

Mixed Age: YA/YB Rolling Programme

Long term overview

SPANISH

EARLY START www.earlystart.co.uk (with Espresso (or other) as a supplementary resource)

Introduction to the Mixed Age : YA/YB Rolling Programme (Early Start Spanish)

Mixed age methodology:

- Learning a new language is not easy! All pupils benefit from frequent revisiting of familiar vocabulary and skills.
- New pupils to learning Spanish (**NP**) will be expected to focus on using sounds, words and short phrases (Y3/4 objectives)
- Returning pupils (**RP**), revisiting language structures and skills for a second year, can be expected to work towards Y4/5/6 objectives showing greater understanding, confidence and complexity through planned extensions to classroom activities eg:
 - asking as well as answering questions
 - stretching phrases into sentences
 - applying grammatical knowledge (KAL) with increasing accuracy (eg gender, adjectival position)
 - applying previously learned LLS (language learning strategies) with greater confidence
- IU, KAL and LLS foci can be different each year but ensure a broad coverage of Y3/4/5 objectives over the two years.

Framework Objectives:

- The Early Start resource gives very good coverage of Y3/4 and Y5/6 Oracy, IU, KAL and LLS framework objectives but has limited Literacy opportunities.
- To give greater coverage of the Literacy strand, a half term 'book based' unit is given as the first half of the summer term (but could be moved into any half term) *See Appendix 1*

Rolling Programme notes:

- Pupils may start in either YA or YB and cover many of the Norfolk Transition structures (long term overview: bold italic) after 2 years
- Where content / question structures are the same in both years: Espresso / Sonica / QCA units are recommended to give variety of input .
- This year A/B plan could be used to cover any two years of a four year rolling programme eg:
 - as an introduction to Spanish in Y3/4

- as an introduction to Spanish in Y5/6 (but care should be taken to make reference to the Framework's T and L objectives for Y5/6 eg. longer phrases/sentences)
- as 2 yrs of Spanish for the whole of KS2 (eg Y3/4/5/6 class)

Customising the rolling programme!

- This mixed age rolling programme can be adapted to link with other curriculum areas by interchanging YA/YB plans within any terms (eg to tie-in YB summer 'Leisure' with Olympics/World Cup)
- The new QCA units refer to using 'video clips' of native speaker children. Teachers with more confident language skills might choose to use QCA units to replace some of the YA/YB half term units. *See Appendix 2*

. Recommended resources:

- Early Start 1::Tú y yo:Teacher's manual + DVD
- Early Start 1: interactive CD Rom
- Early Start 2: Mi Ciudad y mi colegio: Teacher's manual + DVD
- Talking Big Books: www.earlystart.co.uk
- Espresso 1 '¡Vamos!'

Additional resources (also see: short term planning)

- '¡Vamos a cantar!' www.brilliantpublications.co.uk
- Canta en español: www.lajoilieronde.co.uk
- QCA Spanish SOW (2007)
- Pilote Uno: www.ketv.co.uk (an alternative to Espresso?)
- Investigating Languages ; www.petlanguages.co.uk
- Sonica (an alternative to Espresso) www.rm.com/Primary/Products

Early Start 1 & 2 : Spanish long term planning for mixed age classes

	Year A: main resource: Early Start Spanish 1:	Year B: main resources : Espresso: Vamos! or Pilote 1 or Sonica or QCA units 1-2	Notes: mixed age plans The Autumn content needs to be repeated in both Year A and B. In year B use a different resource (see introduction) eg: Expect RP (returning pupils) to: work at a higher framework level. RP should show increased : confidence, understanding and or complexity eg. knowing numbers out of sequence Using alphabet more independently Using question structures Using whole phrases eg <i>Tengo un gato blanco</i>	
Autumn Sections	1 :Hola, buenos dias, buenos noches 2 : Adiós 3: ¿Qué tal ? 4 : ¿Cómo te llamas ? 5: ¿De qué color es ? 6: ¿Cuánto es? 1-12 Assessment 1 P 101	1 :Hola, buenos dias, buenos noches 2 : Adiós 3: ¿Qué tal ? 4 : ¿Cómo te llamas ? 5: ¿De qué color es ? 6: ¿Cuánto es? 1-12 Repeat Assessment 1 P 101		
Christmas ?	www.primarylanguages.org.uk			
Spring Sections	7. ¿Cuántos años tienes ? 8. Los meses del año 9. ¿Cuánto es?13-31 10. ¿Cuándo es tu cumpleaños ? 11. ¿Qué día es hoy? + months / days vocabulary Assessment 2 P 102	ES Spanish 2 : Watch/ discuss ? 1.¿Dónde vives? 2. Mi ciudad Assessment 1 p 132 3. Al la izquierda o a la derecha? 4. Mi colegio Top section assessment 2 p 133	Follow 4 Rs... 5. ¿Tienes un boli 6. El alfabeto 7. ¿Qué hora es? Bottom section Assessment 2 p133 8. ¿Qué tiempo hace?	Spring content: Year B New units for all pupils ' RP can be challenged at higher level eg: <ul style="list-style-type: none"> • ask and answer questions • use gender correctly Watch and discuss the IU content of some units but only study 3-4 units to the recall/real use level Suggestions given can change according to curriculum
Summer Sections	13. ¿Tienes animales/alguna mascota? 14. ¿Tienes hermanos? Assessment 3: P 125 Extra literacy module: <i>Talking Big Book:</i> Cachorrito encuentra un amigo OR QCA unit 2,4 or 5	10. ¿Te gusta o no te gusta? 11. En el cole 12 ¿Qué quieres? 13 ¿ Te gusta el chocolate? Assessment 4 p 167 Extra literacy module: <i>Talking Big Book:</i> Quiero mi plátano! OR QCA unit: 9,11 or 12	Summer content: Year B Teacher to choose: 2/3 sections to watch and discuss 2/3 to reach recall/real use level To extend literacy objective: Use a different Big Book or QCA unit to extend literacy work each year (can be in any half term)	

Date.....Class Teacher	Total Lesson time = 60 mins Main lesson: 30 mins Follow up lesson :15 mins Daily Practice: 15 mins	Medium term planning Sections: 1,2,3,4,5,6	Main Resources Tú y Yo: Early Start 1 teachers' guide (TG) and DVD Tú y Yo: Interactive CD Rom Canta en español www.lajolieronde.co.uk ▪
Framework coverage for mixed age classes First 2 years of language learning: Oracy/Literacy: Y3/4: Objectives (RP stretched to higher objectives) IU: Age appropriate objectives 3rd & 4th years of language learning AFTER other language Oracy/Literacy: stretch quickly to cover the more phrase and sentence based Y4/5/6 objectives with Y6 stretched to higher objectives IU: Age appropriate objectives		Key sound patterns: Key sound patterns: 1,2 : Silent h : <i>hola, hasta</i> 2,3 : Spanish 'i': <i>bien, adios, gracias</i> 2: Soft c: <i>gracias</i> 4,5 : Double l: <i>llamo. amarillo</i> 5: 'j': <i>rojo, naranja</i>	
KAL (Knowledge about Language) <ul style="list-style-type: none"> • identify specific sounds, phonemes, words, rhymes • link sounds to meaning; imitate pronunciation • notice spellings/writing systems; compare with English • recognise / use question forms/negatives • recognise gender LLS (Language Learning Strategies) <ul style="list-style-type: none"> • listen & repeat aloud • look at speaker's face • use gesture/physical response • use context for understanding • play games to aid memory • record selves • practise/take turns with friends • ask someone to clarify/repeat • compare to English 		Core Q & A structures + vocabulary 1: <i>Hola, buenos días, buenas noches</i> 2: <i>Adiós, hasta luego, gracias</i> 3: <i>¿ Qué tal ? y tú ? Bien muy bien : no muy bien (+ fenomenal!)</i> 4. <i>¿ Cómo te llamas ? Me llamo Yo soy</i> 5. <i>Rojo, amarillo, blanco, negro, azul, verde, naranja, rosa, gris, marrón, morado</i> 6. <i>1-12, + y; x por; - menos</i>	Links with other subjects: PHSE: Comparing modes of greeting ICT: CD Rom (class or groups) Digiblu cameras for role plays? PowerPoint or PhotoStory Geography: Locate Spain and other Spanish speaking countries History: Famous Spanish speakers Literacy: Traditional games/songs Art: Picasso & Velasquez DT: Make puppets/silhouettes Music: use rhythm with Spanish words
Expectations For New Pupils (NP) and Returning Pupils(RP): At the end of this unit: Most NP all RP (Breakthrough 1) will join in with a song by making a physical response or showing a flashcard; respond independently to questions or instructions with support from visual clues; begin to recognise written words with help. Some NP, Most RP (Breakthrough 2) will be able to answer questions accurately; ask questions with prompting; read phrases with help; experiment with writing words/phrases; sing songs accurately; work well in small groups using mostly target language; pronounce sounds accurately. A few RP (Breakthrough 3) will be able to ask and answer several questions in both oral and written form (with a model)			
Assessment Possibilities : 1. Early Start 'Can do' assessment . 2. Use CD Rom for a listening assessment		3. Create short greeting, 'How are you?' and naming role plays with selves or puppets (possibly film with digiblu cameras) 4. Assess use of question and answer structures with 'fortune tellers'.	

Lesson : 1 SECTION 1	Core Language Content: <i>Hola, buenos días, buenas noches</i>	Learning outcome : NP: learn first greetings RP: revise greetings and work on pronunciation		
Teaching sequences for : language structures/vocabulary/skills Recognition/Repetition: Mainly whole class activities : pupils listen to, practise and revisit Recall: Whole class or group activities: pupils recall new learning more independently Real use: Class/group/pair/individual activities : pupils use language/skills creatively eg role play		RP extension notes Opportunities for increased confidence, understanding, complexity	Resources	
MAIN LESSON : 30 MINS	Starter or revisiting prior learning	Teachers Guide (TG) : p 7 & 11: Ideas for introducing the learning of Spanish. <ul style="list-style-type: none"> • Discuss language learning: • What languages do the children already speak? • What do they know about Spanish and Spain? 	KAL: RP can share what already know about language learning!	Teacher's guide
	Activities	1. TG p11. Watch DVD .Stop DVD before written words. <ul style="list-style-type: none"> • Talk about greetings in Spain (and other IU aspects pupils notice) 2. Re-watch DVD <ul style="list-style-type: none"> • practise echoing/repeating : <i>Hola, buenos días, buenas noches</i> • join in with the song: show recognition with actions • discuss if the language already sounds easier the second time! 3. TG p 11: Play 'Greetings' game 1 or 2 : repetition or recall	LLS + Oracy: let native speaker voices be the 'first voice' for pupils to copy RP to lead greetings game IU: lots to notice!	DVD Section 1 Soft ball for throwing
	Plenary	TG p 12: use song track CD track 17: to play Musical Greetings	Oracy / LLS: song/mime =great practice	CD
Follow up lesson 15 MINS	Activities	CD Rom: 3 + 6: recognition Spot the Word 3& 6: whole class joins in with one or two pupils at the IWB CD-Rom: 4 +7: What I noticed' and Quiz activities Teachers could use these sheets and quizzes to stimulate discussion with or without pupils recording on the worksheets ' OR: use website and film to stimulate discussion on Spain	Oracy listening IU: Focus on sights and sounds of Spain	CD Rom. 'What I noticed' 'worksheets'
Daily practice 15 MINS	Class routine X-Curr. opps ICT opps Circle time	<ul style="list-style-type: none"> • Continue greetings throughout the week eg for registration (real use) • TG p11: Use a similar ball throwing game in PE, parachute or Circle Time session to practise greetings RP could led game.. • CD 17: Listen to and sing the song whenever you can! Recognition and repetition RP: Web search: http://www.earlystart.co.uk/esspanish1/01hello.htm		

Lesson : 2 SECTION 1	Core Language Content: <i>Hola, buenos días, buenas noches</i>	Learning outcome : NP: be able to read and write greetings words RP: read and write more independently		
Teaching sequences for : language structures/vocabulary/skills Recognition/Repetition: Mainly whole class activities : pupils listen to, practise and revisit Recall: Whole class or group activities: pupils recall new learning more independently Real use: Class/group/pair/individual activities : pupils use language/skills creatively eg role play		RP extension notes Opportunities for increased confidence, understanding, complexity	Resources	
MAIN LESSON : 30 MINS	Starter or revisiting prior learning	Use Greetings game 2 activity (ball throwing) from last week: repetition & recall	Choose a large ball if pupils can't catch well! RP can lead	Ball for throwing
	Activities	<ol style="list-style-type: none"> TG p11 Watch whole of DVD including the words Encourage pupils to sing along to the song: repetition & recognition Discuss the differences between Spanish writing and English writing TG p 12 Use flashcards (p16-18) for <i>Hola, buenos días, buenas noches</i> to play suggested games (reinforce the silent <i>h</i> in <i>hola</i>) 	Literacy Introduce reading after pupils have heard words aurally ! KAL: Spanish phonics are very regular!	Flashcards Unit 1 worksheets from TG or CD Rom
	Plenary	Intercultural Understanding: TG p15 and CD Rom 1.13 + Quiz: Tell pupils a little more about Spain's dinosaurs. This may lead to some independent research.(Dinosaurs are covered again in Section 6: Los Numeros)	IU: Creating interest in the Spanish speaking world RP could independently research	Information from Teacher Guide and /or CD Rom
Follow up lesson	Activities	Beginning to write in Spanish: <ul style="list-style-type: none"> TG p16-18 or CD Rom Pupils cut and paste speech bubbles onto dinosaur pictures (RP could draw their own strip cartoons Encourage pupils to pay careful attention to spelling Spanish words 	Literacy RP may try to 'Look, cover, write and check'	Copies of pictures and speech bubbles
Daily practice 15 MINS	Class routine X-Curr. opps ICT opps Circle time	<ul style="list-style-type: none"> Continue greetings throughout the week eg for registration : real use Music: Use Spanish greetings as rhythmic chants with percussion (see TG p13) Listen to and sing the song whenever you can! RP: Web search: http://www.earlystart.co.uk/esspanish1/01hello.htm		

Lesson 3 SECTIONS 1 & 2		Core Language Content: <i>Adiós, hasta luego, gracias,</i>	Learning outcome : NP to develop listening and speaking confidence with hello and goodbye, RP : taking particular care with pronunciation and intonation	
Teaching sequences for : language structures/vocabulary/skills Recognition/Repetition: Mainly whole class activities : pupils listen to, practise and revisit Recall: Whole class or group activities: pupils recall new learning more independently Real use: Class/group/pair/individual activities : pupils use language/skills creatively eg role play			RP extension notes Opportunities for increased confidence, understanding, complexity	Resources
MAIN LESSON : 30 MINS	Starter or revisiting prior learning	TG p14/15: Tell class a little more about the Spanish speaking world Or CD Rom 1. 12 +Quiz: What do pupils know about where Spanish is spoken in the world?	IU: RP may have been asked to research this for this lesson	ES teachers guide or CD Rom
	Activities	1. TG p20: discuss different ways to say goodbye in own /other languages 2. Watch DVD Section 2 part 1 (stop before written word!) <ul style="list-style-type: none"> Re-watch Pause and repeat after new words or use CD Rom film 2.2. + CD Rom 2.3 Spot the Word 3. TG p20: Play class game to practise saying/echoing ' <i>Adiós, hasta luego</i> ' <ul style="list-style-type: none"> Add a 'hello' greeting to make a role play around the class: recall/real use 	IU, KAL, LLS: when a language is new we need to listen to it several times before becoming confident to speak	DVD/CD Rom
	Plenary	SONG: CD or CD Rom 2.4, 2.5 <ul style="list-style-type: none"> listen to the new version of the song for a sing along/ karaoke activity . Ask pupils to create actions for the song: recognition + repetition TG p 20: Point out the key sounds pupils must listen for (silent h, the 'l' sound in <i>Adiós</i>, the soft c in <i>gracias</i>) 	Oracy, KAL & LLS: include phonic information with all new language . RP can try to remember phonics they know	CD or CD rom
Follow up lesson 15 MINS	Activities	Watch all of DVD or CD Rom 2.7: through to written word <ul style="list-style-type: none"> TG p21,: Add <i>Adiós, hasta luego, gracias</i> to Unit 1 flashcards and choose some group and pair activities from p21 Pupils can add these speech bubbles to last week's written work or use CD Rom 2.8 for whole class work with written speech bubbles If time use CD Rom 2.6 & quiz ' what I noticed about 'Shopping' 	Literacy & KAL: RP can explain to NP about and watch out for accents on words (indicating stress)	Section 1-2 flashcards and pictures
Daily practice 15 MINS	Class routine X-Curr. opps ICT opps Circle time	<ul style="list-style-type: none"> Continue real use of language learnt so far in daily routines. Use flashcards on wall to remind you and pupils!: Use <i>gracias</i> instead of thank you as often as you remember. Encourage TAs, parent helpers etc. to do the same Use TG p20 throwing ball and chanting games in a PE or Circle Time session: RP can lead recall/real use RP: Website: http://www.earlystart.co.uk/esspanish1/02goodbye.htm		

Lesson : 4		Core Language Content: <i>¿Qué tal ? ¿y tú ? Bien muy bien . No muy bien</i>	Learning outcome : NP to be able to use an appropriate reply to a question. RP: to begin to ask the question independently		
SECTION 3		Teaching sequences for : language structures/vocabulary/skills Recognition/Repetition: Mainly whole class activities : pupils listen to, practise and revisit Recall: Whole class or group activities: pupils recall new learning more independently Real use: Class/group/pair/individual activities : pupils use language/skills creatively eg role play		RP extension notes Opportunities for increased confidence, understanding, complexity	Resources
MAIN LESSON : 30 mins	Starter or revisiting previous learning	Replay a favourite game from sections 1 and 2 or re-sing Adios song		Oracy LLS RP explain about importance of frequent practice!	
	Activities	<p>1. TGp28: Watch DVD 3 and stop before written words.</p> <p>2. Rewatch DVD to hear specific words. Ask pupils to recognise & ‘sign’ the response: a thumbs up <i>muy bien</i> or a ‘so-so movement <i>bien</i> Pause and repeat the film to echo the children’s pronunciation of <i>¿Qué tal ? ¿y tú ? Bien muy bien</i></p> <p>3. TG p28 Teach pupils <i>No muy bien</i>.with a sad face! (You may also want to teach ‘<i>fenomenal!</i>’or <i>estupendo</i>)</p>		Oracy LLS: Always try to use a native speaker as the first voice of a language	DVD CD Rom
	Plenary	TG p27: Use a puppet to lead some of the suggested games, especially a question and answer sequence with : <i>¿Qué tal ? ¿y tú ?</i>		LLS: If children use puppets they are often less inhibited!	Puppet
Follow up lesson 15 MINS	Activities	<p>CD Rom 3.3: play Spot the Word to revise vocabulary: recognition</p> <p>Assessment: CD Rom 3.6 draw the faces: for NP’s first listening activity: allow them to work as a whole class or in pairs and give lots of praise! RP could try to work independently on assessment If no CD Rom ; create your own listening activity with ‘smiley faces’ Finish with ‘Adios’ song on CD</p>		Oracy assessment: NB: assessing a listening skill is less threatening than a speaking skill.	CD Rom CD Worksheet with ‘smiley faces’
Daily practice 15 MINS	Class routine X-Curr. opps ICT opps Circle time	<ul style="list-style-type: none"> • Add Section 3 phrases to your classroom routines/registration: real use • Teacher could start using <i>bien, muy bien</i> to praise • Teachers could study En la Clase Unit 16 to see a Spanish teacher using these/similar phrases. 			

Lesson : 5		Core Language Content: <i>¿Qué tal ? ¿y tú ? Bien muy bien . No muy bien</i>	Learning outcome : NP: To become more confident to ask and answer the 'How are you?' question RP: To consider similarities and differences between Spanish and English school life		
SECTION 3		Teaching sequences for : language structures/vocabulary/skills		Notes eg framework links & differentiation, assessment opps	Resources
		Recognition/Repetition: Mainly whole class activities : pupils listen to, practise and revisit Recall: Whole class or group activities: pupils recall new learning more independently Real use: Class/group/pair/individual activities : pupils use language/skills creatively eg role play			
MAIN LESSON : 30 mins	Starter or revisiting prior learning	Re-sing the Adios song ! Or track 3 from <i>Canta en español: Hola ¿Qué tal ?</i>		Singing is a great repetition & recognition activity	
	Activities	1. Watch DVD 3/CD Rom 3.7 to end including written word. 2. TG p27: Discuss the Spanish question mark and the silent 'h' of hola! 3. TG p27 last game or TG p28 1st game. Play games suggested where pupils combine the greetings and <i>¿Qué tal ?</i> vocabulary together to make a mini role play (perhaps using small puppets)		Literacy & KAL: Do RP know how to find accents on computer? Can they find out?(character map or insert symbol)	
	Plenary	TG p 101: Complete first section of pupils (self) assessment . This may be RP's second use ..how does it compare to last year? Re-sing song! : repetition		KAL: add this assessment sheet to Jun. Languages Portfolio? (CILT)	
Follow up lesson 15 MINS	Activities	Use a puppet to ask general Greetings and 'How are you ? questions to class and give lots of praise: bien, muy bien, fenomenal! : recall CD Rom 3.8 : Play Jumbled words game CD Rom 3 9 'What I noticed and quiz' Discuss School life in Spain (Also see TG p29 and section 3 website)		Oracy Literacy IU	
Daily practice 15 MINS	Class routine X-Curr. opps ICT opps Circle time	<ul style="list-style-type: none"> TG P 28: Make puppets who only speak Spanish. Begin a portfolio with assessment sheets. Consider using Digiblu cameras to video mini role plays/conversations perhaps with puppets . RP can compare progress from last year Real use RP: Website: http://www.earlystart.co.uk/esspanish1/03howru.htm			

Lesson : 6 SECTION 4	Core Language Content: <i>¿ Cómo te llamas ? Me llamo Yo soy</i>	Learning outcome : Oracy IU NP: to give name with confidence RP: to extend knowledge of who speaks Spanish		
<p align="center">Teaching sequences for : language structures/vocabulary/skills</p> Recognition/Repetition: Mainly whole class activities : pupils listen to, practise and revisit Recall: Whole class or group activities: pupils recall new learning more independently Real use: Class/group/pair/individual activities : pupils use language/skills creatively eg role play		RP extension notes Opportunities for increased confidence, understanding, complexity	Resources	
MAIN LESSON : 30 mins	Starter or revisiting prior learning	Let puppet greet and ask how some of the children are: ask them to greet partners: recall TG p 34, 35 . Do pupils know any famous Spanish speaking men women? Set a task to discover some names (see daily practice)	IU: Do Spanish speakers always live in Spain? RP to investigate more?	Puppet
	Activities	1. Watch the DVD 4 to before written words. (or CD Rom 4.2, 4.4, 4.6) 2. Rewatch DVD/CD Rom and pause to echo children's voices. Take care with the ll sound! In llamo! recognition & repetition. 3. Model the 'naming' Q and A with your puppet (Expect pupils to say the answer this week and the question next week!) : repetition. <ul style="list-style-type: none"> Practise with one or two of p31 activities, first with with <i>Me llamo</i> and then <i>Yo soy</i> 	Oracy & KAL: Note there are two ways to answer the question: <i>Me llamo and Yo soy</i> .are there two in English? Yes: <ul style="list-style-type: none"> my name is I'm... 	DVD /CD Rom Puppet
	Plenary	TG p33: Discuss Spanish surnames and Spanish children's names. There is a vast selection on P36,37 . CD Rom (3) and (13) also covers this naming topic	IU What do RP already know?	
Follow up lesson 15 MINS	Activities	Hola Hola! : a great game to practise Q and A structures. 2 children go out (wearing policemen's hats!). Class decides some members who will be 4/6 famous people : Bart Simpson/Sponge Bob etc (they may have toys/pictures). 2 come back in and take in turns to ask <i>Cómo te llamas ?</i> Children reply with own name unless they have a character who says <i>Yo soy Bart !</i> Can all characters be found in 1 min. of questioning?	Oracy: RP can be first policemen LLS (play games to remember)	Police man's helmets1 Famous people pictures or figurines
Daily practice 15 MINS	Class routine X-Curr. opps ICT opps Circle time	As part of History or Literacy? CD Rom:4.5 .or TG p34-35 or Website . These give information on up to 11 famous names of Spanish speakers. New names may have emerged from this week's starter eg sportsmen, popstars! Ask RP to prepare a short presentation (oral or written) on one famous 'Spanish speaking' person for a future presentation to the class. RP: Website: http://www.earlystart.co.uk/esspanish1/04names.htm		

Lesson : 7		Core Language Content: <i>¿ Cómo te llamas ? Me llamo Yo soy</i>	Learning outcome : Oracy , Literacy NP: answer and practise asking the 'naming' question RP: to match written word to new sounds		
SECTION 4		Teaching sequences for : language structures/vocabulary/skills Recognition/Repetition: Mainly whole class activities : pupils listen to, practise and revisit Recall: Whole class or group activities: pupils recall new learning more independently Real use: Class/group/pair/individual activities : pupils use language/skills creatively eg role play		RP extension notes Opportunities for increased confidence, understanding, complexity	Resources
MAIN LESSON : 30 mins	Starter or revisiting prior learning	Give out pictures of famous people/figurines and teacher or puppet asks naming question : pupils must answer as a new person! They can use <i>me llamo</i> OR <i>Yo soy</i> (Recall)		Oracy	Puppet Pictures figurines
	Activities	<ol style="list-style-type: none"> DVD 4 or CD Rom 4.10: watch to end of film including written word. In particular note the spelling of <i>llamo</i>. CD Rom 4.12 Play jumbled Words (12) Stop on the <i>me llamo</i> option and ask children to write names : in the air/ on mini whiteboard/ on folders 		Oracy . Literacy reading and writing RP to develop more independence	DVD CD Rom
	Plenary	Hot seat game: to practise the naming question: repetition and recall Sit one child in a 'hot seat' but with their back to the class. The whole class helps to chorus question '¿ Cómo te llamas ?'. Teacher points to another child who answers wrongly, trying to disguise their voice. <i>Me llamo Bart</i> Can Hot Seat child guess who it is and say 'No te llamas Sam!' . Alternative: Hold 'famous' picture above head of Hotseat child . Everyone chants: "¿ Cómo te llamas ? Hotseat child guesses <i>Yo soy Bart</i>		Oracy and LLS RP make good first models for these games	Famous people pictures
Follow up lesson 15 MINS	Activities	Optional: CD Rom 4.8 : Watch extra alphabet film to experience alphabet(8) and play Hangman 9 OR: Make a wall display of profile/silhouettes: RP write a heading question Q ¿ Cómo te llamas ? RP & NP: Lift flap by each picture to find the answer: <i>Yo soy..or me llamo + name</i>		Oracy , Lit & KAL NB New alphabets are difficult to learn: ask pupils to notice similarities to English as well as differences	CD Rom Art materials to make silhouettes
Daily practice 15 MINS	Class routine X-Curr. opps ICT opps Circle time	<ul style="list-style-type: none"> You may need to use ART time to continue silhouette pictures Registration routine (TG p 32). Pupils can now answer <i>Si</i> or <i>Buenos días</i> or <i>me llamo xxx</i> or <i>Soy xxx</i> TG p 32. Try some cross curricular PE activities. 			

<p>Lesson : 8</p> <p>SECTION 4</p>	<p>Core Language Content: <i>Rojo, amarillo, blanco, negro, azul, verde</i> (other colours are met in more detail next week)</p>	<p>Learning outcome : Oracy NP to learn to recognise 6 or more colours. To be able to recall 3 or more colours RP: to use colours in a short phrase: <i>Es rojo etc.</i></p>		
<p>Teaching sequences for : language structures/vocabulary/skills</p> <p>Recognition/Repetition: Mainly whole class activities : pupils listen to, practise and revisit Recall: Whole class or group activities: pupils recall new learning more independently Real use: Class/group/pair/individual activities : pupils use language/skills creatively eg role play</p>		<p>Notes eg framework links & differentiation, assessment opps</p>	<p>Resources</p>	
<p>MAIN LESSON : 30 mins</p>	<p>Starter or revisiting prior learning</p>	<p>TG p 39: Use your puppet to ask some questions around the class: Recall Discuss how class is feeling so far about their Spanish learning. Today they will hear lots of new words! On colours</p>	<p>Oracy RP can also ask questions IU</p>	<p>puppet</p>
	<p>Activities</p>	<p>Note to teacher : read TG p 38's comments on 'How Spanish works'</p> <p>1. TG p46. Watch DVD/CD Rom 5.2, 5.4 up until end of first 6 colours . Re-watch and pause to repeat after native speaker voices</p> <p>2. TG p39/40 Play a recognition/repetition game (only using 6 colours) eg Echoing, Jump to the colour. Or 'colour cubes' Loto</p> <p>3. Sing the colour song from Canta en espanol: recognition and repetition</p>	<p>KAL (for teacher!)</p> <p>Oracy: teachers ... speak softly when modelling repeating as the native speaker voice should be the dominant 'first voice' model</p>	<p>DVD CD Rpm</p> <p>Colour cards for 6 colours</p> <p>Canta en Español</p>
	<p>Plenary</p>	<p>Ask children to select their favourite colour (limited recall) from the six learnt and say them around the class in a Mexican wave</p>	<p>Oracy RP to use 2/3 colours</p>	
<p>Follow up lesson 15 MINS</p>	<p>Activities</p>	<p>CD Rom 5.3: Magic Flags game: recognition CD Rom 5.5 : phoneme game. Practise the key sounds suggested :the 'j' sound; the 'll' sound the 'z' sound the 'i' sound</p>	<p>Oracy RP might recall the first 6 colours well enough to become the callers of a similar game</p>	<p>Colour cards or flags</p>
<p>Daily practice 15 MINS</p>	<p>Class routine X-Curr. opps ICT opps Circle time</p>	<ul style="list-style-type: none"> • Children can use their 'favourite colour' to register with . NP <i>Jack? si...rojo. RP: Sarah?: si....es verde</i> • PE. Play a 'run to the colour ' game (see gym activity on DVD RP could be callers • Re-sing the colour song! <p>RP: Website http://www.earlystart.co.uk/esspanish1/05colours.htm</p>		

<p>Lesson : 9</p> <p>SECTION 4</p>	<p>Core Language Content: Rojo, amarillo, blanco, negro, azul, verde, naranja, rosa, gris, marrón, morado</p>	<p>Learning outcome : Oracy NP to learn to recognise 11 colours. To be able to recall 6 or more colours . RP to know all 11 colours with confidence</p>		
<p>Teaching sequences for : language structures/vocabulary/skills Recognition/Repetition: Mainly whole class activities : pupils listen to, practise and revisit Recall: Whole class or group activities: pupils recall new learning more independently Real use: Class/group/pair/individual activities : pupils use language/skills creatively eg role play</p>		<p>RP extension notes Opportunities for increased confidence, understanding, complexity</p>	<p>Resources</p>	
<p>MAIN LESSON : 30 mins</p>	<p>Starter or revisiting prior learning</p>	<p>TG p39,40 Replay any game to revise first 6 colours or re-sing colour song</p>	<p>Oracy</p>	<p>CD Colour cards</p>
	<p>Activities</p>	<p>1. Watch whole DVD</p> <p>2. Pause and practise repeating all colours especially the 5 colours you didn't focus on last week <i>naranja, rosa, gris, marrón, morado</i> .</p> <p>3. TG p39. Practise any recognition/repetition game : all 11 colours</p>	<p>Oracy All pupils will find repeating difficult Spanish sounds easier than teachers will!</p>	<p>Coloured cards for all 11 colours</p>
	<p>Plenary</p>	<p>AfL: Discuss which colours are the hardest to remember. Talk about strategies to remember. NB We can't do this for every difficult word but it is a good for frequently recurring words. Soft and Loud: Teacher chooses a colour pupils have difficulty recalling. Pupil X goes out. Hide an animal/card of that colour. X enters. Class repeat e.g. '<i>amarillo</i>', softly or loudly to indicate how close X is to finding animal</p>	<p>LLS: RP lead discussion on some ways to remember difficult words : memory hooks? Eg Blanco and blank?</p>	<p>Coloured animals cards bean bags</p>
<p>Follow up lesson 15 MINS</p>	<p>Activities</p>	<p>TG p39-40: Choose from recognition and repetition games: 11 colours CD Rom 5.6 Loto with all 11 colours . CD Rom 5.8 Magic flags: 11 colours. If class is ready to recall all the colours, play games as class then in pairs TG p 39, 40 ' Which colour? 'Hide the colour games 1 & 2. O & X Or CD Rom 5.13 colour dominos.</p>	<p>Oracy, LLS RP could become callers in Loto</p>	
<p>Daily practice 15 MINS</p>	<p>Class routine X-Curr. opps ICT opps Circle time</p>	<ul style="list-style-type: none"> Pupils can use a new 'chosen colour' to register with NP:Jack? si...negro RP Sarah?: Si....es azul TG P 47 Use a fruit salad type game with colours in next circle time/parachute session (see www.primarylangauges.org) for parachute game model (recording is in French but teachers notes are also available in Spanish RP can be callers for game. 		

Lesson : 10		Core Language Content: <i>Rojo, amarillo, blanco, negro, azul, verde, naranja, rosa, gris, marrón, morado</i>	Learning outcome : NP: to recognise all 11 colours in written form. To write some of the colours from a model RP : to write more independently		
SECTION 5		Teaching sequences for : language structures/vocabulary/skills		RP extension notes Opportunities for increased confidence, understanding, complexity	Resources
		Recognition/Repetition: Mainly whole class activities : pupils listen to, practise and revisit Recall: Whole class or group activities: pupils recall new learning more independently Real use: Class/group/pair/individual activities : pupils use language/skills creatively eg role play			
MAIN LESSON : 30 mins	Starter or revisiting prior learning	Sing colour song Play 'colour tennis': pretend to bat any colours and pupils bat back firstly with the same colour : repetition . Then bat back with a different colour : recall		Oracy RP can become lead 'batters'	CD
	Activities	1. Watch DVD 5 again, paying particular attention to written words. Discuss which ones are similar to English 2 TG 42,43 or CD Rom 5.14: play Word/Picture match in small groups		Literacy, KAL	CD Rom download game cards
	Plenary	Play colour hopscotch (see QCA teachers guide p 29) Model to whole class and then split into small groups. Have 9 colour cards on floor (whole person jumping) or on desk (finger jumping!) Pupil A jumps on and says any card colour. Pupil B jumps and says A's choice and makes new choice. C says A then B and new choice C: can they get to 9 in a row : recall		Note: If school owns SONICA: use the dance mat + colours activity! Unit 3	Colour cards or cubes
Follow up lesson 15 MINS	Activities	Choose from: Wall poster: Write and draw a colour poster in small groups PowerPoint : Writing plus photo of a coloured object Photostory : Writing plus photo and sound recording		Literacy These could be kept as evidence of writing. RP write Q & A. NP write just single word	
Daily practice 15 MINS	Class routine X-Curr. opps ICT opps Circle time	Literacy: CD Rom 5.15 : Use the dictionary activity to emphasise the links between language and literacy skills RP could extend dictionary work with real dictionaries ART: CD Rom 9 and 12 or TG p41 : Discuss and do practical activities on Picasso and or Velasquez in art lessons (IU)			

Lesson : 11		Core Language Content: <i>Numbers 1-6 then 7-12</i>	Learning outcome : NP: to recognise ,repeat, begin to recall numbers 1-12 in order RP: to recall numbers out of order		
SECTION 5		Teaching sequences for : language structures/vocabulary/skills		RP extension notes Opportunities for increased confidence, understanding, complexity	Resources
		Recognition/Repetition: Mainly whole class activities : pupils listen to, practise and revisit			
		Recall: Whole class or group activities: pupils recall new learning more independently			
		Real use: Class/group/pair/individual activities : pupils use language/skills creatively eg role play			
MAIN LESSON : 30 mins	Starter or revisiting prior learning	Use puppet to revise greeting s, how are you and naming. Play colour tennis with all 11 colours. Ask confident pupils to 'bat back' different colour. repetition and recall TG p45: talk to pupils about why it's important to know numbers in other languages		Oracy: have higher expectations of RP's questioning skills	Puppet
	Activities	1. DVD 6 Watch.up to the number 6 2. Re watch DVD: pause and repeat after native speakers. recog/repetition 3. Run into groups: The class will probably want to imitate the PE game OR TG p45 play a number 1- 6: recognition/ repetition/ / game		Oracy RP could call the numbers for the PE game	DVD Number flashcards
	Plenary	Choral repetition: Count around the class from 1-6 . Children show recognition by holding up number cards or fingers If class is confident let each child say next number as a Mexican wave: recall			
Follow up lesson 15 MINS	Activities	DVD or CD Rom: Watch the whole of the film to include numbers 7-12. Re watch , pause and repeat numbers 7-12 Song: Join in with the numbers song. recognition /repetition/ TG p45 or CD Rom 6.6 Play number Loto : recognition		Oracy RP could become Loto callers	DVD CD Rom Number flashcards
Daily practice 15 MINS	Class routine X-Curr. opps ICT opps Circle time	PE: Play the 'scarf' numbers game in PE .NB this is a typical Spanish and French game and can also be played with colours. Suggest pupils could also play this in the playground PE: play the run to a group game as a PE warm up RP: Website: http://www.earlystart.co.uk/essspanish1/06num12.html			

<p>Lesson : 12</p> <p>SECTION 6</p>	<p>Core Language Content: 1-12</p>	<p>Learning outcome :</p> <p>NP: to recognise, repeat , recall numbers 1-12 in order and begin to use these numbers out of order</p> <p>RP: to develop accuracy with pronunciation</p>			
<p>Teaching sequences for : language structures/vocabulary/skills</p> <p>Recognition/Repetition: Mainly whole class activities : pupils listen to, practise and revisit</p> <p>Recall: Whole class or group activities: pupils recall new learning more independently</p> <p>Real use: Class/group/pair/individual activities : pupils use language/skills creatively eg role play</p>		<p>RP extension notes</p> <p>Opportunities for increased confidence, understanding, complexity</p>	<p>Resources</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">MAIN LESSON : 30 mins</p>	<p>Starter or revisiting prior learning</p>	<p>Begin with a number Mexican wave 1-12</p> <p>Song: CD or CD Rom: re-sing number karaoke song (recognition & repetition)</p>		<p>Oracy</p>	<p>CD</p>
	<p>Activities</p>	<ol style="list-style-type: none"> DVD. Re watch to written numbers. Notice in particular the soft c sound in <i>cinco, once, doce</i> TG p47 or CD Rom: 11 & 12: learn to do sums in Spanish with sum and calculator games . Use mini whiteboards in pairs? (Recall) With 2 large dice model throwing and hiding numbers; class must guess the total of the numbers shown. Then play in pairs with 12 sided dice or 2 x 6 sides : Recall 		<p>Oracy</p> <p>RP can be challenged with harder sums</p> <p>Literacy</p>	<p>Number cards</p> <p>Mini wh'boards</p> <p>Large and small dice (x 12 or x 6)</p>
	<p>Plenary</p>	<p>Eleven/ Once. Pupils take turns to count to 11..but they can only say 1,2 or 3 numbers and then their neighbour says next number(s) Whoever is forced to say 11 is eliminated!</p>		<p>Oracy</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Follow up lesson 15 MINS</p>	<p>Activities</p>	<p>TG p 46 & 49 or CD Rom 6.14: Dinosaur game (a type of battleships) This combines number and colour knowledge. Recall</p> <p>Challenge pupils to use NO English when playing for 3-5 minutes They will need to say :Numbers, Colours, <i>te toca/me toca</i> (your/my turn) estupendo! :see TG p 106)</p>		<p>Oracy</p> <p>RP can learn 'my turn /your turn' vocabulary</p>	<p>Dinosaur game sheets</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Daily practice 15 MINS</p>	<p>Class routine</p> <p>X-Curr. opps</p> <p>ICT opps</p> <p>Circle time</p>	<p>Music: Create own Spanish numbers song in music with percussion? Can RP also write out song?</p> <p>Numeracy? Use Spanish numbers whenever possible throughout the week eg in numeracy warm up! :Real use</p>			

Lesson : 13 SECTION 6	Core Language Content: <i>A revision unit for the whole term</i>	Learning outcome : RP/NP: To celebrate increasing confidence in listening to , speaking, reading and writing Spanish and knowledge about a child's life in Spain			
Teaching sequences for : language structures/vocabulary/skills Recognition/Repetition: Mainly whole class activities : pupils listen to, practise and revisit Recall: Whole class or group activities: pupils recall new learning more independently Real use: Class/group/pair/individual activities : pupils use language/skills creatively eg role play		RP extension notes Opportunities for increased confidence, understanding, complexity	Resources		
MAIN LESSON : 30 mins	Starter or revisiting prior learning	Eleven/ once: play again.(it should prove very popular): recall		Oracy	
	Activities	1. Fortune teller: Make a number and colour based 'fortune teller ' to play with friends in the playground. Origami flic/flac with coloured spots and numbers:.open/closing moves could be based on syllables e.g: Amarillo=4 , rojo=2. 'Forfeits inside: ¿ <i>Qué tal ?</i> + happy sad faces <i>Cómo te llamas ? .: Me llamo Bart!</i>			Fortune teller templates
	Plenary	Play with the fortune teller with partners...take home to play with friends and family: real use		LLS (play games and practise with a friend) Literacy: use written clues to remind selves of questions RP help NP with questions	
Follow up lesson	Activities	Complete p 101 assessment sheet and add to Portfolio (This may be a repeat assessment for RP : have they improved since last year?) Choose favourite games and songs from the term to practise and celebrate all language learnt.		Assessment LLS	Assessment sheets
Daily practice 15 MINS	Class routine X-Curr. opps ICT opps Circle time	<ul style="list-style-type: none"> • Have RP had a chance to give a presentation about famous Spanish speakers yet? • Prepare one of the songs they have learned for an assembly or learn a Christmas carol if appropriate eg La Marimorena: www.navidaddigital.com • See other Spanish Christmas ideas on Norfolk VLE NB : numbers 1-12 will be revised after Christmas as pupils learn to give their age			

Lesson :		Core Language Content:		Learning outcome :	
SECTION				NP: RP:	
Teaching sequences for : language structures/vocabulary/skills				RP extension notes	Resources
Recognition/Repetition: Mainly whole class activities : pupils listen to, practise and revisit				Opportunities for increased confidence, understanding, complexity	
Recall: Whole class or group activities: pupils recall new learning more independently					
Real use: Class/group/pair/individual activities : pupils use language/skills creatively eg role play					
MAIN LESSON : 30 mins	Starter or revisiting prior learning				
	Activities				
	Plenary				
Follow up lesson 15 MINS	Activities				
Daily practice 15 MINS	Class routine X-Curr. opps ICT opps Circle time				