

FUTURE LEARNING

Future units will build progressively on the use of numbers, the time, preferences, use of verbs and sounds and spellings.

CORE VOCABULARY AND STRUCTURES

<i>Es la una, son las dos, son las tres, etc.</i>	<i>Tenemos inglés/español/ matemáticas</i>
<i>y cinco</i>	<i>a las diez/a las once</i>
<i>y diez</i>	<i>hoy</i>
<i>y cuarto</i>	<i>el lunes/los lunes</i>
<i>y veinte</i>	<i>todos los días</i>
<i>y veinticinco</i>	<i>todos los martes</i>
<i>y media</i>	<i>la lista</i>
<i>menos veinticinco</i>	<i>el recreo</i>
<i>menos veinte</i>	<i>la comida</i>
<i>menos cuarto</i>	<i>Es muy interesante</i>
<i>menos diez</i>	<i>Es muy aburrido</i>
<i>menos cinco</i>	

Mi escuela se llama ...
Mi colegio se llama ...
Prefiero ...
Me encanta ...

el inglés
el español
las matemáticas
la música
las ciencias
la educación física

Unit 7 Mi escuela**ABOUT THE UNIT**

In this unit children learn to talk about what they do at school. They extend their knowledge of telling the time and express likes and dislikes of school subjects, using some simple adjectives to describe them.

WHERE THE UNIT FITS IN

In this unit children consolidate and extend work on numbers and telling the time. They have further opportunities to ask and answer questions and to practise *me gusta/gustan* and *no me gusta/gustan*.

PRIOR LEARNING

It is helpful if children already know:

- times on the hour
- numbers 1 to 60
- that nouns in Spanish have a gender and can be singular or plural
- *¿Quién es?* and *Es ...* (+ person)

NEW LANGUAGE CONTENT

- the time, including minutes to and past the hour
- names of school subjects
- stating preferences

RESOURCES

- large clockface
- small clockfaces (one for each child)
- mini-whiteboards
- pictorial flashcards illustrating school subjects
- text flashcards illustrating school subjects
- bingo cards depicting school subjects
- overhead projector (OHP)
- time flashcards
- small pieces of card with clockfaces depicting a time (must be in pairs)
- 'Big book' showing times and school routine
- 'School subjects' mystery timetable game on overhead transparency (OHT)

OUT-OF-SCHOOL LEARNING

Children could:

- use the internet to find material about Spanish primary schools (there are many primary schools in Spanish-speaking countries with their own websites, which give an insight into school life and display children's work)
- read storybooks or use CD-ROMs for independent learning

LINKS WITH OTHER SUBJECTS

Activities in this unit complement learning in ICT, music, English and literacy, and mathematics.

EXPECTATIONS**At the end of this unit****most children will:**

ask and tell the time using the analogue clock; understand the Spanish for, and speak about, some subjects they study at school; state their favourite subject; sing a song or recite a poem from memory on a related topic; plan and write a brief description of which subjects they like and do not like at school; listen to a story and select keywords and phrases; devise and perform a short sketch, in groups of two or three, using structures learnt in the unit

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

respond with *sí* or *no*, gestures or short answers to questions about school subjects; need to refer to text or visual clues when singing songs or reciting poems; copy or label, using single words or short phrases

some children will have progressed further and will:

write a description of their school and the class/school routine, including simple opinions; ask questions about a friend's school life in class conversations, via e-mail or letter, or via video-conferencing with partners abroad; speak accurately about, and discuss, the class/school routine; research new vocabulary from a dictionary and apply it accurately; use internet sites or encyclopaedias and other sources to research school life in Spain

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 1. Telling the time by the minute

- to ask and say the time with minutes, using an analogue clock
- Revise numbers to 60, using activities suggested in previous units, for example in unit 1 section 4, unit 2 section 4, unit 3 section 2, and unit 4 section 2.
- Revise times on the hour.
- Use a large clockface to model the time on the quarter hours, and encourage children to repeat the time in chorus and individually.
- Perform a 'Mexican wave' in which each child says the time on the quarter hour. Count time forwards and backwards, starting from a random time.
- Give out small pieces of card with clockfaces on them depicting a certain time (these must be in pairs). Ask the children to wander around the classroom asking *¿Qué hora es?*, trying to find their partner (the person with the same time).
- Show the text phrases *y cuarto, y media, menos cuarto*.
- Model minutes past and to the hour, using five-minute intervals: *Son las cinco ... y cinco, y diez, y cuarto, y veinte, y veinticinco, y media; son las seis ... menos veinticinco, menos veinte, menos cuarto, menos diez, menos cinco*.
- Perform a similar activity to the pairs activity above, but this time with the times in written form.
- Give out small clockfaces. Call out a time. Children have to lift up their clockfaces showing the correct time. This activity can also be performed with mini-whiteboards.
- Perform 'Mexican waves' regularly, counting time forwards or backwards at five-minute intervals, starting from different times.
- Practise saying the time in different contexts, eg *El autobús llega/ sale a ... El supermercado abre/cierra a ...*
- ▲ Ask the children to listen to a story in Spanish, or share in reading a 'Big book', and select keywords and phrases.

- ask and tell the time
- pronounce times accurately
- show that they understand times when they hear them
- understand times when they read them in text

- Show children that when you say 'one o'clock, five past one' etc in Spanish, the verb is in the singular form, but for all other hours it is in a plural form. Children should be familiar with these terms from their work in English (NLS year 3).
- Children could participate in reading aloud a poem or singing a song containing time phrases.
- Point out that, in Spanish, *h-* at the beginning of a word is non-aspirate, eg *hora* and *hermana*.

Section 2. School subjects

- the names of some school subjects
- Use pictorial flashcards to illustrate the subjects, and model the new words. Encourage children to repeat the new words in groups and individually. Present the subjects a few at a time.
- Play 'Bingo' with pictures of school subjects.
- Encourage the children to remember which of the four groups (*el, la, los* or *las*) the words belong to.
- Select two or three cards to make a sequence of words, and repeat the sequence verbally around the class in a 'Mexican wave', eg *el inglés, las matemáticas, el español, el inglés, las matemáticas ...* etc. Repeat frequently for different sequences.
- Show the written forms of the new vocabulary. Provide an opportunity for the children to record the spellings in their Spanish folders or vocabulary books.
- A mixture of pictorial and text flashcards are stuck to the board/wall. Teams are invited to go and match up the correct word with its corresponding picture. This activity could be timed to add excitement.
- Encourage the children to practise *me gusta/gustan* and *no me gusta/gustan*, linking them with school subjects, eg *Me gusta el español, no me gustan las matemáticas*.
- Invite children to select flashcards of subjects they like and some of subjects they dislike and then produce sentences based on these choices. The sentences could be written in their exercise books in two columns; one column with a smiley face (for subjects they like), and the other with a sad face (for subjects they dislike).
- ▲ Play a variety of spelling and memory games as described in previous units, for example in unit 3 section 3 and unit 4 section 1.
- Opportunity to use ICT: allow children to design and create a poster displaying some features of their school, with labels/captions in Spanish. Allow the children to research the vocabulary using a dictionary. A display could be created using the question and answer *¿Qué asignatura prefieres? Prefiero el inglés*. The display could incorporate pictures of the children, with the text inside speech bubbles. These could also be exchanged electronically with a partner class abroad.
- Invite the children on a regular basis to place the pictorial flashcards onto mats or into boxes labelled *el, la, los* and *las*.

- pronounce accurately the list of school subjects
- show understanding of school subject vocabulary when they hear it, by ticking/covering a picture or choosing a card
- show understanding of school subject vocabulary when they read it, by linking a word with a picture
- spell the school subject vocabulary accurately, using the correct definite article
- say which subjects they like or dislike
- express preference for particular school subjects
- show understanding of gender and singular/plural forms

- The pictorial flashcards can be personalised by scanning in or reproducing digital photographs of subject lessons in your own school. An alternative is to use an OHP to display a colour transparency showing small photographs.
- Children will have made class dictionaries and glossaries in English and will be used to recording new vocabulary for later use.
- Literacy and music: allow the children to work in pairs, in groups or individually to produce rhythmic and rhyming patterns with the subject vocabulary. These can be set to music if desired. Children will be familiar with rhythmic verse, limericks and other humorous verse in English (NLS year 6).
- Literacy: compare similarities and differences between the Spanish and the English words for the school subjects.
- Revise the concept of gender. Notice that singular nouns that end in *-o* are usually masculine and those ending in *-a* are usually feminine.

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 3. The school timetable

- to link a school subject with a time and/or a day
- Establish today's day and date with the class. Display text flashcards for today's subjects. Ask the children: *¿A qué hora tenemos inglés hoy? ¿A las nueve y cuarto? ¿A las nueve y media? ¿Antes o después de la comida?* Write the correct time for the English lesson next to the flashcard for *el inglés*. Do the same with all today's subjects.
- 'Random timetable' game: at random, hold up flashcards showing a time and a school subject. Invite children to say a sentence with the subject and the time, eg *Tenemos inglés a las once y cuarto*. Repeat this activity frequently. Sometimes you could use a time phrase rather than a clock time, eg *todos los jueves* or *todos los días*.
- This activity could also be done with flashcards of the days of the week. The responses would be: *El martes tenemos educación física. El jueves tenemos inglés*.
- ▲ The above activity could also be carried out as a writing exercise, with the children writing the correct times on mini-whiteboards and holding them up for the teacher to see when the answer has been written.
- 'Mystery timetable' game: place five times and five subjects on an OHP, or stick subject flashcards to the board and write up times. Conceal the subjects by placing counters (or similar) over them on the OHP glass. If using flashcards, attach the cards so as to conceal the front. Give the class a limited number of guesses to find the correct timetable. Children must make suggestions such as *A las diez y cuarto tenemos ciencias*. With every correct guess a coin is removed, or a flashcard turned over.
- Present the class with a Spanish school timetable, most of which they can understand. This could be the real timetable of a penfriend or a partner class. Ask children questions they will be able to answer in Spanish, and discuss (in English) similarities and differences between the Spanish and English timetables.
- Play a variety of 'True or false' memory games to provide opportunities for children to memorise and use the new language.
- Provide an opportunity for the children to record the new vocabulary in a folder or vocabulary book.

- say at what times and on which day a lesson takes place
- show aural understanding of what times lessons take place by linking a subject picture with a time phrase
- show understanding of times of lessons from material that they read
- communicate lesson times accurately in writing

- Remind children that the days of the week and months of the year in Spanish start with lower case letters.
- Read stories and use 'Big books' which incorporate some of the language and ideas covered in this unit.
- The children will be used to recording vocabulary and making class dictionaries in reading and writing in English.
- Point out that you do not use the article when talking about what time you have a school subject, eg *Tenemos inglés a las nueve*. This differs from when you are talking about likes and dislikes when you **do** use the article, eg *Me gusta el inglés*.
- Refer back to unit 2 and explain that you use *el* before the days of the week when you want to say the equivalent of 'on Tuesday', for example *el martes*. *Los* is used before the day when you want to say 'on Tuesdays', for example *los martes*.

Section 4. Talking about school

- to use previously learnt language in a new context
- Present photos and pictures to the class, using *Aquí hay una foto de ...*, showing the school and some features of it, eg *nuestro colegio, el comedor, el patio de recreo, la sala de profesores, el señor Green, la señora Jones*.
- Play 'True or false' games with the vocabulary and pictures.
- Play a group responding game. Give each group a set of the same pictures and say, eg *Enseñadme el comedor; Enseñadme la sala de profesores*. The first group to respond correctly by holding up the correct picture gains a point.
- Revise *¿Quién es?* and *Es ...* (+ the person's name), which were introduced in unit 1. Use photographs of the teachers and other staff in your own school, calling them by their Spanish titles, eg *el señor O'Neill, la señora Lee, la señorita Smith*.
- Create a Spanish wall display or a class pop-up book using the question *¿Quién es?* with a photograph, followed by the answer *Es el señor Green* hidden under the flap.
- Integrate with language previously learnt, eg *Te gusta/gustan ... No te gusta/gustan ...*. Introduce *¿por qué?* and *porque*, and some adjectives such as *interesante* and *aburrido*.
- Ask the question *¿Qué asignatura prefieres?* while holding up a pictorial flashcard. The response should be *Prefiero las matemáticas*, if that subject is held up.
- ▲ Extend the above activity by asking *¿Por qué?* to elicit either *Porque es aburrido* or *Porque es interesante*.

- show aural understanding when people or places are presented by responding with *si/no* or *verdad/mentira*
- show understanding of vocabulary associated with school by responding to oral instructions
- respond to questions about someone's identity with *Se llama ...* or *Es ...*
- express preference in response to a visual prompt and give reasons why they like or dislike a particular subject

- La escuela* refers to any kind of school. *El colegio* is the more common way of referring specifically to a primary school.
- Provide opportunities for children to incorporate photographs and pictures into their work, with simple captions or labels.
- For the fourth activity, if possible include photographs of children in the class and elsewhere in the school. This can contribute to PSHE, giving children the feeling of belonging to the school community and knowing the names of others.

LEARNING OBJECTIVES

CHILDREN SHOULD LEARN

POSSIBLE TEACHING ACTIVITIES

END-OF-UNIT ACTIVITIES

LEARNING OUTCOMES

CHILDREN

POINTS TO NOTE

- to apply the knowledge, skills and understanding learnt in this unit

- Provide opportunities for children to work collaboratively to develop role-plays or drama sketches which incorporate much of the new language and skills they have learnt in the unit. Allow these to be performed to the rest of the class, to other classes or in assembly, or to be recorded and sent to a partner class or school abroad.
- Children could make a video about their school, giving a guided tour in which they introduce staff and children to the viewer and show the facilities of the school. They could include clips of lessons, explaining what they are in Spanish. Children could take turns to express simple opinions about subjects. Alternatively, children could make a photographic presentation using ICT which could be displayed in school and/or e-mailed to a partner school abroad.

- create and participate in a short sketch or dialogue, in a group of two or three, which uses the questions, answers and information covered in this unit

- Include songs which children compose themselves to familiar tunes, such as 'Here we go, here we go ...' or theme music from television programmes.
- Invite other classes to make up songs using set phrases, thus giving Spanish a whole-school focus.
- A native speaker would be of value in the first activity as they would be able to suggest and introduce authentic language and may have access to traditional plays and sketches from their own country.