

FUTURE LEARNING

This synoptic unit represents the culmination of the primary Spanish programme and links with the secondary phase. Children might receive a record of achievement, such as the European Language Portfolio, at the end of this unit to recognise their primary MFL studies. Language and skills reinforced in this unit should form the basis for confident, competent and motivated children in year 7 and beyond. By practising the language using a multi-disciplinary approach, the children recognise Spanish as a means of communication and a tool to achieve other tasks.

CORE VOCABULARY AND STRUCTURES

These will depend on the precise focus of the work.

Unit 12 Un país hispanohablante

ABOUT THE UNIT

This unit can be used at the end of year 6 and the beginning of year 7 as a bridging unit. It allows primary children to celebrate and consolidate what they have learnt. The suggested activities focus on preparing for a real or imaginary visit to Spain and the study of a Spanish-speaking location. The suggested end-of-unit activity relates to a joint activity with MFL teachers from receiving secondary schools.

WHERE THE UNIT FITS IN

This unit draws on all the vocabulary and structures previously learnt. It enables teachers to reinforce, consolidate and revise topics and language and allows children to explore independently and to extend their own linguistic horizons. The school selects a theme that will enable children to practise language in a real and different context. Children's work can contribute to an event or display, which can be exploited in the secondary school. Children can use Spanish and English, so that children joining the group with no prior knowledge of Spanish will be able to contribute to the end-of-unit activity in English.

PRIOR LEARNING

It is helpful if children already know:

- most of the core vocabulary and structures covered in units 1 to 11

OUT-OF-SCHOOL LEARNING

Children could:

- carry out additional research using the internet
- survey friends and relatives to see which Spanish-speaking countries they have visited
- plan an imaginary family holiday to a Spanish-speaking country

NEW LANGUAGE CONTENT

- key language relating to the chosen location in a Spanish-speaking country

RESOURCES

- maps of Europe and the world
- globe
- tourist brochures, information from embassies, books in English and Spanish if available
- overhead transparencies (OHTs), photos, scanned images
- artefacts
- examples of local recipes and foods
- modelling materials for additional artwork, models, displays

LINKS WITH OTHER SUBJECTS

There are links with many areas of the curriculum, such as geography, music, citizenship, RE, food technology, art and design, ICT, dance and drama.

EXPECTATIONS

At the end of this unit

most children will:

obtain and understand information about a Spanish-speaking country; contribute to an 'event' to celebrate their experience of learning Spanish in primary school, linking to work in secondary school; write sentences describing a location

some children will not have made so much progress and will:

understand information about a Spanish-speaking country with some support; remember some of the key vocabulary and phrases; respond using single words or short phrases; copy single words or short phrases

some children will have progressed further and will:

work independently for some of the time to locate, retrieve and present original material; produce displays and reports using language taken from an original source; show confident recall of known language and structures; speak and write Spanish with some awareness of grammatical accuracy, eg adjectival agreement, verb endings

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 1. Travel to a Spanish-speaking country

- about travel to a Spanish-speaking location
- Show children a map of Europe and ask them to identify Spain and the UK, as well as Madrid and their home town. Then show a map of Latin America and identify different countries, eg *Aquí está Cuba, Colombia, Chile*. Use a whiteboard and OHP to reveal the countries slowly and see if the children can recognise them.
- Introduce the idea of an imaginary visit, eg *Vamos a visitar Perú. ¿Es una buena idea? ¿Quién tiene pasaporte?* Show the children a real passport.
- Reinforce the idea of a visit with a discussion in English, asking the children to imagine what it might be like, what they would like to find out, where to get information, how they might travel, etc.
- Children can investigate flights to the country they are going to visit, eg how many flights there are at the weekend and during the week, thereby reinforcing days of the week and months. If possible, use actual timetables to revise telling the time and talk about how long it takes to get to a place. Children can also investigate the cost in sterling and in the currency of the country to be visited.
- Make individual 'passports' in which children write their name, date of birth, address, nationality and '*hablo español*'. Add a photo or picture and a school stamp for authenticity.
- Use role-plays to practise appropriate dialogue, eg *El pasaporte, por favor. ¿Cómo te llamas? ¿Cuántos años tienes? ¿Dónde vives? ¿Hablas español?* and responses. The children can write a script before they act it out.
- ▲ In the classroom or hall, set out chairs to make an imaginary airport waiting room and plane. Announce the flight, eg *Iberia anuncia el vuelo 543 con destino a Lima. Se ruega a los pasajeros presentarse en la puerta número 12*. Once inside the 'aircraft', teachers can take the role of flight attendants and act out simplified safety procedures, eg *Señores, atención, por favor. Para colocar el cinturón de seguridad hay que hacer así. En caso de emergencia la máscara de oxígeno bajará. Pongan la máscara sobre la boca y respiren como es normal. El chaleco salvavidas se encuentra debajo de su asiento. El capitán y su equipo les desean un buen viaje*. Children may have the opportunity to visit a local airport and even a flight simulator. Teachers could ask native Spanish speakers to record the instructions on an audio or video cassette, and ask the children to respond with actions.
- Start a big classroom display on the location with maps and flight information, passports, etc. Build on this throughout the unit.

- develop understanding of different means of transport to distant places
- practise telling the time
- make their own 'passport' in Spanish
- listen carefully and respond to instructions

- The more imaginative and 'authentic' this introductory session, the more involved the children will feel in the unit, and the more creative their own responses will be.
- This is an ideal opportunity to talk about the practicalities of travelling. Discussions about EU and non-EU countries, time zones, inoculations, luggage allowances and travel times increase cultural awareness.
- 'Passports' in Spanish could be attached to a record of achievement or European Language Portfolio to be transferred to the secondary school.
- This section links with aspects of the geography curriculum.
- This work provides opportunities for extended writing and oral presentation in English for different audiences. Children build on their knowledge of different text types in English and link with year 6 work on literacy to develop a journalistic style considering: selection and presentation of information; balance of reporting; interest for the reader.
- This work also provides subject matter to support learning how to write non-chronological reports in English (NLS year 6).

Section 2. Finding information about the destination

- how to find and access information about the Spanish-speaking location
- Discuss sources of information in English. Depending on available resources, encourage children to plan a list of information they would like to find out.
- Discuss the support materials that are available to them if the information is in Spanish, and where else they might go/write/e-mail/fax for more details. Encourage them to work independently on this using a bilingual dictionary.
- Present an 'information gap' letter in Spanish asking for information or brochures, so that children only complete short phrases or single words in Spanish. Send at least some of these, eg to the Argentinian, Peruvian, Guatemalan embassies/tourist offices.
- ▲ Encourage children to make an individual or group folder of work, and to organise their work systematically. Add examples of these to the ongoing display.

- use a bilingual dictionary for a real purpose
- write/e-mail/fax asking for information from an official body, using limited phrases in the foreign language
- develop presentation skills

- Schools with a link in the country studied could do this as an exercise with their partner class.
- Show children how to access relevant websites and how to download information.
- There are close links with aspects of English in year 6. Children could apply their reading for information skills, eg skim, scan, evaluate usefulness, read for details (NLS year 6).

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Section 3. Reading a simple letter

- to read and understand a simple letter handwritten in Spanish
- ▲ Present a handwritten letter in Spanish that most children could understand with minimal support. Suggest that it has been written especially for them, using a Spanish airmail envelope, a stamp and, if necessary, a smudged postmark. Comment on the different handwriting style, eg *Ésta es una carta. Es de José. José vive en Guatemala. Es diferente, ¿verdad?*
- ▲ Ask for volunteers to read the letter. Ask other children to repeat and read out sentences, encouraging accurate pronunciation and increased fluency. Check for meaning in English if necessary, eg *¿Qué significa en inglés?*
- ▲ Using multiple copies, encourage the children to copy the style of handwriting, especially words they do not know. Show them other examples if available.

- read and understand a handwritten letter in simple Spanish

- This activity links with comparison of types of letters in English. Children will have learnt to evaluate different types of letters and will have written individual, group or class letters for real purposes in English (NLS year 5).
- To add authenticity, if possible ask a native speaker of Spanish to write out the letter.

Section 4. Locating the destination

- to find the location on a world map or globe
- to reuse the language of compass directions and of finding the way
- Using maps and the globe, revise vocabulary and structures relating to towns, countries and their location.
- Using town plans, revise asking the way and giving directions.
- ▲ Encourage children to build up a 'portfolio' of spoken role-play situations. They could perform these, revising previously learnt structures in a new context and within the theme.

- use geography skills to find the location
- create and perform role-plays with a partner relating to finding the way in a strange place
- revise and include known vocabulary and structures

- Some children will use very simple language and may need support with giving and understanding directions. They may need constant encouragement and praise.
- There are links with aspects of the geography curriculum.

Section 5. The culture of the country

- aspects of the culture of the location
- Introduce aspects of the culture of the location using textual, pictorial, multimedia or other evidence. This could relate to the topography, different fruits, vegetables, crops and foods, architecture, weather/seasons, the school day, pastimes, sports, children's activities, music or daily routines.
- Introduce a rhyme/song which is typical of the region, eg (*México*):
Tortillitas de manteca
Para mamá que está contenta.
Tortillitas de salvado
Para papá que está enojado.
- Develop children's awareness of the similarities and differences between countries by showing pictorial evidence. Introduce key vocabulary in Spanish in the usual way.
- ▲ Further discussion in English about similarities and differences between countries might be appropriate.
- Encourage children to respond to artefacts or pictures by creating role-play situations, or by writing short sentences about them for display work. Put the items in a bag and ask a volunteer to pull one out and say a sentence in Spanish about it. Repeat this with several children.
- Introduce temperature: show a drawing of a thermometer with different temperatures and say *son 20 grados*. Ask children to repeat and play 'repeat if it's true'. Do a comparison of daily weather in England and in the chosen location. Use interactive websites from the numeracy strategy for temperatures. Make an Excel graph comparing different months.
- Using photo-packs and OHTs of photos, reinforce and revise topic areas previously covered, eg the school day, school uniform and clothes, present tense verbs.
- Revise adjectives and adjectival endings with examples taken from the location, eg *Ésta es una falda blanca y roja. Es una falda típica de Guatemala*. Encourage children to describe the pictures themselves.
- Present a recipe using unusual fruits or vegetables. Teach the new words in the usual way, and revise colours and sizes, eg *un mango grande y verde*. Use simple written instructions in Spanish supported by diagrams or pictures. Prepare a dish, eg *una ensalada de frutas exóticas*, in class and put the recipe in the display. Encourage children to bring in packs or pictures of food and drink from the location, such as vanilla pods, coffee beans, brown cane sugar.
- ▲ Children could make up a story of the adventures of Barnaby Bear in the location. They could organise the trip, costing airfares, hotel and food prices. They could produce their own storybook.
- ▲ Use Microsoft Publisher to produce a leaflet about the country/village children are studying.
- ▲ Children could do a Powerpoint presentation of their findings. They could summarise what they have found out. They could give their opinion of what they think life might be like in the country/village.

- learn a traditional song/rhyme
- repeat new vocabulary accurately
- consider what is the same and what is different in another country
- describe images in spoken and written Spanish, beginning to use longer and more accurate descriptions
- begin to notice where products originate from and relate these to the distant location
- follow oral or written instructions in Spanish to produce a typical dish
- produce a leaflet/presentation on the location

- The images should not simply be stereotypical tourist-type photos, but should reflect things that are familiar but possibly a little different, eg photos of a bus, parents waiting for their children at the school gate, children using computers for homework.
- Handling real artefacts, eg volcanic rock, traditional costumes, creates a feeling of ownership and complicity. The artefacts need not have been acquired directly from the location, eg volcanic rock from a Greek island instead of from the Canary Islands.
- Some children will have tasted or seen unusual fruits and vegetables, but some may not. Linking new experiences to the foreign language reinforces the aim of opening children's minds and reducing ethnocentricity.
- Linking religious beliefs and practices, eg *El día de los muertos*, to 'known' groups of people or children in the location studied humanises the facts and deepens understanding.
- There are potential links with aspects of music, art, history, RE, geography, technology, citizenship and global awareness.
- Children could apply their knowledge of descriptive writing in English.
- Compare instructions and recipes in Spanish and English (NLS from year 3).
- Children will be familiar with the layout and presentation conventions of information leaflets from their work in English on paper and on screen (NLS year 5).

LEARNING OBJECTIVES

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CHILDREN SHOULD LEARN

CHILDREN

Section 6. Transferring key stage 2 language to key stage 3

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| <ul style="list-style-type: none">• to transfer language learnt in key stage 2 to key stage 3 | <ul style="list-style-type: none">• The organisation of a joint key stage 2 and 3 activity, in whatever form, is a valuable way to bridge the gap between the two key stages.• Teachers should ensure that some form of written record is transferred between key stages, to allow for progression and continuity in the secondary school. | <ul style="list-style-type: none">• complete appropriate sections of a record of achievement and collate examples of good work for transfer to secondary school, eg using the European Language Portfolio | <ul style="list-style-type: none">• Develop a common format for a record of achievement. |
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END-OF-UNIT ACTIVITIES

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| <ul style="list-style-type: none">• to apply the knowledge, skills and understanding learnt in this unit | <ul style="list-style-type: none">• This unit lends itself to a joint activity or display with secondary colleagues. This could be started in the primary school and 'celebrated' in the autumn term in the receiving secondary school, bringing together children from different feeder schools in a common purpose. Alternatively, it could be the focus for a 'Spanish afternoon' hosted by the receiving secondary school, and expanded to include work by children who have not studied Spanish at key stage 2. The activities could be videotaped, with copies in both schools. MFL staff from both key stages could be involved in the planning and organisation. | <ul style="list-style-type: none">• Making this end-of-unit activity into a big event may help the integration of children from different primary schools into key stage 3. Children could record the songs they have learnt at key stage 2. A copy of the cassette could be given to secondary colleagues. At key stage 3 children could continue to sing the same colours/numbers songs when revising, thus assisting continuity. |
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