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| **El Colegio 1 – School 1** | | |
| **Learning Outcomes:**  **BA –**  Able to understand some places in the school in Spanish.  **Core –**  Able to understand and say some places in the school in the Spanish.  Able to ask and answer where someone is in the school in Spansih, with some support.  **AA –**  Able to say and understand places in the school in Spanish.  Able to ask where someone is and answer is in the school in Spanish, independently. | **Grammar/phonics focus:**   * The word ‘ñ’ is an additional word in the Spanish alphabet. It is pronounced like a ‘nyeh’. For example in the word ‘niños’. * The letter ‘g’ followed by an ‘e’ or an ‘i’ is pronounced like a ‘h’. For example in the word ‘gimnasio’. | **Assessment:**  **Speaking assessment** - ongoing |

**Key Vocabulary**

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| El Colegio – School   * el aula – the classroom * el comedor – the cafeteria * el gimnasio – the gymnasium * la biblioteca – the library * el patio – the playground * la oficina – the office | Preguntas - Questions   * ¿Dónde está? – Where is he/she/it? * Está en… - He/she/it is in * Estoy en… - I am in… * te toca a ti - it’s your turn * me toca a mí’ - it’s my turn * le toca a él/ella |

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| **No.** | **Objectives** | **Vocabulary** | **Lesson Plan** | **Resources** |
| **1** | **To understand and say three parts of the school in Spanish.** | * la biblioteca – the library * el comedor – the canteen * el gimnasio – the gymnasium | **Revisit/Revise**   * Introduce this half term’s topic ‘El Colegio’ (slide 35). *Can you guess from the pictures what ‘El Colegio’ means?* Remind sts that by looking at the pictures they are using their language learning skills to make a guess. *Well done for being great Language Detectives!!* * ‘El Colegio’ means ‘the school’ and we are going to be learning about different places in the school.   **Main Activity**   * Introduce the three words for places in the school (slides 5-7). *Do they sound similar to the words in English? Do you think this will help you remember them?* Remind sts looking for similarities with English is part of being a language detective. * Ask sts to **Escuchad y Repetid** (listen and repeat) (slide 16). * Play **¿Sí o No?** (slide 16) – T says a phrase and points at a picture.  If it is correct, sts say ¡Sí!.  If it is incorrect, sts say ¡No! * Play **Dos Opciones** (slide 16) – T says two of the phrases and sts repeat back with the correct answer. * Play **Musical Statues** , play Spanish music on IWB. Sts dance around the classroom. When the music stops, display one flashcard (Activity PowerPoint slides 4-6). Sts must say the word that corresponds to that picture.   **Plenary**   * Throw the bean bag to differents sts and ask them to say a place in the school they have learnt today. * Challenge sts by saying one of the places in the school in English and asking them to say it in Spanish. | 1. El Colegio 1 PowerPoint 2. Bean bag 3. Flashcards – Activity PowerPoint slides 4-6 |
| 2 | **To understand and say six parts of the school in Spanish.** | * el patio – the playground * la oficina – the office * el aula – the classroom | **Revisit/Revise**   * Play **Picture Splat** (slide 16) with three words from previous lesson.   **Main Activity**   * Introduce three new words for places in the school (slides 8-10) * Ask sts to **Escuchad y Repetid** (listen and repeat) (slide 17). * Play **¿Sí o No?** (slide 17) – T says a phrase and points at a picture.  If it is correct, sts say ¡Sí!.  If it is incorrect, sts say ¡No! * Play **Dos Opciones** (slide 17) – T says two of the phrases and sts repeat back with the correct answer. * Sts play **Board Game** (Activity PowerPoint slide 10). * Sts must throw the dice to move along the ‘casillas’ (spaces). When they land on their ‘casilla’ they must say the correct phrase in Spanish. If they land on ‘retrocede’ they must go back. If they land on ‘avanza’ they go forward. If they can’t say the correct word/phrase they must return to the previous spot. * Encourage sts to use Spanish when taking it in turns. Sts can say ‘te toca a ti’ (it’s your turn), ‘me toca a mí’ (it’s my turn) or ‘le toca a él/ella’ (it’s his/her turn). See slide 36. * Encourage sts to count in Spanish as they move the counters along the spaces.   **Plenary**   * Read sts the learning objective and ask them if they have achieved the learning objective. Sts show with their thumbs. | 1. El Colegio 1 PowerPoint 2. Activity PowerPoint slide 10– x1 per 2 sts 3. Counters and dice |
| 3 | **To make a poster of a part of the school in Spanish.** | * el aula – the classroom * el comedor – the cafeteria * el gimnasio – the gymnasium * la biblioteca – the library * el patio – the playground * la oficina – the office * te toca a ti - it’s your turn * me toca a mí’ - it’s my turn | **Revisit/Revise**   * Play the **Cruza el Puente**. Sts sit in a circle. Place all the flash cards (Activity PowerPoint slides 4-6) across the floor. Ask one st to leave the class briefly. Remove one flashcard and ask the st to return. St must step across each flashcard saying what it is. When they arrive to the gap (where a flashcard has been removed), st must say the missing flashcard to cross.   **Main Activity**   * Explain to sts that a great language learning strategy to help us remember vocabulary is to put the words on display. That way we can see the vocabulary everyday to help us remember. * Explain that today we are going to make posters to help us remember the new words. * Model drawing a picture and writing the phrase underneath. * Show sts the word bank (Activity PowerPoint slide 11 or 12) and remind them to check the spelling. * Sts make posters. If possible display the posters (or some of the posters around the school).   **Plenary**   * Play **Blockbusters** (slide 33) with vocabulary. *How many words can you remember?* | 1. El Colegio 1 PowerPoint 2. Flashcards – Activity PowerPoint slides 4-6 3. Activity PowerPoint slide 11 or 12 – x1 word bank per st 4. Colouring pencils/felt tips etc. 5. A4 paper |
| 4 | **To say where someone is in the school in Spanish.** | * el aula – the classroom * el comedor – the cafeteria * el gimnasio – the gymnasium * la biblioteca – the library * el patio – the playground * la oficina – the office * ¿Dónde está Miguel? – Where is Miguel? * Estoy en… – I am in… * Miguel está en… - Miguel is in… | **Revisit/Revise**   * Play **¿Qué Falta?** (slide 22) with vocabulary.   **Main Activity**   * Explain to sts that today we are going to listen to a story about Miguel. Miguel is showing us his school. * Pre-teach the phrases ‘¿Dónde está Miguel?’ (Where is Miguel?) ‘Miguel está en…’ (Miguel is in…) through choral rehearsal (slide 35). * Read the story (slides 38-44). * Each time Miguel says where he is ‘estoy en…’, ask sts to repeat back where he is using the phrase ‘Miguel está en…’.   **Plenary**   * *What have you learnt this lesson? What did you find tricky? What helped you to understand the story?* | 1. El Colegio 1 PowerPoint |
| 5 | **To read where someone is in the school in Spanish.** | * Same as above | **Revisit/Revise**   * Review all six places in the school by playing **Esuchad y Repetid** and **¿Sí o No?** (slide 3). * Play **Mime Game**. T to mime different activities for each part of the school. E.g. playing in el patio, reading in la biblioteca, typing in la oficina, eating in el comedor, running in el gimnasio. * Sts must put their hand up to say the phrase in Spanish.   **Main Activity**   * Read through story from previous lesson (slides 38-44) and ask sts to join in. * Display Activity PowerPoint slide 13 . * Model cutting out and sticking correct room at the above each sentence. ‘Miguel está en el patio.’ * While sts complete activity, additional adult to take small groups of sts to photo Spanish puppet/soft toy in different parts of the school. While there, ask sts to say where puppet/soft toy is, e.g. ‘Sofía está en el patio.’   **Plenary**   * Ask sts to come up to show their work. * Encourage sts to say sentence, ‘Miguel está en el gimnasio.’ (they may well need prompting, praise any attempts.) | 1. El Colegio 1 PowerPoint 2. Puppet/soft toy 3. Camera or ipad for taking photos 4. Activity PowerPoint slide 13 – x1 per st |
| 6 | **To group write a short story in Spanish.** | * Same as above. | PRIOR TO LESSON:  Print off photos from previous lesson of soft toy/puppet in different parts of the school and stick in giant book or flip chart.  **Revisit/Revise**   * Play **Quick Flash** (slide 25) with vocabulary.   **Main Activity**   * Display photos from previous lesson. For each photo, as a class ask ‘¿Dónde está (puppet’s name)?’ . Then ask one st to come up and say ‘Está en el patio.’ * Once st has said the sentence, T to write it underneath. * If you have used a flipchart this can be displayed in the classroom. * If you have made a giant book, this can be kept in the book corner for sts to read.   **Plenary**   * As a class, complete self-assessment grid (slide 14). T read through each outcome and ask sts to assess themselves with their thumbs. T to tick | 1. El Colegio 1 PowerPoint 2. Flipchart or large book (made from card). 3. Puppet/soft toy 4. Activity PowerPoint slide - x1 per class enlarged |



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