

The Primary Moorlands Federation

Foreign Languages Plan



School Class:

Learning Plan: *The Seasons (Las Estaciones)*

Term: *Autumn 2*

Outcomes:

- Recognise all four seasons in Spanish.
- Learn an associated action for each season in Spanish.
- Understand better what happens in the world around us in each season in Spanish.

All children should be able to:	Most children should be able to:	Some children should be able to:
<ul style="list-style-type: none"> • Name at least 2 of the seasons in Spanish independently. • With some support, begin to explain what their favourite season is. • With support, write a simple sentence about each individual season. 	<ul style="list-style-type: none"> • Name at least 3 of the seasons in Spanish independently. • Articulate in either written or oral form what their favourite season is. • Be able to structure most of a sentence about the individual seasons and write it with minimal support. 	<ul style="list-style-type: none"> • Name all 4 of the seasons in Spanish independently. • Articulate both written and orally what their favourite season is. • Be able to structure a sentence about each individual season and write it without adult support.

Key Language

Las estaciones	=	The seasons
El invierno	=	Winter
La primavera	=	Spring
El verano	=	Summer
El otoño	=	Autumn
Hay cuatro estaciones	=	There are four seasons

Learning Sequence	Activities	Assessment Opportunities	Notes
1. To learn the names of the four seasons in Spanish	<p>The aim of this lesson is to familiarise students with the four seasons, not just in Spanish but also in English. The lesson focuses on the key characteristics for each season as well as the Spanish words. The key resource for this lesson is the PowerPoint but to maximise the learning experience for the children an animated karaoke video is provided.</p> <p>Follow the slideshow introducing the children to the new vocabulary, different games to play on the different slides, self-explanatory.</p> <p>Task: Children have a circle split into 4 sections – children have to label the different areas with a word bank at the bottom of the sheet.</p> <p>SEN/LA – Children have word bank with words in Spanish and English MA – Children have a word bank with Spanish words and some English translations HA – Children have a word bank with the words in Spanish</p>		

<p>2. To learn what happens in winter and how to say a short sentence about it in Spanish</p>	<p>Start by recapping the 4 seasons during the slideshow – see what the children can remember Follow the slides to discuss different vocabulary linked to winter in Spanish. Some different activities to complete throughout the slides – straight forward and self-explanatory</p> <p>Task: Children to create a winter poster – children to write the key sentence. They will also be given a word bank of winter vocabulary – children to choose a number of these things and then add them to their poster</p> <p>SEN/LA – Children to choose 1 or 2 things from the list and add them to their poster MA - Children to choose 2 or 3 things from the list and add them to their poster HA – Children to write their sentence into their books and then choose at least 3 or 4 things from the list and add them to their poster</p>		
<p>3. To learn what happens in spring and how to say a short sentence about it in Spanish</p>	<p>Similar structure to last week's lesson – follow the slideshow to recap the names of the different seasons and then introduce the new vocabulary related to today's season – Spring</p> <p>Task – Children to create a Spring poster – children to write the key sentence. They will also be given a word bank of Spring themed vocabulary – children to choose a number of these things and then add them to their poster</p> <p>SEN/LA – Children to choose 1 or 2 things from the list and add them to their poster MA - Children to choose 2 or 3 things from the list and add them to their poster HA – Children to write their sentence into their books and then choose at least 3 or 4 things from the list and add them to their poster</p>		
<p>4. To learn what happens in Summer and how to say a short sentence about it in Spanish</p>	<p>Similar structure to last week's lesson – follow the slideshow to recap the names of the different seasons and then introduce the new vocabulary related to today's season – Summer</p> <p>Task – Children to create a Summer poster – children to write the key sentence. They will also be given a word bank of Summer themed vocabulary – children to choose a number of these things and then add them to their poster</p> <p>SEN/LA – Children to choose 1 or 2 things from the list and add them to their poster MA - Children to choose 2 or 3 things from the list and add them to their poster HA – Children to write their sentence into their books and then choose at least 3 or 4 things from the list and add them to their poster</p>		

<p>5. To learn what happens in Autumn and how to say a short sentence about it in Spanish</p>	<p>Similar structure to last week's lesson – follow the slideshow to recap the names of the different seasons and then introduce the new vocabulary related to today's season – Autumn</p> <p>Task – Children to create an Autumn poster – children to write the key sentence. They will also be given a word bank of autumn themed vocabulary – children to choose a number of these things and then add them to their poster</p> <p>SEN/LA – Children to choose 1 or 2 things from the list and add them to their poster MA - Children to choose 2 or 3 things from the list and add them to their poster HA – Children to write their sentence into their books and then choose at least 3 or 4 things from the list and add them to their poster</p> <p>Plenary: Focus on answering the question '<i>¿Cuál es tu estación favorita?</i>' Children will learn how to answer that question and then write a sentence showing their understanding.</p>		
<p>6. To complete 'Las Estaciones' end of unit assessment</p>	<p>Las Estaciones – Lesson 6 – Follow the slides to recap the different vocabulary that has been covered during this unit. Children have completed lots of lessons like this before and should be familiar with the format. Begin with the listening exercise together, then allow the children to complete the reading and writing challenges independently, then the children will have to work in pairs to complete the speaking exercise.</p>		

***NB:** SMSC/ British Values foci to be highlighted in red.