

Children to read some of their sentences to a partner, checking each other's work for gender agreement between nouns and adjectives

PowerPoint

Flashcards (if children unable to recognise sports in Spanish)

Writing frames (for lower ability / slower working children)

Slide on gender of nouns and adjectives printed out, enlarged and left on display

English-Spanish dictionaries

Laptops / tablets (at least enough for children not able to use dictionaries)

MUST: write some sentences expressing how they feel about different sports, **without** gender agreement between nouns and adjectives

SHOULD: as above, but **with** gender agreement between nouns and adjectives

COULD: also independently find out the names of some additional sports and adjectives to use to describe their feelings about them

To access the complete version of this [Spanish Sports KS2 planning](https://www.saveteacherssundays.com/spanish/year-3/568/), and all of the resources needed to teach each lesson, visit:

<https://www.saveteacherssundays.com/spanish/year-3/568/>



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