

La Vuelta al Cole (Back to School)

Overview Unit 7

ABOUT THIS UNIT		WHERE THIS UNIT FITS IN
In this unit children learn about 'Back to School' in Spain. They read a poem and take part in a languages detective activity. They learn to say what they like or don't like doing and they learn strategies for writing from memory. Children learn to ask for items and for help in the classroom and work in groups to read, edit and perform a play script.		Children revise how to give brief oral and written personal descriptions. They extend their knowledge of <i>me gusta</i> and <i>no me gusta</i> by using these constructions to say what they like or dislike doing. They learn how to ask for help in the classroom and extend their repertoire of language learning strategies
<u>Prior Learning</u> It is helpful if children already know: <ul style="list-style-type: none"> • How to say their name and age in Spanish and when their birthday is • Expressing likes and dislikes in Spanish • Numbers 1-12 	<u>New Language Content</u> <ul style="list-style-type: none"> • Items found in a classroom; school-related verbs (<i>escribir</i>, etc) • Polite (<i>usted</i>) and familiar (<i>tú</i>) forms of 'you' • Phonics focus: <i>ai/ay</i>; consolidation of <i>e, j</i> and soft <i>c</i>. 	<u>End of Unit Activity</u> Children perform their play script to another group. The 'audience' comments on what they have seen especially on expression and intonation.
<u>Expectations</u> At the end of this unit: <p><i>Most children will:</i> develop strategies for writing words from memory; use clues to make meaning from a text; create simple sentences using a model; identify individual phonemes in words and phrases; distinguish between the use of the <i>tú</i> and <i>usted</i> question forms; take part in a short dialogue; use correct pronunciation and intonation in spoken work; pronounce sounds <i>j, e, ai/ay</i> and soft <i>c</i></p> <p><i>Some children will not have made so much progress and will:</i> require a vocabulary sheet to support their writing; need adult support to make meaning from a text; respond with a gesture or word rather than a full sentence; substitute items when recreating a text</p> <p><i>Some children will have progressed further and will:</i> write sentences unaided; use a dictionary to find verbs and the names of classroom items; use additional language that they have heard the teacher use in class.</p>		<u>Links to the New National Curriculum for KS2 Foreign Languages</u> <i>Where there is a specific focus within the objective, this is shown in bold.</i> <ul style="list-style-type: none"> • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Read carefully, show understanding of words, phrases and simple writing. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • Appreciate stories, songs, poems and rhymes in the language. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Understand basic grammar appropriate to the language being studied, such as feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
<u>Resources</u> <ul style="list-style-type: none"> • Image of two months of a calendar • Identity template • Poem with images • Paper copies of the selected poem • Flashcards for verbs (Session 2) 	<ul style="list-style-type: none"> • A4 paper for making mini books • Text cards for building Human Text • Text cards for verbs • 12 or more classroom items • Large and mini flashcard images of classroom items 	<ul style="list-style-type: none"> • Mini whiteboards • Large word cards for classroom items • Flashcards for Pelmanism • Realia for classroom items • A bag for putting flashcards in • Display copy and paper copies of the play script: