

Language

Core language

(Yo) voy al colegio	I go to school
<i>en autobús</i>	by bus
<i>en coche</i>	by car
<i>en bicicleta (en bici)</i>	by bike
<i>a pie</i>	on foot
¿A dónde vas?	Where are you going?
(Yo) voy ...	I'm going ...
<i>a México</i>	(to/in) Mexico
<i>a España</i>	(to/in) Spain

<i>Hace calor</i>	It is hot
<i>Hace mal tiempo</i>	It is bad weather
<i>Hace buen tiempo</i>	It is fine
<i>Hace viento</i>	It is windy
<i>Hace frío</i>	It is cold
<i>Hace sol</i>	It is sunny
<i>Llueve</i>	It is raining

<i>lunes, martes, miércoles, jueves, viernes, sábado, domingo</i>	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
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Additional language for this unit

<i>norte, sur, este, oeste</i>	North, south, east, west
<i>en tren</i>	by train
<i>en avión</i>	by plane
<i>en barco</i>	by boat
<i>a Cuba</i>	(to/in) Cuba
<i>a Argentina</i>	(to/in) Argentina

Additional language for teachers

¿Cómo vas al colegio?	How do you get to school?
¿Quién va al colegio a/en ...?	Who gets to school on/by ...?
¿Se puede ir al colegio en ...?	Is it possible to go to school on/by ...?
¿En qué países se habla español?	In which countries is Spanish spoken?
¿Qué tiempo hace?	What's the weather like?

Unit 7 ¡A bordo! (All aboard)

About the unit

In this unit children learn to name some Spanish-speaking countries and some towns in Spain. They learn the days of the week and some phrases about the weather. They add to their repertoire of songs and rhymes to help them remember new language.

Where the unit fits in

Children have already learnt numbers 1–20 (Units 1 and 2) and the months of the year (Unit 3). With their knowledge of the days of the week, they can begin to say and write the date in Spanish. They have further opportunities to ask and answer questions, and to present their work to the class.

Prior learning

It is helpful if children already know:

- some of the countries where Spanish is spoken
- ¿(Yo) puedo? (as a question)
- (Yo) quiero.

- *hacer: hace*
- *Phonic focus: au; revision of vowel sounds; and z and j*

Resources

- Pictures of children saying how they get to school, eg *Voy al colegio en autobús*
- Picture flashcards of transport
- Soft ball
- Large world map or globe
- Bag and word cards for Pass the Parcel
- Photos and text of four children introducing themselves and saying how they get to school

- Picture flashcards of weather
- Large map of Spain and weather symbols
- Interactive whiteboard images of Spanish-speaking countries
- Cards with the name of a country and a picture of the weather
- Mini-whiteboards
- Word cards for *Voy a ...* + Spanish-speaking countries, *en* + modes of transport
- Pre-prepared invitation to a school celebration in a Spanish-speaking country
- Pre-prepared email in Spanish
- Writing frames and word bank

Links with other subjects

Primary framework for literacy: ask and answer questions; write with consistency using the correct formation of handwriting joins; use ICT programs to present text effectively; draw on knowledge of word structure and spelling patterns; use knowledge of morphology and etymology

Primary framework for mathematics: answer a question by collecting, organising and interpreting data

Geography: use a range of scales; use secondary sources of information to identify and describe what places are like

Expectations

At the end of this unit

most children will:

identify and pronounce accurately the names of some countries and towns; sing a song from memory on a related topic; copy accurately in writing the key words and phrases from the unit; understand and write a short email using structures learnt in the unit

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

respond with a one-word answer or action to questions about travelling to another country; need to refer to text or visual clues when singing songs; copy using single words or short phrases

some children will have progressed further and will:

use short phrases for asking and answering questions, using mainly memorised language; research additional vocabulary using a dictionary

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 1. On the way to school

- to listen for specific words and phrases (O4.2)
- to ask and answer questions on several topics (O4.4)
- to read and understand a range of familiar written phrases (L4.1)
- to use mental associations to help remember words (LLS)

- Introduce the compass points *norte, sur, este, oeste*. You say a direction, turning and pointing appropriately. Children watch then join in with the actions and words. You say a direction and children turn to face it.
- Show children a selection of pictures of children saying how they get to school, eg (Yo) *voy al colegio en autobús/coche/bici / a pie* (I go to school by bus/car/bike / on foot). Ask children to discuss with a partner what they think the children are saying.
- Introduce transport vocabulary through flashcard games.
- Sing *Voy al cole en autobús* to an adaptation of the tune of 'Old Macdonald' (see 'Points to note').
- Display the flashcards for reference and throw a ball to individual children, point to a flashcard and ask *¿Cómo vas al colegio?* (How do you go to school?) Elicit the response *Voy al colegio en ...* Some children may need to give shorter answers, eg *en autobús*. Children can also respond using pictures or actions.
- Extension: Children interview each other, asking and answering the question *¿Cómo vas al colegio?*
- Keeping the flashcards displayed, show the written form of transport words: *en autobús*, etc. Ask children to work in pairs to decide which phrase goes with which picture. Take feedback from the class and discuss their strategies for working out the meanings.
- Focus on the word *autobús*. Are the children surprised at how the sound 'ow' is represented? Show how the sound is created by saying the sounds *a* and *u* and then blending them.
- Do a class survey on how children get to school. Ask *¿Quién va al colegio en autobús?* Children respond. Then begin asking the next question but substitute an action for the mode of transport. Children offer suggestions and then respond to the question by a show of hands or orally. Collect data in a tally chart on the board. Count up in Spanish, with children joining in if possible.
- Extension: Children investigate other words for transport using bilingual dictionaries.

- recognise the phrases for modes of transport
- say how they get to school

- Follow-up: As a PE warm-up, play North/South/East/West. Label the four directions in the hall. Call out a compass point and children run to it.
- Grammar point: In Spanish, the personal pronoun (*yo, tú*, etc) is used only for emphasis. It is not normally used in everyday speech. It is important that children notice that it is the verb ending which indicates the subject of the verb. (Where included here, the personal pronoun is shown for your reference.)
- Follow-up: Children from different countries around the world introducing themselves and talking about their lives can be found on www.oxfam.org.uk/coolplanet/index.htm. Click on links to sections for teachers and children. Children can be encouraged to compare what they learn with their own lives.
- Use the spotlight or slide reveal tool on the interactive whiteboard to show pictures of children saying how they get to school. Alternatively, you can introduce the language through mimes.
- Text for the song *Voy al cole en autobús* (to the tune of 'Old Macdonald'). *Cole*, the shortened form of *colegio*, is used here as this is easier to say. *Cole* is the word Spanish children would use in an everyday context when talking about school.

Voy al cole en autobús

(Then for the second line mime an action to go with a bus and make an appropriate sound.)

Repeat

Por el norte

Por el sur

Por el este y el oeste

Voy al cole en autobús

(Then mime an action to go with a bus and make an appropriate sound.)

Repeat with the following verses, adding an appropriate action and sound each time for the second line and in the final chorus.

Voy al cole en coche

Voy al cole en tren

Voy al cole en bici

Voy al cole a pie

- Follow-up: Children make bar charts using data from the class survey tally chart.
- Follow-up: Children conduct a survey of how children in other classes get to school.
- Follow-up: Revise the vowel sounds by drawing the vowels on a foam die (repeat *i* on the sixth side of the die). Children roll the die and say the sound shown.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 2. Where in the world is Spanish spoken?

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| <ul style="list-style-type: none"> • about ways of travelling to the country/countries (IU4.4) • to read and understand a range of familiar written phrases (L4.1) • to read some familiar words and phrases aloud and pronounce them accurately (L4.3) • to listen for sounds and rhythm (O4.3) • to know about some aspects of everyday life and compare them with their own (IU4.2) • to notice similarities and differences in place names (KAL) • to use prior knowledge to support understanding (LLS) | <ul style="list-style-type: none"> • Children quickly recall with talk partners where in the world Spanish is spoken and feed back to the class. • Select four Spanish-speaking countries. Using a large map or globe, locate and mark them. List the countries on the board, eg <i>México, España, Cuba, Argentina</i>. • Discuss differences in the pronunciation of the names of these countries in English and Spanish. • Extension: Discuss with the class how Spanish came to be spoken in some of these countries. • Focus on the <i>j</i> (<i>g</i>) sound in <i>Argentina</i>. Remind the children of the two ways of writing it. Show the written word and add it to the class word bank under <i>j/g</i> (<i>e/i</i>). • Repeat the names of the countries. Clap your hand for each syllable, eg <i>Mé-xi-co</i>. Children guess the country you are clapping. • Introduce <i>Voy a ...</i> and point to these countries on the map or globe. • Play Pass the Parcel. Put the names of the Spanish-speaking countries in a bag and pass it around to music from one of these countries. When the music stops, the child with the bag takes out a word card. The class chant <i>¿A dónde vas?</i> (Where are you going?) and the child holds up the word card. The class then chorus <i>Voy a ...</i> or repeat it after you. • Extension: The class chorus <i>¿Cómo vas al ...?</i> The child responds, choosing an appropriate form of transport <i>Voy a ... en el avion/barco</i>. • Extension: Show photos and text of four children from Spanish-speaking countries introducing themselves and saying how they get to school. Children work in pairs to read and pick out key words for transport. They demonstrate their understanding by drawing a symbol for the mode of transport next to the appropriate sentence or on a mini-whiteboard. | <ul style="list-style-type: none"> • locate some countries where Spanish is spoken • imitate the pronunciation of sounds • say the names of some Spanish-speaking countries • recognise that many languages are spoken in the UK and across the world • say where they would like to go | <ul style="list-style-type: none"> • Explain that many of the Spanish-speaking countries also have native languages other than Spanish. • Link with literacy work: Children become familiar with using knowledge of phonics, morphology and etymology to spell unfamiliar words in literacy work from year 4. • Some children feel more secure by responding as part of a whole-class chorus or chant rather than individually. • Follow-up: Children research the highlighted Spanish-speaking countries using ICT to compile a database. • Follow-up: Children make databases of other Spanish-speaking countries, including their capitals, populations and continents. • Follow-up: Invite native speakers from Spanish-speaking countries to talk to the class about where they come from and what other languages they speak. |
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Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 3. Weather

- to memorise and present a short spoken text (O4.1)
- to listen for sounds, rhyme and rhythm (O4.3)
- about ways of travelling to the country/countries (IU4.4)

- Introduce weather phrases with pictures, flashcards and actions. You say a phrase and children mime the action; you show a flashcard and children say the phrase and mime the action.
- Show children a map of Spain on which you have marked the following places: *Bilbao, Barcelona, Madrid, Sevilla, Valencia*.
- Do a clapping rhyme to practise asking and answering, eg *¿Qué tiempo hace en ... Madrid? En Madrid hace calor* and so on. Invite children to place appropriate weather symbols on the map.
- Repeat the weather phrases and ask the children to listen for the sound *th*. Each time they hear it, they should do the action they invented for this sound in Unit 2. Can they remember the two ways of writing it? Show the written forms of some weather phrases, such as *Hace sol* and *Hace calor*. Note the *c* in *hace* and add it to the word bank.
- Revise countries where Spanish is spoken. Children discuss in pairs and feed back.
- Play the *Voy a ...* game from Section 2 to revise the countries.
- Look at some images of the Spanish-speaking countries on the interactive whiteboard. Comment on what the weather is like, eg *En Cuba, llueve*.
- Extension: Revise the phonemes *e, i, u, j/g* and *z/c*. Help children to pronounce the phonemes accurately by playing the game Phoneme Family. Give each child a sound card, which they look at but keep secret. The children circulate around the room, making that sound until they find others from the same 'family'. They then show their cards to check.
- Distribute cards containing the name of a country and a picture of the weather, eg *Hace frío*. Children produce combinations of sentences such as *En España, hace frío, llueve*.
- Extension: Children cut out pictures from travel brochures and make collages of one of the four Spanish-speaking countries from Section 2.
- Sing *Si hace buen tiempo y te gusta di ¡Olé!* (If it's good weather and you like it, say *Olé!*) to a variation on the tune of 'If You're Happy and You Know It Clap Your Hands' (see 'Points to note').

- say the names of some Spanish-speaking countries
- say what the weather is like in some of these countries

- To avoid confusion, be consistent in the symbols that you use for weather vocabulary.
- Follow-up: Revise the weather with quick 'brainbreak' sessions, where children say the phrases or do the actions in response to your commands.
- The song *Si hace buen tiempo y te gusta di ¡Olé!* can be shortened or new lines introduced little by little:

Si hace buen tiempo y te gusta di ¡Olé! (Repeat)

Si hace buen tiempo y te gusta

Cuenta uno muy deprisa

¡Uno!

Si hace mal tiempo y te gusta di ¡achís! (Sneeze) (Repeat)

Si hace mal tiempo y te gusta

Cuenta dos y da la mano.

¡Uno, dos! (Shake hands)

Si hace viento y te gusta di ¡José! (Repeat)

Si hace viento y te gusta

Cuenta tres al revés ...

¡Tres, dos, uno!

(If it's good weather and you like it, say *Olé!*)

If it's good weather and you like it

Count to one very quickly

One!

If it's bad weather and you like it say atchoo!

If it's bad weather and you like it

Count to two and give your hand

If it's windy and you like it say *José!*

If it's windy and you like it

Count to three backwards)

- Follow-up: Throughout the week, sing *Si hace buen tiempo y te gusta di ...* changing the weather phrases, eg *Si hace frío y te gusta di ...*
- Follow-up: Keep a class (or individual) weather diary for one week, drawing a picture and writing a phrase underneath once each day.
- Follow-up: Use internet sites to find out the current weather in Spain or Spanish-speaking countries. Children can use this information to provide weather reports.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 4. On our travels

- to memorise and present a short spoken text (O4.1)
- about ways of travelling to the country/countries (IU4.4)

- Revise modes of transport for getting to school using flashcards and actions.
- Read children an invitation to a school celebration in a Spanish-speaking country. Discuss how you are going to get there.
- Ask children *¿Puedo ir a Cuba en autobús?* (Can I go to Cuba by bus?) Children show thumbs up or thumbs down and say *Sí* or *No*. Introduce *en avión* / *en barco*.
- Extension: You can extend the above activity to include *Voy a ...* + mode of transport.
- Introduce the question *¿A dónde vas?* Show the three parts of the answer on the board:

Voy	a España	en autobús
	a México	en tren
	a Cuba	en avión
	a Argentina	en barco

- As you say a sentence, children mime the mode of transport.
- Display the grid on the interactive whiteboard with the different elements outside of it. Children can move the elements into the right cells to create syntactically correct sentences. For extension, you could separate the prepositions from the countries, adding an extra column to the grid.
- Substitute claps for the name of the country according to the number of syllables and ask children to complete the sentence.
- Invite children to devise a mime for *Voy*. Make up some sentences using actions instead of words. The class guess the sentence. Choose confident children to take the lead.
- Working in mixed-ability groups of three, children build and act out a range of sentences, each taking one section. These are presented to the class for them to 'read the sentence'.
- Extension: Provide word cards for children to create their own sentences.

- use a physical response to show they understand specific words and phrases
- make sentences using two ideas
- understand that there are different ways of getting to countries, depending on their location

- If you have previously introduced additional Spanish-speaking countries, these can be added to the sentence-building activities.
- A simple text for the invitation to a school celebration in a Spanish-speaking country could read as below. You could find details and a picture of a real school by consulting an internet search engine.

On front cover:
¡Fiesta escolar!
 (School celebration!)

Inside:
¡Buenos días, clase + name of your class! ¡Venid a nuestra fiesta!

Fecha:
 Dirección: name and address of school

- Link with literacy work: Children will have had experience of investigating and writing persuasive invitations in year 3 literacy.
- Follow-up: Throughout the week, play flashcard games to revise transport and the weather.
- Follow-up: Create a graffiti board where children can create their own sentences.

Section 5. Travel arrangements

- to read some familiar words and phrases aloud and pronounce them accurately (L4.3)
- to use phonics and whole-word knowledge to support accurate pronunciation (KAL)
- to reinforce and extend recognition of word classes and understand their function (KAL)
- to use context and previous knowledge to determine meaning and pronunciation (LLS)

- Introduce the days of the week by putting these to a simple tune that children can echo and then sing with you.
- Give children a jumbled-up list of the days of the week. They rearrange them in pairs, on mini-whiteboards.
- Refer back to the sentences created in the previous session, eg *Voy a Cuba en avión*. With their talk partners, children whisper to each other as many sentences as they can. Take some of the sentences in feedback and build them on the board using word cards.
- Insert days of the week into these sentences and read them aloud, eg *El lunes, voy a España en tren*. Ask children to help you translate them.
- Build more sentences on the board, with the day missing. Children come to the front, add a day and read the sentence aloud.
- Children work in groups to build their own sentences. They can use pre-prepared word cards or write on post-it notes. Some children will need picture and word cards to help them.
- Each group reads back to the class a sentence they have produced. Children can work in mixed-ability groups and create a 'voice-over', with some children using gestures and others saying words. Display sentences on the board or graffiti wall.
- Extension: Set a challenge to see how many sentences children can build. They record these, using word-processing software if appropriate.
- Split the class into teams. Invite a child from each team to come to the board and build a sentence using word cards, in a timed challenge.

- build a sentence with at least two different ideas
- understand that words can change places in a sentence

- The days of the week fit well to the tune of 'Camptown Races':

*Lunes, martes, miércoles,
 jueves, jueves,
 lunes, martes, miércoles,
 jueves, viernes,
 sábado, domingo,
 sábado, domingo,
 lunes, martes, miércoles,
 jueves, viernes.*

- Note that the days of the week in Spanish are written in lower-case letters (unless at the beginning of a sentence).
- If you want to say, for example, 'on Monday', this is simply *el lunes*.
- Follow-up: Throughout the week, sing the days of the week song.
- Link with literacy work: The extension activity links to literacy work on composing sentences using the tense consistently in year 2, and to presenting written work using word-processing packages (year 4).
- If the interactive whiteboard has a screen-recording function the children could use this, along with a microphone, to say their sentences as they move words to build them. When they have finished, the sequence plays back as a video so that children can watch, listen to and evaluate their performance. Not only is this effective assessment for learning, but it is valuable evidence of progress to link to the children's European Language Portfolio.
- Follow-up: Children make a simple booklet by folding a sheet of A3 paper (or just by drawing a 2x4 grid). For each day of the week, they construct a sentence and illustrate it, eg *El Lunes voy a Cuba en el tren. / El Martes voy a Bolivia en el avion*. They could add a title page, *Mi viaje al mundo* (My World Trip).

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 6. Planning a trip

- to follow a short familiar text, listening and reading at the same time (L4.2)
- to write simple words and phrases using a model and some words from memory (L4.4)
- about some aspects of everyday life and compare them with their own (IU4.2)
- about ways of travelling to the country/countries (IU4.4)
- to recognise that texts in different languages will often have the same conventions of style and layout (KAL)

- Children brainstorm with a partner about the different ways in which we communicate, eg telephone, email, letters, and feed back to class. How are these similar/different? Why might you use one instead of another?
- Explain to children that they will be writing a simple email requesting information from a travel agent.
- Show the class a simple email in Spanish and read it through (see 'Points to note' in the end-of-unit activities for an example). Children listen and follow the text. Discuss how it begins and ends, and any similarities with the layout of an email in English.
- Do a shared writing activity in which the class compose an email stating where, how and when you are travelling. Display possible phrases on the board either by writing them up or using word cards from a previous session.

- read and understand an email in Spanish
- write to a travel agent saying where, when and how they are travelling

- The activity can be modelled on the interactive whiteboard, where different versions of the writing frame can be easily produced in order to offer the right level of support and challenge.
- Follow-up: Make a display of different forms of communication in Spanish or other languages, such as letters, emails or text messages.
- Follow-up: Throughout the week, use 'brainbreaks' to practise vocabulary from this unit. You mime an action or a child mimes an action and the class repeat the phrase.
- Link with literacy work: Children will have experience in literacy work of word-processing from year 3 onwards.
- Follow-up: Talk to the children about modes of transport to and within Spain. Talk about having to pay tolls (*el peaje*) to use some Spanish motorways. Discuss how this might affect your journey. What are the advantages and disadvantages of this?

End-of-unit activities

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

- Children use a writing frame to compose their own email.
- Provide differentiated writing frames offering various levels of support.
- Some children will need word banks with picture clues. Others may want to write different sentences and experiment with language, using a bilingual dictionary.

- write an email using an appropriate writing frame
- share emails with the whole class

- An example of an email that children can create:

*Buenos días,
El martes, voy a España en tren. ¿Puedo reservar un billete, por favor?
Gracias,
Ana*

(Good morning,
On Tuesday, I am going to Spain by train. Could I reserve a ticket, please?
Thank you,
Anna)

- Link with literacy work: Children will have experience in literacy work of word-processing from year 3 onwards.