

Language

Core language

<i>Es mediodía/medianoche</i>	It is midday/midnight
<i>Es la una y media</i>	It is half past one
<i>Son las dos y media</i>	It is half past two
<i>Son las dos y cuarto</i>	It is quarter past two
<i>Son las dos menos cuarto</i>	It is quarter to two

<i>el patio</i>	the playground
<i>el campo de deportes</i>	the playing field
<i>la clase</i>	the classroom
<i>los aseos (m)</i>	the toilets

<i>el recreo</i>	breaktime
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<i>Jugué</i>	I played
<i>Hablé</i>	I spoke
<i>Bailé</i>	I danced
<i>Ayudé</i>	I helped
<i>Trabajé</i>	I worked
<i>Canté</i>	I sang

<i>el dibujo</i>	art
<i>el deporte</i>	sport
<i>el español</i>	Spanish
<i>el inglés</i>	English
<i>el francés</i>	French
<i>las matemáticas (f plural)</i>	maths
<i>las ciencias (f plural)</i>	science
<i>la historia</i>	history
<i>la física</i>	physics
<i>la música</i>	music

Additional language for this unit

<i>¡Es la hora!</i>	It's time!
<i>el salón de actos</i>	the hall
<i>el aparcamiento</i>	the car park
<i>la biblioteca</i>	the library
<i>la cocina</i>	the kitchen
<i>la entrada</i>	the entrance

<i>un horario</i>	a timetable
<i>la hora de la comida</i>	lunchtime

<i>¿A qué hora empiezan las clases?</i>	What time does school (literally 'lessons') start?
<i>¿Cuándo es?</i>	When is it?
<i>¿Qué hiciste (durante el recreo)?</i>	What did you do (at breaktime)?

<i>un/una amigo/amiga</i>	a friend
<i>mis amigos/amigas</i>	my friends

Additional language for teachers

<i>¿Dónde está ...?</i>	Where is ...?
<i>Cerrad los ojos</i>	Close your eyes
<i>Abrid los ojos</i>	Open your eyes

Unit 19 Nuestro colegio (Our school)

About the unit

In this unit children extend their knowledge of places around the school and learn to talk about everyday routines and subjects studied during the school day. They revise telling the time to the hour and extend this to using half-hours and quarter-hours. They look at school timetables and begin to give the time using 24-hour clock notation. They talk about what they did at breaktime and create short texts describing these activities. They also create short texts describing routines of the school day. They find out about school times of a Spanish-speaking school and compare them with those of their own school.

Where the unit fits in

In this unit children consolidate and extend their work on the time (see Unit 11). They begin to use extended descriptions of their school environment and daily routines and present this information in written form and orally. They develop their use of the preterite tense (see Unit 13).

Prior learning

It is helpful if children already know:

- some places around the school
- *aquí*
- *Comí, Bebí*
- *¡Levantaos!*
- how to tell the time on the hour.

New language

- Making statements (about the school environment and everyday school routines)
- Making statements about breaktime activities, with reference to the past
- Telling the time using half-hours, quarter-hours and 24-hour clock notation
- Definite and indefinite articles: *el/la, un/una*
- Preterite tense: regular *-ar* verbs (eg *Jugué, Hablé*)
- Phonic focus: revision of hard and soft *c*

Resources

- Large clock face
- Small clock faces
- Mini-whiteboards
- Large-sized photographs of places in the school
- Double sets of small-sized photos of places in the school for a matching game
- Dictionaries
- Word cards of places in the school
- A large die with the faces labelled *el* and *la*
- Three dice
- Photographs of places in a Spanish school and a selection of sentence cards to describe them
- Flashcards and mini-flashcards with symbols of school subjects
- Pictures, photos or symbols showing breaktime activities
- Activity cards for Find Your Group game (see Section 5)
- Word cards for human sentences (see Section 6)
- Word cards for pair work (see Section 6)
- Statement cards about the school day
- Example of a Spanish school timetable
- Blank timetable grids

Links with other subjects

Primary framework for literacy: use varied structures to shape and organise text coherently

Primary framework for mathematics: use vocabulary related to time; read the time to the quarter-hour (year 2); read timetables and time using 24-hour clock notation (year 5)

Expectations

At the end of this unit

most children will:

understand the Spanish for, and speak about, some school subjects and places around school; use some verbs correctly in the preterite tense; write short sentences about activities that they have done at breaktime; read the time to the quarter-hour and half-hour; understand timetables and 24-hour clock notation

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

understand the names of some school subjects and places around the school; need prompting to recall vocabulary and structures; copy short phrases; read the time to the half-hour

some children will have progressed further and will:

use a range of verbs confidently in the preterite tense; read timetables and give information using 24-hour clock notation



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Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Children should learn		Children	
<p>Section 1. What's the time?</p> <ul style="list-style-type: none"> to compare attitudes to aspects of everyday life (IU6.1) to devise questions for authentic use (KAL) to practise new language with a friend and outside of the classroom (LLS) 	<ul style="list-style-type: none"> Ask children the question <i>¿Qué hora es?</i> to see if they can remember what this means. Revise times on the hour with a large clock face. Introduce <i>Es mediodía</i> (It is midday) and <i>Es medianoche</i> (It is midnight). Ask children to suggest strategies for remembering these. Model the time on the half-hour. Children repeat in chorus and individually, eg <i>Son las cinco y media</i> (It is half past five). Using small clock faces play <i>Enseñadme</i> (Show Me). Give children a time on the half-hour. They set their clocks to the given time. On the instruction <i>Enseñadme</i> they show their clocks. Perform a Mexican wave (see Unit 3, Section 5) where each child quickly stands up, says a time on the half-hour and sits down again. Some children will make up their own time and others will prefer to say one that you show on the clock face. Display in written form <i>Son ...</i>. Ask children for suggestions of times on the half-hour to make sentences, eg <i>Son las ocho y media</i> (8.30). Ask children to read out the sentences. In pairs, children play <i>Enseñadme</i> using small clock faces. Give children the opportunity to practise asking the question <i>¿Qué hora es?</i> in pairs. Volunteers can then take on the role of the teacher and ask questions about time to the rest of the class. Give children a range of times on the half-hour and ask them to write them down as digital time using a mini-whiteboard, eg <i>Son las once y media = 11.30</i>. Ask children if they remember the times of the school day in Spain or other Spanish-speaking countries and compare with the English school day (see Unit 13, Section 1, 'Points to note'). What are the advantages and disadvantages of each system? 	<ul style="list-style-type: none"> tell the time on the half-hour recognise similarities and differences in attitudes among children from different cultures 	<ul style="list-style-type: none"> Remind children that for times referring to one o'clock, <i>son</i> changes to <i>es</i> (because one is singular), eg <i>Es la una y media</i>, etc. Follow-up: Throughout the week, practise asking and answering questions about the time.
<p>Section 2. Places in our school</p> <ul style="list-style-type: none"> to use spoken language confidently to initiate and sustain conversation to tell stories (O6.4) to make predictions based on existing knowledge (LLS) to use a dictionary (LLS) 	<ul style="list-style-type: none"> Play Time Bingo. Using mini-whiteboards, ask children to write down in digital form three times on the half-hour between 9 and 15.30. Call out some times and the first child to have all three of theirs called out stands up and says <i>¡Es la hora!</i> (It's time!) Display photographs of some places in the school, explaining what each one is. Start with a few places, eg <i>Aquí está el campo de deportes</i> (the playing field), <i>la clase</i> (the classroom), <i>el patio</i> (the playground), <i>los aseos</i> (the toilets). Then introduce some more places, eg <i>Aquí está el salón de actos</i> (the hall), <i>la biblioteca</i> (the library), <i>la cocina</i> (the kitchen), <i>la entrada</i> (the entrance), <i>el aparcamiento</i> (the car park). Then turn the photographs over. Alternatively, use images on the interactive whiteboard and then conceal them. Explain to children that they are going to do a five-minute challenge. Write the names of the places on the board and ask children to work with a talk partner to decide what they think each word means in English. Children could use a dictionary to cross-check. They can also try to pronounce the words correctly. Encourage them to use Spanish in their discussions, eg <i>Creo que el patio es 'the playground' en inglés</i>. When working with dictionaries, encourage them to use the phrase <i>¿Cómo se escribe?</i> (How is that spelt?) and then spell out the words in Spanish. Invite feedback and ask children how they identified the words. Encourage them to see that there are words, eg <i>la entrada</i>, <i>la clase</i> (the entrance, the classroom) that are similar in Spanish and English. Reveal the photographs again and children repeat the words in chorus. Invite a volunteer to come to the front. Say, for example, <i>¿Dónde está la clase?</i> (Where is the classroom?) Encourage children to use <i>Aquí está</i> in their answers, eg <i>Aquí está la clase</i>. Repeat with other volunteers. Ask individual children to come out and take the teacher's role. Children play Pelmanism in pairs with double sets of small-sized photographs of places in the school. The photos are placed face down. The first player turns one over and says to his or her partner, for example, <i>¿Dónde está la entrada?</i> The second player turns over a photo and says <i>Aquí está</i> + the name of that room. If the photos match, the second player keeps the pair; otherwise they are placed back face down on the table. The winner is the player with the most matching pairs. Extension: Children use a dictionary to find names of other places around the school to put in a word bank. Remind them to use their knowledge of phoneme-grapheme correspondence to help them to pronounce the new words. Extension: Children play a memory game where each child says a new word or phrase that they remember from the lesson. As an extra challenge, ask children to recall the words or phrases that other children said. They share their strategies for remembering vocabulary. 	<ul style="list-style-type: none"> use knowledge of words, text and structure to make sentences about their school work out meaning using a range of clues use a dictionary to cross-check English meanings 	<ul style="list-style-type: none"> If you plan for children to make a digital video at the end of this unit, tell them about this. They will need to remember new language to put into their script. Instead of using photographs for the Pelmanism game, you may want to prepare an A4 sheet of symbols for the different rooms, which can then be photocopied and cut into cards for each pair. Follow-up: Throughout the week, refer to places in the school by their Spanish names. Follow-up: Children take digital pictures of places in the school and label these for a display. If the school has a partner school in a Spanish-speaking country, send a labelled plan of the school with photos and captions. The Global Gateway website at www.globalgateway.org provides opportunities for finding partner schools abroad.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 3. Tour of our school

- to understand longer and more complex phrases or sentences (O6.3)
- to write sentences on a range of topics using a model (L6.4)
- to compare attitudes towards aspects of everyday life (IU6.1)
- to use knowledge of word and text conventions to build sentences and short texts (KAL)

- Show the written form of a masculine noun, eg *el campo de deportes* (the playing field). Demonstrate how you can change this to 'a sports field' (*un campo de deportes*). Repeat with another masculine noun. Do the same with some feminine nouns (*la/una*). Ask children to make up a rule to explain this.
- Play *Masculino o femenino*. Display word cards showing places in the school from the previous section. Label the six faces of a large die with *el/la*. Throw the die and invite children to suggest an appropriate place in school, eg *el patio* or *la clase*. Encourage children to give you both the definite and indefinite article for each place, eg *un patio*, *el patio*.
- Show children a variety of photos of a school in Spain (or a Spanish-speaking country) and discuss some of the differences and similarities between these and schools in England (see 'Points to note').
- Explain to children that they are going to take a visitor on an imaginary walk around some places in school. Ask them to stand up (*¡Levantaos!*) and to listen, repeat and mime as they pretend to walk around school, eg *Aquí está la biblioteca ... Aquí está el salón de actos* (Here is the library ... Here is the hall).
- Draw children's attention to the fact that we would say *Aquí está la biblioteca* but *Nuestro colegio tiene un salón de actos*. This is just the same in English, where we would say 'Here is **the** library' but 'Our school has a hall'.
- Ask children to work in pairs. One child should 'present' a place in school using *Aquí está* (+ *el/la* ...) and the other child then responds with *Nuestro colegio tiene* + *un/una* ... After giving children time to practise this, invite pairs of children to demonstrate.
- As a class, create a short written description of the school, eg *Nuestro colegio tiene un campo de deportes y un patio. Hay también un salón de actos y una biblioteca.* (Our school has a playing field and a playground. There is also a hall and a library.) As captions for digital photos, *Aquí está* ... can also be used. This work can then be used to create a bilingual display for the school entrance.
- Extension: Children create digital or hard-copy books entitled *Nuestro colegio* using the photographs of the school and the description. These could be sent to a partner school and could also be given to any new arrivals at the school who are from Spanish-speaking countries.

- write a short text to describe some activities that take place in different areas of the school
- recognise some similarities and differences between Spanish and English schools

- Follow-up: Throughout the week, play *Masculino o femenino* to practise vocabulary and gender.
- Either obtain photographs of a school from your Spanish-speaking partner or look at primary schools' websites.
- In a Spanish school, children are likely to sit at individual desks in rows. They do not have as many displays as in an English primary school. They have a longer break in the middle of the day because many children go home for lunch. They do not have to wear a uniform in state schools.
- Follow-up: Look in more detail at the similarities and differences between schools. Swap photographs for children to discuss. These can be used in a class display with captions written by children.
- Follow-up: If the school has a Spanish-speaking partner school, children agree on a set of questions to send to their counterparts in order to elicit some views about their school. This may be done in English, comparing their counterparts' views with their own.
- If the children will be making a video at the end of the unit, these are very good activities to help them to think of their script.
- You may need to prepare a template or writing frame to make the task accessible to the whole class. They can cut and paste words and phrases into a text box that describes a picture.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 4. School times and subjects

- to use spoken language confidently to initiate and sustain conversations and to tell stories (O6.4)
 - to compare attitudes towards aspects of daily life (IU6.1)
 - to use knowledge of words, text and structure to build simple spoken and written passages (KAL)
 - to plan and prepare – analyse what needs to be done in order to carry out a task (LLS)
- Play Time Bingo to revise telling the time (see Section 2).
 - Ask children if they need to be able to say other times in order to describe their day. Elicit 'quarter to' and 'quarter past'.
 - Use a large clock face as you model how to say the time on the quarter-hour, eg *Son las cinco y cuarto / menos cuarto* (It is quarter past / quarter to five). Call out some times on the quarter-hour and children show you these on their own small clock faces. Invite an individual child to call out a time and the class race to show this on their small clock faces. The first child to show and then repeat the correct time becomes the caller for the next round.
 - Phonic focus: Draw attention to the different ways of pronouncing c in *cocina*. Compare this with *educación*. Can children remember the rules? (See 'Points to note'.)
 - Extension: Teach the time at five-minute intervals, eg *Son las cinco y diez*.
 - Display flashcards with symbols of the school subjects on the board and point to each card as you pronounce the subject. Children repeat. Ask children to close their eyes (*Cerrad los ojos*) and you remove a card. Ask them to open their eyes (*Abrid los ojos*) and say which card is missing. Repeat, taking one card away each time until they can say all of the items from memory.
 - Sing a song about the school subjects (see 'Points to note').
 - Using photocopies or the interactive whiteboard, show children a timetable (*un horario*) from a Spanish-speaking school and ask them to look at the timings of the Spanish school day. You may want to revise times on the hour using the 24-hour clock (see 'Points to note'). Ask children questions, eg *¿A qué hora es el español? ¿A qué hora es la clase de matemáticas? ¿A las nueve o a las diez?* When children are confident, invite a volunteer to take the teacher's role. Some children may want to show the time on their clock faces.
 - Encourage children to talk about the times of lessons with full sentences, eg *A las diez hay matemáticas, A las dos hay francés*.
 - Give children some mini-flashcards with the symbols of school subjects. In pairs, they ask and answer questions about the times of the lessons. They can use real or imaginary times.
 - Extension: Children make timetable posters with times and written captions to show a day's activities.

- tell the time on the hour, half-hour and quarter-hour
- give information about their school day that involves a time, a place and an activity using times and names of subjects
- ask and answer questions about a school timetable

- Ensure that children are in mixed-ability groups for pair and group work.
- 'The School Subjects Song' (below) is sung to the tune of 'I Only Want to be With You'.

*Lunes, la historia y el inglés,
Martes, el dibujo y la física,
Las mate-máticas, miércoles
Jueves, las ciencias y el francés
Viernes ¡Qué bue-no!
Me encanta la música.*

- Follow-up: Throughout the week, children sing 'The School Subjects Song'.
- Follow-up: Discuss the structure of the Spanish school week. Pupils might have a longer school day (earlier start and later finish), but with a longer lunch break. Would children prefer this to the English school week? Discuss the implications this may have for family life.
- The 24-hour clock might be used on some Spanish school timetables. Highlight the fact that time is told differently using the 24-hour clock, eg 14.30 is *A las catorce treinta*, although *De la mañana, de la tarde* and *de la noche* are usually used alongside the 12-hour clock to describe am and pm when speaking.
- If the school is linked with a Spanish-speaking partner school, timetables could be swapped. Model an email talking about the timetable using the structure *A las nueve, es el inglés*. If the Spanish-speaking children use the same structure for their return messages, the children will be able to read them with greater success and enjoyment.
- Pronunciation point: In words where c is followed by i or e, the c sound is soft, like 'th' in 'think'. (Note, however, that in the Latin American countries the soft c sound becomes 's' as in 'sink'.)

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 5. Breaktime

- to understand longer and more complex phrases or sentences (O6.3)
- to use spoken language confidently to initiate and sustain conversations and to tell stories (O6.4)
- to recognise patterns in the foreign language (KAL)
- to use knowledge of word and text conventions to build sentences and short texts (KAL)

- Sing 'The School Subjects Song' from the previous section.
- Show a timetable that includes breaks and lunchtimes. Make statements about the times of these breaks, eg *El recreo es a las once. La hora de la comida es a las doce y cuarenta y cinco.* (Break is at 11 o'clock. Lunch is at a quarter to 1.) Ask the question *¿Qué hiciste ayer durante el recreo?* (What did you do yesterday at breaktime?) and tell the children *Comí una manzana y bebí un café. Trabajé.* (I ate an apple and drank a coffee. I worked.) Ask children to tell you what they think you said. If you have past, present and future posters (see Unit 17, Section 2) on display, you may like to ask children to refer to these to see if there are any 'clue' words (eg *ayer*) that could help them.
- Teach the phrases *Jugué al fútbol, Bailé, Hablé con mis amigos/amigas, Trabajé, Ayudé al señor / a la señora ..., Canté* (I played football, I danced, I spoke to my friends (m/f), I worked, I helped Mr/Mrs ..., I sang) using mimes or pictures. Practise the new structures with a number of games (see the *Teacher's guide* for additional activities). Remind children of the phrases *Comí* (I ate) and *Bebí* (I drank), which they will have encountered in Unit 13. Ask children to change the phrase *Jugué al fútbol* by using other known sports, eg *Jugué al tenis / al baloncesto / al hockey, etc.*
- Show children a series of pictures, symbols or photographs representing breaktime activities, where each picture is lettered. Ask them to number 1–8 on mini-whiteboards and read out eight statements corresponding to the pictures on the board, eg *Durante el recreo bailé con mis amigos. ¡Fue estupendo!* Children write down the corresponding letter next to number 1.
- Teach the question *¿Qué hiciste durante el recreo?* (What did you do at breaktime?) Play *Encuentra tu grupo* (Find Your Group), which is a game where children find their group by asking and answering questions. Give each child a card with images of two activities, eg football and dancing. There should be at least two other children in the class with the same card (less confident children can be given cards showing just one activity). Tell the children that they should keep their cards hidden. They then find the rest of their group by walking around the room and asking the question *¿Qué hiciste (durante el recreo)?* Children should try to answer in full sentences, eg *Jugué al ping-pong*, but accept just the name of an activity from less confident children.
- On the interactive whiteboard, display a series of photographs of children (children in the class, if possible) doing a variety of breaktime activities. Underneath each picture, write – with the help of the children – a sentence in the preterite tense explaining what that child would say if asked *¿Qué hiciste durante el recreo?*

- understand and say some school subjects
- understand and describe simple school activities

- Grammar point: The verbs introduced in the preterite tense in this section are all regular -ar verbs, which means that they follow the pattern for -ar verb endings (see Unit 13, Section 1); *Jugar* adds *u* before the first person singular of the preterite ending in order to aid pronunciation.
- The question *¿Qué hiciste?* (What did you do?) can be used in many different contexts and as children's vocabularies increase can become part of everyday incidental language. For example, you might ask children during morning registration *¿Qué hiciste ayer por la tarde?* (What did you do yesterday evening?) and on a Monday *¿Qué hiciste el fin de semana?* (What did you do at the weekend?)
- Follow-up: Throughout the week, ask children what they did at breaktime.
- Follow-up: Throughout the week, children sing 'The School Subjects Song'.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 6. Breaktime diaries

- to understand longer and more complex phrases or sentences (O6.3)
 - to read and understand the main points and some detail from a short written passage (L6.1)
 - to write sentences on a range of topics using a model (L6.4)
 - to use knowledge of words, text and structure to build simple spoken and written passages (KAL)
 - to listen for clues to meaning (LLS)
- Play Noughts and Crosses or Blockbusters to practise the structures from the previous section. Children choose a picture of an activity and say the corresponding phrase in the preterite tense to win the square/hexagon, eg *Bailé con mis amigos/amigas*.
 - Display the sentence *Durante el recreo jugué con mis amigos* (At breaktime I played with my friends). Having established the meaning of the sentence, underline *Durante el recreo* and ask children to suggest other words or phrases relating to the past that could be substituted for *Durante el recreo*. You may wish to refer to the *Pasado* poster (see Unit 17, Section 2) or provide a number of possibilities to choose from, eg *ayer* (yesterday), *la semana pasada* (last week), *el fin de semana pasado* (last weekend). As a class, write three new sentences in the preterite tense using the other time words.
 - Practise the 24-hour clock using small clock faces. Encourage children to say some afternoon times, eg *las trece treinta* (13.30).
 - Display a timetable showing breaktimes and lunchtimes. Show food and drink, as well as symbols of activities. Model using the timetable as a prompt for speaking by saying, for example, *El lunes a las once comí una manzana y bebí un zumo de naranja. Bailé. A la una comí un bocadillo y unas patatas fritas. Bebí agua. Jugué al tenis.* (On Monday at 11.00 I ate an apple and I drank some orange juice. I danced. At 13.00 I ate a sandwich and some crisps. I drank some water. I played tennis.)
 - Using large word cards distributed to children in the class, build a number of 'human sentences', eg *El martes a las once comí un plátano y bebí agua*. Read the sentences aloud as a class. Help children to memorise these by asking those holding the cards to turn them over one by one, so that in the end none of the word cards can be seen and the sentence has to be 'read' from scratch. This is a very effective way of consolidating understanding of word order following an adverbial phrase.
 - Give pairs of children sets of word or phrase cards with which they can build sentences. Ask them to build as many sentences as they can and to practise reading these aloud. Children could also record their sentences in exercise books or on mini-whiteboards. Invite a number of pairs to share their sentences with the class. Ask others to suggest elements of these sentences that they could change, eg the day, the time and the activity. You might also like to play this as a circle game, where a sentence is passed around the circle with one element being changed each time, eg *El lunes, jugué al tenis y hablé con mis amigos* could be changed to *El lunes jugué al baloncesto y hablé con mi profesora*.
 - Explain to children that they will be keeping a diary of their breaktime activities, starting off with recording their activities from the two previous days. You might like them to work in pairs. Ask for suggestions of what they might write and model these on the board. Give children a choice of format – they may like to create a paper diary, video diary or multimedia presentation. They will be adding to these each day throughout the rest of the week. Children begin writing their breaktime diaries for the two previous days.

- listen attentively and understand key details from a spoken passage
- build sentences using the preterite tense using word cards

- Follow-up: Throughout the week, children add to their breaktime diaries.
- Follow-up: Download some television schedules in order to practise the 24-hour clock.
- Follow-up: Throughout the week, play the circle game, where each child changes one element at a time.

End-of-unit activities

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

- Children present their activity diaries to the rest of the class.
- Extension: Link with a local secondary school. Children may be able to work with some older children to produce a simple introductory video about the secondary school, eg key places, departments and an example of the timetable.

- construct short texts in the preterite tense
- present information in a variety of ways

- Ensure that all children have a role to play in these end-of-unit activities.