**Spanish Planning Year 3 Unit 5 Lesson 3 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(n)/no me gusta(n) (PoS 5)** * **can read and show understanding of phrases and words (PoS 7)** * **can create sentences at very simple to more complex level according to ability (PoS 11)** | Me gusta I like  No me gusta I don’t like  ¿Y a ti? And you?  ¿Te gusta? Do you like?  A mí.. (Me)  (ah-ME)  Bailar to dance  Cantar to sing  Saltar to jump  Nadar to swim  Hablar to speak  Escuchar to listen (to)  Mirar to look (at), watch  Tocar to play (e.g. la guitarra/el piano)  Caminar to walk  \*Tocar is only used for musical instruments and it can also mean ‘to touch’  Pero but  (pear-oh)  Y and  (ee) | | Introduce song ‘Chocolate’ by saying: Me gusta el chocolate. Ask a named pupil if they like it – ¿Te gusta el chocolate? Sí/no or Me gusta/No me gusta el chocolate.  Play song – see link. Song can be sung afterwards with no words.  Place word cards of verbs, colours, cognate nouns, connectives on board and ask pupils to identify words they know and how to say them.  Put headings on the board – Verbs, Colours, Nouns, Connectives and invite pupils to place cards under the correct headings.  Play a team game, where a pupil from one team asks a pupil/pupils from the other team to ‘write’ a sentence using the word cards, e.g. I like blue. The other pupil can come to the board to create the sentence. If more than one pupil is involved, they can write the required sentence on mini whiteboards.  Pupils practise a role play in pairs covering greetings, name, how are you, do you like…?  Daily activity – respond to register with a sentence about liking, e.g. Me gusta bailar, pero no me gusta nadar. | | Song:  Chocolate: Uno, dos tres...  <http://tinyurl.com/ls3xwf9>  Mini whiteboards  At end of unit:  Word cards of verbs, colours, nouns, connectives | | ‘chocolate’ has 5 clear syllables as shown in song – ch-co-la-te  ‘A mí’ stresses the fact that Me, I like chocolate re the song:  Me gusta el chocolate  A mí me gusta el chocolate  N.B.  Mí means me. Mi means my. That's why you need an accent (a tilde) over one to distinguish it from the other. |
| **Assessment Opportunities** | Listen to role plays | | | | | | |
| **KS2 Framework Objectives**  **Oracy 3.3** | **Literacy**  **3.1, 3.3** | **Intercultural Understanding** | | **Knowledge about Language**  **3.5** | | **Language Learning Strategies** | |