**Spanish Planning Year 3 Unit 5 Lesson 1 Date**

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| **Learning Outcomes linked to Programme of Study Objectives** | **Key questions/New Learning** | **Activities** | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:*** **can express simple preferences (PoS 3)**
* **can understand and use me gusta/no me gusta (PoS 3)**
* **can combine me gusta + colour (PoS 11)**
* **can combine me gusta + verb in infinitive form (some pupils) (PoS 11)**
 | Me gusta I like (mey-goose-tah)No me gusta I don’t like (no/mey-goose-tah)El rojo/azul/verde/amarillo/rosa/marrón/gris/blanco/negro/morado/naranjaBailar to dance (buy-lar)Cantar to sing (can-tar)Saltar to jump (sal-tar)Nadar to swim (nad-are)Hablar to speak (ab-lar)Escuchar to listen (to) (es-koo-char)Mirar to look (at), watch (meer-are)\*Tocar to play (e.g. la guitarra/el piano) (toc-are)Caminar to walk (cam-een-are)\*Tocar is only used for musical instruments and it can also mean ‘to touch’ | Revise previous learning with a table quiz with different rounds for which points are awarded. Suggestions for rounds: greetings, questions and answers, numbers, colours, body parts, days.Introduce me gusta with colours, e.g. Me gusta el rojo (thumb up and smiling), then no me gusta, e.g. No me gusta el naranja (thumb down and scowling). Pupils say me gusta when you put thumb up and no me gusta when it is down. Do this faster and faster.Go round circle and pupils have to say one colour they like and one colour they don’t like.Revisit 1st person singular ‘-ar’ verbs (see Year 3 Unit 3 Lesson 3). Pupils chorus ¿Qué haces? and chosen pupils at the front – one at a time – do an action and say what they are doing, e.g. nado. Introduce me gusta + infinitive of ‘–ar’ verbs, e.g. me gusta bailar + action + thumb up and ask what is different in last word (i.e. no longer bailo, but bailar). Do the same for no me gusta, e.g. no me gusta cantar + thumb down. (Canto has become cantar). Say a selection of postive and negative sentences as above and pupils put thumbs up/down to show they can distinguish between ‘me gusta’ and ‘no me gusta’. Pupils do the same in pairs. | Ball, timerPower point of key question/new learning with sound at end of unit, which can be used: by teacher to confirm pronunciation; at any point in the unit for pupil listening (click sound icon); reading (click action button once); reading and speaking (click action button twice). | ‘h’ in ‘hablar’ – (ab-lar)Use of me gusta +colour and me gusta + infinitiveWhen you say you like/do not like a colour, the colour becomes a masculine singular noun with the definite article ‘el’ in front of it, e.g.:Me gusta el azulNo me gusta el blanco(See Year 3 Unit 3 Lesson 6 re ‘favourite colour’). |
| **Assessment Opportunities** | Observe some of the pairs and record correct constructions plus areas for development |
| **KS2 Framework Objective****Oracy** 3.3  | **Literacy** | **Intercultural Understanding**  | **Knowledge about Language** 3.5 | **Language Learning Strategies** |