**Examples of activities from S.O.W. to meet end of year objectives – Year 4**

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| **KS2 Programme of Study objectives. Pupils should be taught to:** | **By end of year 4 pupils:** |
| Listen attentively and show understanding by joining in and responding; appreciate stories, songs, poems and rhymes in the language. | **4.1** Can understand and respond to a range of familiar spoken words and short phrases, **e.g. Unit 7 lesson 4 – weather terms.**  **4.2** Can join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases, **e.g. Unit 9 lesson 2 – Yenka song.** |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | **4.3** Can recognise key sounds and words that rhyme, **e.g. Unit 12 lesson 2 –** **Debajo de un botón song.**  **4.4** Can match key sounds and words that rhyme, **e.g. Unit 12 lesson 2 –** **Debajo de un botón song.** |
| Engage in conversations; ask and answer questions;  express opinions and respond to those of others | **4.5** Can rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation, **e.g. Unit 11 lesson 6 –** **animal question and answer dialogue with a partner.**  **4.6** Are beginning to understand how to form questions/answers independently, **e.g. Unit 11 lesson 6 –** **animal question and answer dialogue with a partner.** |
| Seek clarification and help | **4.7** Can use simple pre-learned words and phrases for routine situations, **e.g. No tengo lápiz.** |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures  Present ideas and information orally to a range of audiences | **4.8** Can produce short pre-prepared phrases on a familiar topic, with secure pronunciation, **e.g. Unit 10 lesson 6 –** **pupils take on role of a sporting star and present themselves using a few 1st person singular verbs.** |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. | **4.9** Can match sound to print, by reading aloud familiar words and phrases, **e.g. Unit 9 lesson 3 –** **pupils read aloud parts of text in Raúl story.** |
| Read carefully and show understanding of words, phrases and simple writing | **4.10** Can read and understand a range of familiar written phrases, **e.g. Unit 10 lesson 4 –** **healthy/unhealthy food and drink power point conversation.** |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. | **4.11** Can identify the overall type of text from its layout, contextual clues and a few familiar words, **e.g. Unit 12 lesson 5 –** **‘El Viento y el Sol’ power point story.** |
| Use a dictionary | **4.12** Can use a word list to check the spelling of a word, **e.g. Unit 12 lesson 1 – use of bi-lingual dictionary to look up clothes’ words.**  **4.13** Can use a dictionary or online resource to check the spelling of a word, **e.g.** **Spanish Dictionary** <http://www.spanishdict.com/> |
| Write words and phrases from memory | **4.14** Can write simple words and several short phrases from memory with understandable spelling, **e.g. Unit 12 lesson 4 – weather/temperature diary.** |
| Adapt phrases to create new sentences to express ideas clearly, describing people, places, things and actions orally and in writing | **4.15** Can substitute one element in a simple phrase or sentence to vary the meaning, e.g the colour adjective or the noun, **e.g. Unit 10 lesson 5 – sport diary.** |
| Understand basic grammar, including gender of nouns, definite and indefinite articles, singular and plural forms of nouns,  adjectives (place and agreement),  conjugation of key verbs (and making verbs negative),  connectives and qualifiers, adverbs of time, prepositions of place; how to apply these to build sentences and to explore how they differ or are similar to English. | **4.16** Can use indefinite articles in singular and plural and definite articles in both singular and plural, e.g. **Unit 12 lesson 2 – clothes (indefinite articles singular and plural), Unit 9 lesson 3 – glossary (definite articles in singular and plural).**  **4.17** Can recognise qualifiers, **e.g. Unit 9 lesson 3 (muy),** adverbs of time, **e.g.** **Unit 12 lesson 7 (hoy)** and prepositions of place, **e.g. Unit 9 lesson 2,**  (**la taza está en la silla).**  **4.18** Can use adjectives (agreement and position) with more confidence, **e.g. Unit 11 lesson 2 – description of animals.**  **4.19** Can use ‘tiene’ (3rd person tener) and ‘está’ (3rd person estar), **e.g. Unit 12 lesson 1 – location of Spanish towns.**  **4.20** Can use the connectives ‘and’, ‘but’, ‘also’, **e.g. Unit 9 lesson 1 – Raúl introductory power point.** |

**Spanish Planning Year 4 Unit 10 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 recognise sports in sentences (PoS 1)** * **can understand when to use ‘juego’ and ‘practico’ (PoS 12)** * **can pronounce soft ‘c’ correctly (PoS 6)** | ¿Qué deportes practicas\*\*? (What sports do you do?)  (KEH/deh-por-tes/prac-tee-cass)  \*Juego al fútbol, al tenis, al críquet, al baloncesto  (I play football, tennis, cricket, basketball).  \*Practico gimnasia, natación, atletismo, ciclismo, equitación  (I do gymnastics, swimming, athletics, cycling, horse riding).  \*You say ‘juego al’ when you are talking about a ball sport you play and ‘practico’ when you are talking about a sport you do.  See further information on this at the end of the unit. | | Revise known questions and answers by giving half the class a question card and half an answer card. (See ‘Resources’). Call out a question and cards held it up. Call out an answer and cards held up. Each half then swaps cards and activity repeated.  Pupils match up questions and answers in pairs.  Introduce the new question about sport and the 9 sport sentences, the ones that you play first, most of which are cognates, with picture flashcards, and say sport sentence, e.g. Juego al baloncesto, each in different tone of voice. Pupils repeat. Say a sentence and pupils do action.  Show sentences for sports as you say them and pupils repeat. Draw notice to cognates.  Do ‘frozen tableau’ activity with groups. Say/give a sentence to each group. Play some wordless music, each group mimes the sport they were given, and when music stops they freeze.  Daily activity - Respond to register with a sporting phrase | | Sound files for all sports (except ‘críquet’ pronounced (CREE-ket)):  <http://tinyurl.com/hasr3tp>  (Spanish/English section)  At end of unit:  Question and answer cards  Picture and sentence flashcards of sports  Sport power point with sound, which will be used in lesson 2.  Jugar v Practicar information sheet. | | Soft ‘c’ in ‘baloncesto’  (bal-on-thes-toh) with ‘c’ pronounced like the ‘th’ in the English word ‘thin’  There are 2 ways of saying the new question:  ¿Qué deportes practicas\*\*/haces?  To talk about sports you do, the verbs jugar (to play) and practicar\* (to do) are used.  \*\*We are using this verb in the s.o.w.    See Year 4 Unit 8 Lesson 1 for information on the Spanish contraction ‘al’, which is used here following the first person singular form of the verb ‘jugar’, e.g. Juego al tenis |
| **Assessment opportunities** | Can the children recognise cognates? | | | | | | |
| **KS2 Framework Objective**  **Oracy**  **4.2** | **Literacy**  **4.1** | **Intercultural Understanding** | | **Knowledge about Language**  4.5 | | **Language Learning Strategies**  **4.4** | |

**Spanish Planning Year 4 Unit 10 Lesson 2 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 say sports they play/do and ask someone else the target question (PoS 3)** * **can use a bi-lingual dictionary (PoS 9)** * **can pronounce soft ‘g’ correctly (PoS 6)** | ¿Qué deportes practicas? (What sports do you do?)  Juego al fútbol, al tenis, al críquet, al baloncesto  (I play football, tennis, cricket, basketball).  Practico gimnasia, natación, atletismo, ciclismo, equitación  (I do gymnastics, swimming, athletics, cycling, horse riding). | | Say a sport you play/do and ask: ¿Qué deportes practicas? as you throw ball to individual pupils, and encourage full sentence replies, e.g. Juego al tenis y practico natación/Juego al baloncesto y al fútbol/Practico ciclismo.  Show sport power point with sound, in which pupils hear sport sentence before it appears. The power point ends with a 0s and Xs (Tres en Raya) team game, with instructions on the relevant slide.  Pupils practise in pairs ¿Qué deportes practicas? and answers with sport sentence cards, together with the new question, placed on the board for support.  Show song words for ‘el fútbol’ (¡Español! ¡Español!) on iwb/sheets. Pupils look up the meanings of – gritar, lleno – and you explain other words (see pg 86 of ¡Español! ¡Español! for English).  Play the song and pupils sing along.  Daily activity – Pupils practise the new question and answers with a partner | | Sound files for all sports (except ‘críquet’ pronounced (CREE-ket)):  <http://tinyurl.com/hasr3tp>  (Spanish/English section)  **Song (**about sports) **– Canción…el fúbol:**  ¡Español! ¡Español! Pg 30 – track 1.28 (English translation on pg 86)  At end of unit:  Sport power point with sound  Picture and sentence flashcards of sports (including the new question) | | Soft ‘g’ in ‘gimnasia’  (him-nass-ee-ah)  Sports you play:  Juego al…  (hway-go)  Sports you do:  Practico…e.g.  (prac-tee-co)  Juego al tenis  Practico atletismo |
| **Assessment opportunities** | Listen to pair work | | | | | | |
| **KS2 Framework Objective**  **Oracy**  **4.1** | **Literacy**  **4.1** | **Intercultural Understanding** | | **Knowledge about Language**  **4.3** | | **Language Learning Strategies**  **4.4** | |

**Spanish Planning Year 4 Unit 10 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 understand key words and short phrases (PoS 1)** * **can understand the reason for there being 4 definite articles in Spanish (PoS 12)** * **can pronounce ‘z’ correctly (PoS 6)** | Las manzanas apples  El pescado fish  La fruta fruit  El chocolate chocolate  La coca cola coca cola  El agua water  Las patatas fritas chips or crisps  \*Los helados ice creams  El zumo de naranja orange juice  La ensalada salad  Las verduras vegetables  El pan bread  La carne meat  **Singular**  ¿Te gusta …? Do you like…?  Me gusta…I like…  No me gusta…I do not like…  **Plural**  ¿Te gusta**n**…? Do you like…?  Me gusta**n**…I like…  No me gusta**n**…I do not like… | | Revise some known questions and answers with ball – see question and answer sheet from lesson 1.  Pupils will be learning how to say whether they like or do not like certain foods and drinks.  Introduce new words with power point with sound - part 1 (or food pictures and words). Play sound for each picture on slide 2 and pupils repeat. Do again. Ask pupils what they heard before each word, i.e. the definite articles el and los. Pupils then see the words when you click the action button. Do the same for slide 3 - re la and las. Tell pupils that these 4 words all mean ‘the’ in Spanish – el and los for masculine singular and plural nouns and la and las for feminine singular and plural nouns. Tell them too that these definite articles are used with nouns following verbs of liking and disliking, e.g. Me gusta la fruta, no me gustan los helados. (Me gusta/No me gusta are used when followed by singular nouns and me gustan/No me gustan when followed by plural nouns). See grammar note in ‘Grammar focus’.  Play video clip of children saying whether or not they like the new foods, and pause now and then to check pupil understanding.  Show pupils part 2 of the above power point to prepare them for role play work in lesson 4.  Daily activity - To say a food/drink in Spanish with the correct definite article. | | Soft ball  Early Start Spanish 2  – pg 108 – video clips on dvd – section 13 ¿Te gusta el chocolate?  At end of unit:  Power point – La Comida y La Bebida – parts 1 and 2 – with sound  Food pictures and words | | ‘z’ in ‘zumo’ pronounced like the ‘th’ in the English word ‘thin’.  (thoo-moh)  “Water” is feminine. The only reason that "el agua" is correct and not "la agua" is because in the second, there are two stressed "a" sounds side by side. Hence "el."  Verbs of liking/disliking, e.g.  Singular:  (No) me gusta el pan.  ¿Te gusta la coca cola?  Plural:  (No) me gust**an** las verduras.  ¿Te gusta**n** los helados?  \*In Spanish you say you like/do not like icecreams (plural) |
| **Assessment opportunities** | Listen to pupils’ replies to questions about video clip | | | | | | |
| **KS2 Framework Objective**  **Oracy**  **4.2, 4.3** | **Literacy**  **4.2,4.** | **Intercultural Understanding**  **4.2** | | **Knowledge about Language** | | **Language Learning Strategies**  **4.4** | |

**Spanish Planning Year 4 Unit 10 Lesson 4 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 ask and answer a question about whether a food is healthy or unhealthy (PoS 3)** * **can read and understand familiar words and phrases (PoS 7)** * **can pronounce ‘d’ correctly (PoS 6)** | Las manzanas apples  El pescado fish  La fruta fruit  El chocolate chocolate  La coca cola coca cola  El agua water  Las patatas fritas chips or crisps  \*Los helados ice creams  El zumo de naranja orange juice  La ensalada salad  Las verduras vegetables  El pan bread  La carne meat  Me encanta - I love (meh-en-can-tah)  Odio - I hate (aud-ee-oh)  Prefiero – I prefer (pref-e-air-oh)  …es bueno/buena para la salud (…is healthy)  …es malo/mala para la salud (…is unhealthy)  …son buenos/buenas para la salud (…are healthy)  …son malos/malas para la salud (…are unhealthy) | | Throw ball to pupils asking if they like a particular food or drink, e.g. ¿Te gusta la carne? with the answer being either: Me gusta la carne or No me gusta la carne; ¿Te gustan los helados? with the answer being either: Me gustan los helados or No me gusta los helados.  Pupils practise role plays in pairs with role play cards and the support of pictures and word cards from lesson 3 on the board.  Introduce me encanta, odio and prefiero to extend ways pupils can express likes and dislikes. Me encanta follows the same rules as me gusta re adding ‘n’ if the noun is plural. See information sheet at end of unit.  Tell pupils they will be learning to say whether a food/drink is healthy/unhealthy.  Model with a puppet, e.g ¿El chocolate es malo o bueno para la salud? El chocolate es malo para la salud.  Show power point with sound re healthy/ unhealthy foods/drinks which includes role-play practice, and pairs of pupils enact the conversations.  Daily activity - Respond to register with a phrase and appropriate comment for bueno/malo | | Soft ball  Puppet  At end of unit:  Role play cards, which include ¿y a ti? instead of ¿y tú? (See year 3 unit 5 lesson 2 for explanation).  Food pictures and words  Power point re healthy/unhealthy foods/drinks with sound  Information sheet about ‘gustar’, ‘encantar’, ‘odiar’ and ‘preferir’ | | ‘d’ in ‘salud’  (sal-ooth)  Salud  Apart from meaning ‘health’, ‘salud’ is used for the toast ‘Cheers!’  \*In Spanish you say you like/do not like icecreams (plural) |
| **Assessment opportunities** | Pupil conversations | | | | | | |
| **KS2 Framework Objective**  **Oracy**  **4.2** | **Literacy**  **4.2** | **Intercultural Understanding** | | **Knowledge about Language**  4.2 | | **Language Learning Strategies** | |

**Spanish Planning Year 4 Unit 10 Lesson 5 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 ask someone what they do on a certain day of the week and reply to the question themselves (PoS 3)** * **can complete a diary with a sporting activity for each day (PoS 11)** * **can pronounce soft ‘g’ correctly (PoS 6)** | lunes - Monday  martes - Tuesday  miércoles - Wednesday  jueves - Thursday  viernes - Friday  sábado - Saturday  domingo - Sunday  El lunes – on Monday  El martes – on Tuesday  El miércoles – on Wednesday  El jueves – on Thursday  El viernes – on Friday  El sábado – on Saturday  El domingo – on Sunday  ¿Qué haces el viernes?- what do you do on Friday?  El lunes juego al fútbol – on Monday I play football  El martes practico natación – on Tuesday I do swimming  Mi agenda – my diary  (me/ah-hen-dah) | | Revise expressions of liking/disliking, etc., by showing power point with verb game. Teacher says the question to a team member, and once they have replied positively or negatively in a sentence, they will see how many points they have gained.  Revisit days of the week – see yr 3 unit 2 lesson 7 – by chanting forwards and then backwards with pupils. Throw ball and say a day. Pupils have to say next or previous one.  Say all known sports from lesson 1, e.g. tenis, gimnasia, and after each, pupils have to say ‘juego al’ or ‘practico’ to see if they remember sports you ‘play’ or ‘do’.  Show a picture of a sport activity and a day of the week, and model an appropriate phrase, e.g. El jueves practico atletismo. Do the same for other days of the week  Ask puppet: ¿Qué haces el lunes? Puppet replies: El lunes juego al tenis. Pupils enact similar role plays in pairs, changing the day and activity.  Pupils write a real or imaginary diary of what sport they do every day of the week in Spanish. They draw a sport in the box and complete the sentence, which begins at the top with, e.g. El lunes, with, e.g. jugar al baloncesto, underneath the picture. There is a diary support sheet at the end of the unit. Pupils can also use the phrase and word booklet (see ‘Resources’) for additional sports.  Daily activity - To say a day + activity during register | | Soft ball  Puppet  ‘A Small Booklet of Words and Phrases’ – see under Spanish tab on website (show on iwb or copy sheets)  At end of unit:  Power point – verb game  Sport pictures  Days of the week  Spanish diary  template  Diary support sheet | | Soft ‘g’ sound in ‘agenda’  (ah-hen-da)  Days of the week in Spanish do not start with a capital letter.  ‘El’ in front of the day means ‘on’, e.g. El lunes (on Monday) |
| **Assessment opportunities** | Diary | | | | | | |
| **KS2 Framework Objective**  **Oracy 4.2 4.4** | **Literacy**  **4.4** | **Intercultural Understanding** | | **Knowledge about Language**  4.5 | | **Language Learning Strategies**  **4.5** | |

**Spanish Planning Year 4 Unit 10 Lesson 6 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 say sentences using the 1st person singular forms of ‘comer’ and ‘beber’ (PoS 5)** * **can match sentences to the correct character in a reading activity (PoS 7)** * **can pronounce silent ‘h’ and soft ‘c’ in the same word correctly (PoS 6)** | (el) lunes  (el) martes  (el) miércoles  (el) jueves  (el) viernes  (el) sábado  (el) domingo  ¿Qué haces el martes?  El martes practico natación  Comer to eat (koh-mare)  Beber\* to drink (beb-air)  Como I eat/am eating (koh-moh)  Bebo I drink/am drinking (beh-boh)  Y tú? (and you?)  (ee-TOO)  Voy a la oficina (I go to the office)  (boy/ah/  la/off-e-cee-nah) | | Revise ¿Qué haces el lunes? with ball. Some pupils will be able to reply with fully reply e.g. El lunes juego al críquet.  Pupils produce a role play ¿Qué haces el lunes? in pairs using their own diaries to answer.  Introduce 1st person singular forms of -er verbs ‘comer’ and ‘beber’ by modelling a conversation with puppets, with actions: A ¿Qué haces? B Como, ¿y tú? A Bebo.  Say ‘como’ and ‘bebo’ and pupils repeat with actions. Ask for other -ar verbs previously learnt, in 1st person singular form, e.g. bailo, escucho, etc. (year 3 unit 3 lesson 3).  Show picture of a famous or imaginary sports’ person and tell pupils they will hear how he/she keeps healthy. Model  sentences to present person, e.g. Me llamo…Juego…Practico…Como…Bebo…  (My name is…I play…I do…I eat…I drink…)  After ‘Como’ and ‘Bebo’ food and drink items are not preceded by the definite article. See sheet at end of unit. and ‘Grammar focus’.  Pupils take on the role of a sports’ person of their choice in pairs, and present themselves as above – each saying different sentences.  Pupils can do the ‘Healthy…’ worksheet as a reading and speaking activity, or as a writing activity, where they select and copy phrases that go with ‘Señor Bueno’ and ‘Señor Malo’ with the help of the accompanying helpsheet.  Daily activity – Pupils present themselves as their chosen sports’ person at registration by saying their name and a sport they play/do. | | Soft ball, puppets  At end of unit:  ‘Use of the definite article re eating and drinking’ sheet  Healthy and unhealthy worksheet and helpsheet | | Silent ‘h’ and soft ‘c’ in ‘haces’ (like ‘th’ in the English word ‘thin’).  (ah-thes)  ‘como’ and ‘bebo’ are the 1st person singular forms of the –er verbs ‘comer’ and ‘beber’ (to eat and to drink).  The definite article, i.e. el, la, los or las, is not used following these 2 verbs, e.g.  Como carne, patatas fritas  Bebo agua, coca cola  \* There are 2 verbs for to drink in Spanish – beber and tomar – and either can be used.Tomar can also mean to take or grab. In the s.o.w beber is used. |
| **Assessment opportunities** | Worksheet | | | | | | |
| **KS2 Framework Objective**  **Oracy 4.1** | **Literacy**  **4.3, 4.4** | **Intercultural Understanding** | | **Knowledge about Language** | | **Language Learning Strategies**  **4.6** | |

**Spanish Planning Year 4 Unit 10 Lesson 7 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 say what they like to eat and drink in a sentence (PoS 5)** * **can create a healthy lifestyle poster (PoS 12)** * **can pronounce ‘z’ correctly (PoS 6)** | ¿Qué te gusta comer? (What do you like eating?)  Me gusta comer pescado (I like eating fish)  Me gustacomermanzanas (I like eating apples)  ¿Qué te gusta beber? (What do you like drinking?)  Me gusta beber agua (I like drinking water)  Me gustabeberbatidos  (I like drinking milkshakes)  Té – tea  Batidos – milkshakes  Limonada - lemonade | | Tell pupils you are going to hold up a food or drink picture and say, e.g. Como manzanas or bebo coca cola with an action and that they are going to repeat what you have said, but only if the picture matches your words. after ‘como’ or ‘bebo’. Add that if the food/drink picture does not match what you have said, they stay silent. A point is awarded to the pupils if they repeat a correct sentence, but if they repeat a wrong sentence, the teacher gets the point.  Tell pupils that after ‘como’ and ‘bebo’, the definite article, i.e. el, la, los or las, is not used.  Introduce 2 new questions with the ‘likes and dislikes…’ power point, which has sound.  ¿Qué te gusta comer? and ¿Qué te gusta beber?  Pupils will see and hear a sentence, e.g. Me gusta comer pescado, and have to say what picture will appear before you click the action button. There are 3 new drink words. Draw notice to the fact that the definite article is not used after ‘comer’ and ‘beber’ either.  Use ball to ask pupils one of the 2 new questions, and encourage extended answers with connectives, e.g.  Me gusta comer pescado y patatas fritas.  Me gusta beber agua, pero no me gusta beber coca cola.  Pupils to produce a poster by hand or electronically to promote leading a healthy lifestyle with help of word/phrase bank.  Daily activity – Continue work on poster | | Soft ball  At end of unit:  Power point – likes and dislikes of food and drink –with sound  Healthy and unhealthy word/phrase word bank containing vocabulary from previous lessons in this unit and other units re 1st person singular verbs, verb infinitives, like/do not like, etc., foods/drinks and sports.  Information sheet about ‘gustar’, encantar, odiar and preferir at end of unit. | | ‘z’ in ‘manzanas’  Question: ¿Qué te gusta comer?  Me gusta comer manzanas.  The definite article, i.e. el, la, los or las, is not used following como/comer or bebo/beber, e.g.  Como carne (I eat/am eating meat)  Me gusta comer carne  (I like eating meat)  Bebo agua (I drink/am drinking water)  Me gusta in Me gusta comer/beber does not have an ‘n’ added if the food/drink item is plural, e.g.  Me gusta comer verduras (I like eating vegetables) |
| **Assessment opportunities** | Poster promoting a healthy lifestyle. | | | | | | |
| **KS2 Framework Objective**  **Oracy 4.2** | **Literacy**  **4.4** | **Intercultural Understanding** | | **Knowledge about Language** | | **Language Learning Strategies**  **4.6** | |