

## ¿Qué tiempo hace? (What's the weather like?)

### Overview Unit 12

ABOUT THIS UNIT		WHERE THIS UNIT FITS IN
<p>In this unit the children learn weather phrases (including using negative numbers). Aesop's fable <i>El Viento y el Sol</i> (The Wind and the Sun) is used and the text can be found at the end of the unit. The children learn the names of some common articles of clothing and relate these to the weather. They learn to say the date and to write and say telephone numbers.</p>		<p>Children are already familiar with numbers, the days of the week and the months of the year. They use this knowledge to create their own weather reports.</p>
<p><b><u>Prior Learning</u></b></p> <p>It is helpful if children already know:</p> <ul style="list-style-type: none"> <li>• numbers 0–40</li> <li>• days of the week</li> <li>• months of the year</li> <li>• <i>fuerte</i></li> </ul>	<p><b><u>New Language Content</u></b></p> <ul style="list-style-type: none"> <li>• Weather phrases</li> <li>• Asking what the weather is like in a certain place</li> <li>• Names of items of clothing</li> <li>• Saying the date</li> <li>• Phonic focus: <i>au, gu</i> (before <i>e</i> or <i>i</i>); revising common phonemes e.g. <i>d</i> (th as in 'that'), <i>ll</i>; difference between <i>v</i> [β] and [b]; consolidation of phoneme-grapheme correspondences; breaking words into individual phonemes; synthesising phonemes to build simple words</li> </ul>	<p><b><u>End of Unit Activity</u></b></p> <p>The children work in groups or pairs to create a weather report for Spanish-speaking countries. The reports are filmed and played to the class, who offer constructive comments on each performance. The children who have participated in this activity could record and celebrate their achievement by saving the video clip in their personal space on a learning platform.</p>
<p><b><u>Expectations</u></b></p> <p>At the end of this unit:</p> <p><i>Most children will:</i> understand and say weather phrases; say which clothes they might wear in different conditions; respond appropriately when asked the date; use the new language in a short presentation.</p> <p><i>Some children will not have made so much progress and will:</i> understand and say numbers, the days of the week and weather phrases when prompted; understand names of clothes; need prompting to recall vocabulary and structures.</p> <p><i>Some children will have progressed further and will:</i> initiate conversations when working in pairs or groups; cope with retrieving information from extended descriptions; take part in a presentation using mainly memorised language.</p>		<p><b><u>Links to the New National Curriculum for KS2 Foreign Languages</u></b></p> <p><i>Where there is a specific focus within the objective, this is shown in bold.</i></p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Describe people, places, things and actions orally and in writing.</p>

## ¿Qué tiempo hace? (What's the weather like?)

### Overview Unit 12

#### Resources

- Flashcards, clothes and props, mini-flashcards for each child for *Enseñadme* activity. (see session 1)
- Outline map of Spain with labels for Sevilla, Granada, Palencia, Toledo, Barcelona, Valencia and the provinces, including Cataluña, Navarra, Castilla, Galicia
- Sets of mini weather symbol cards
- Text for weather song *¿Qué tiempo hace?* (see session 1)
- Drag and drop function on the interactive whiteboard
- Maps from the picture gallery/image resource back available with some interactive whiteboards
- Items of clothing and images to match (see session 2)
- Counting stick or number line
- Ball
- Number cards / tiles / balls
- Text for the rhyme *El teléfono* (see session 2)
- Multimedia presentation software
- Pictures of hot and cold places (see session 3)
- Thermometer or number line
- Photo sharing application or photo search engine
- Interactive teaching program of a thermometer
- Sentence strips from story (see session 4)
- Copy of *El Viento y El Sol* (see session 6 language)
- An electronic big book of the story
- A recording of the text
- Pictures of objects on the interactive whiteboard containing the phonemes [ß] and [b] with sound files embedded
- Items of clothing/flashcards (see session 5)
- Dress-up dolls on interactive whiteboard software
- Cut-up jumbled sentences
- Electronic dice on the interactive whiteboard
- Date sentence cards (see session 6)
- Mini-flashcards for each group for listening activity.

## ¿Qué tiempo hace? (What's the weather like?)

### 1. What's the weather like?

**Prior Knowledge:** It is helpful if children already know the numbers 1-10; the months of the year; negative numbers; how to read simple scales and thermometers

#### Objectives

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

Appreciate stories, songs, poems and rhymes in the language.

#### Support

Allow children to play some of the games in pairs as appropriate.

Ensure children who are not confident in speaking can still participate in games by using a physical response.

#### Extension

Children make up a rap or song using the place names and weather phrases.

#### Main

Introduce the question *¿Qué tiempo hace?* and the weather phrases with pictures, flashcards and actions. Say a phrase and children do the action; you show a flashcard and children say the phrase and do the action.

Show children a map of Spain on which you have marked the following places. Sevilla, Castilla, Barcelona, Granada, Toledo, Galicia, Navarra, Valencia, Palencia, Cataluña. (Note that Castilla, Navarra and Cataluña are provinces, not cities, so the map must have provinces marked).

ICT Opportunities: Maps can be found in the resource bank of the interactive whiteboard.

Sing the song *¿Qué tiempo hace?* to practise the weather phrases. Use a large map of Spain with key towns and provinces marked. Invite children to place appropriate weather symbols on the map.

ICT Opportunities: Use the drag and drop facility on the interactive whiteboard to encourage children to place appropriate weather symbols on the map.

Play *Enseñadme*. Each child makes or is given a set of cards with weather symbols. On the instruction *Enseñadme – hace sol* for example, they find the correct card and hold it up.

Play *Buscad el dibujo*. Invite two children to the front. Attach weather pictures or flashcards to the board within easy reach. Call out a weather phrase and children race to see who can touch the correct picture first. The winner stays at the board to have another turn.

Display the words *llueve, Sevilla, Castilla* on the board and ask children to tell you what they have in common (*ll*). Practise saying the words. Repeat with *nublado, Toledo, Granada*, with *hace, Barcelona, Galicia, Valencia, Palencia* and with *llueve, nieva, Navarra*. Add the new words to the class sound bank pages for *ll* [*λ*], *d* [*ð*], soft *c* [*θ*] and *v* [*β*].

Play 'Pass the Phrase'. Organise children into teams of about six. Teams stand in lines. Whisper a different weather phrase to player 1 in each team. On the signal *uno, dos, tres* player 1 traces the appropriate weather symbol on the back of player 2. The phrase is passed from back to back along the line. When the last player receives the phrase, the team sits down. When all teams are sitting down ask player 6 from each team to say their phrase aloud.

## ¿Qué tiempo hace? (What's the weather like?)

### 1. What's the weather like?

<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>Weather expressions – this lesson presents two ways of saying what the weather is like.</p> <p>The first uses the verb ('it's snowing / raining / freezing' – <i>nieva / llueve / hiela</i>) as in English.</p> <p>The second uses <i>hacer</i> where in English we would use 'It is + adjective' ('It is cold / hot / fine / bad / windy / sunny'). The structure uses the impersonal <i>hace</i> + adjective or noun.</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Asking questions – remind pupils of the rising intonation in the question <i>¿Qué tiempo hace?</i></p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>[ b ] - <i>Valencia, viento</i></p> <p>[ ð ] - <i>nublado, Toledo, Granada</i></p> <p>[ λ ] - <i>llueve, Sevilla, Castilla</i></p> <p>[ β ] - <i>llueve, nieva, Navarra</i></p> <p>[ θ ] – <i>hace, Barcelona, Galicia, Valencia, Palencia</i></p> <p>[ rr ] - <i>Navarra</i></p> <p>[ ɲ ] - <i>Cataluña</i></p> <p>Silent h - <i>hiela</i></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>[ ð ] - <i>nublado, Toledo, Granada</i></p> <p>[ λ ] - <i>llueve, Sevilla, Castilla</i></p> <p>[ β ] - <i>llueve, nieva, Navarra</i></p> <p>[ θ ] – <i>hace, Barcelona, Galicia, Valencia, Palencia</i></p>
<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• repeat words and phrases spoken by someone</li> <li>• use mime and gesture to express what they mean</li> <li>• use physical response to show they understand</li> </ul>	<p><b><u>New National Curriculum Links</u></b></p> <p><b>Geography</b> – Years 3 – 4</p> <p>Locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>		
<p><b><u>Throughout the week:</u></b></p> <p>Every day, ask <i>¿Qué tiempo hace?</i> when you take the register and encourage children to respond using a variety of appropriate phrases. Ensure that this activity becomes part of the class daily routine.</p> <p>Phonic focus. Following the weather clapping rhyme, practise the key phonemes (/l [λ], d [ð], soft c [θ], v [β]) by playing 'Phoneme Salad'. The children sit in a circle and each have a picture card showing a type of weather or an object. When you call out a sound, all the children with an item containing that sound swap places. As an extension, one child could be in the middle, trying to find a place.</p>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Flashcards, clothes and props, mini-flashcards for each child for <i>Enseñadme</i> activity.</li> <li>• Outline map of Spain with labels for Castilla, Sevilla (Seville), Toledo, Barcelona, Granada, Galicia, Navarra, Valencia, Palencia, Cataluña</li> <li>• Sets of mini weather symbol cards</li> </ul> <p>Text for weather song : <i>¿Qué tiempo hace ?</i> to the tune of 'If you're happy and you know it....'</p>		

## ¿Qué tiempo hace? (What's the weather like?)

### 1. What's the weather like?

He/she chooses a sound to call out.

#### Teaching Tips

- Revise key phonemes and allow children to practise identifying individual sounds. Give the children some counters, say a word and ask them to place a counter in front of them for every phoneme they hear. (Some children will need reminding that a phoneme is a single sound, made up of one or more letters). Ask them *¿Cuántos fonemas hay?* (How many phonemes are there?) Compare with *¿Cuántas sílabas hay?* and *¿Cuántas letras hay?*. Words could include *llueve* (5 phonemes), *qué* (2) and *hace* (3).

*En Granada hace viento, sí señor*

*En Toledo hace sol y hace calor*

*Hace frío en Castilla,*

*Está nublado en Sevilla*

*En Barcelona hace buen tiempo hoy*

*En Galicia hiela mucho, sí señor*

*En Navarra el tiempo es peor*

*Nieva mucho en Valencia*

*Siempre llueve en Palencia*

*En Cataluña hace mal tiempo hoy*

- Maps from the picture gallery/image resource back available with some interactive whiteboards

<i>El lenguaje del profesor / de la profesora</i>	Teacher Language	<i>El lenguaje de los niños</i>	Children's Language
<i>Escuchad</i>	Listen	<i>hace buen tiempo</i>	it's fine
<i>Repetid</i>	Repeat	<i>hace mal tiempo</i>	it's bad weather
<i>¿Qué tiempo hace?</i>	What's the weather like?	<i>hace calor</i>	it's hot

## ¿Qué tiempo hace? (What's the weather like?)

### 1. What's the weather like?

<i>Haced un gesto</i>	Do an action	<i>hace frío</i>	it's cold
<i>Enseñadme</i>	Show me	<i>hiela</i>	it's freezing
<i>Buscad el dibujo</i>	Find the image	<i>llueve</i>	it's raining
<i>Pasad la frase</i>	Pass the sentence	<i>nieva</i>	it's snowing
<i>hace buen tiempo</i>	it's fine	<i>hace viento</i>	it's windy
<i>hace mal tiempo</i>	it's bad weather	<i>está nublado</i>	it's cloudy
<i>hace calor</i>	it's hot	<i>hace sol</i>	it's sunny
<i>hace frío</i>	it's cold	<i>hay tormenta</i>	there's a storm
<i>hiela</i>	it's freezing		
<i>llueve</i>	it's raining	<i>Sí, señor</i>	yes sir
<i>nieva</i>	it's snowing	<i>hoy</i>	today
<i>hace viento</i>	it's windy	<i>mucho</i>	a lot
<i>está nublado</i>	It's cloudy??	<i>peor</i>	worse
<i>hace sol</i>	it's sunny	<i>siempre</i>	always
<i>hay tormenta</i>	there's a storm		
<i>buscad la etiqueta</i>	find the label		
<i>¿Qué tiempo hace e.g. en León?</i>	What's the weather like e.g. in León?		
<i>Sí, señor</i>	yes sir		
<i>hoy</i>	today		
<i>mucho</i>	a lot		
<i>peor</i>	worse		
<i>siempre</i>	always		

## ¿Qué tiempo hace? (What's the weather like?)

### 2. More practice at numbers to 100

**Prior Knowledge:** It is helpful if children have already heard and seen numbers 0-100

<p><b><u>Objectives</u></b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p><b><u>Support</u></b></p> <p>In games such as Fizz Buzz, allow children to play in pairs.</p> <p>Allow more thinking time for games which rely on speed (for example, when playing <i>Buscad el número</i> teacher counts slowly to 10 before allowing children to look for the number.)</p> <p><b><u>Extension</u></b></p> <p>Practise higher numbers by changing those in the <i>El teléfono</i> rhyme, eg 29, 31, 42, 25.</p>	<p><b><u>Main</u></b></p> <p>Revise weather phrases by singing the song from Session 1.</p> <p>Play <i>¿Qué necesitas?</i> (What do you need?). Collect 12 or more items of clothing/props to match weather phrases, e.g. gloves, sunglasses, umbrella etc. Display images of the items on the board and number each one. Invite 2 children to the front. Call out a weather phrase. Children select appropriate items and show the class. Ask the class <i>¿Qué número es?</i></p> <p>Revise multiples of 5 up to 100 using a counting stick or number line.</p> <p><b><u>ICT Opportunities:</u></b> Use multimedia presentation software to animate numbers and make them whiz across the screen. Children call out numbers as they see them.</p> <p>Play <i>Pasad la pelota</i> with multiples of 5. Pass a large ball to a child and say <i>cero</i>. The child who receives the ball says <i>cinco</i> and passes it on. The sequence continues up to 50. Play again this time counting to 100.</p> <p>Revise <i>veintiuno</i>, and <i>treinta y uno</i> using a counting stick or number line.</p> <p>Play <i>Buscad el número</i>. Place numbered tiles, balls or number flashcards up to 100 on the floor. You could make this easier by using only eg. multiples of 5 and 11. Invite two children to stand next to them. Call out a number and children race to find it. The winner stays to have another turn.</p> <p>Play 'Fizz Buzz' with animal sounds from Unit 11. Count around the class from 0-100. Children replace multiples of 5 with a sound, eg <i>uno, dos, tres, cuatro, muuu</i>. When they are confident add another animal sound for multiples of 10 or 11.</p> <p>Learn the <i>El teléfono</i> rhyme with children doing an action as if to dial the numbers. Display the rhyme and focus on the word <i>alguien</i>. Ask the children which letter is silent (the u). Explain that it is just there to protect the g because a g that is followed by an e or an i 'goes soft' and would be pronounced like the Spanish <i>j [x]</i>.</p> <p><b><u>ICT Opportunities:</u></b> Set up an interactive whiteboard file to present the rhyme.</p>
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## ¿Qué tiempo hace? (What's the weather like?)

### 2. More practice at numbers to 100

<b>Grammar</b> <u>For teachers:</u>  Negative – in the rhyme <i>El Teléfono</i> the negative pronoun ‘nobody’ is used. In Spanish this is <i>nadie</i> .	<b>Grammar</b> <u>For children:</u>  Asking questions – ¿ <i>Qué número es?</i>	<b>Phonics focus</b> <u>For teachers:</u>  <i>gu before e/i [g] - alguien</i>	<b>Phonics focus</b> <u>For children:</u>  <i>gu before e/i [g] - alguien</i>
<b><u>Learning Outcomes</u></b>  Children can: <ul style="list-style-type: none"><li>• memorise a rhyme</li><li>• recognise numbers to 100 when someone says them aloud</li><li>• pronounce numbers to 100 with reasonable accuracy</li></ul>		<b><u>New National Curriculum Links</u></b>  <b>Mathematics</b>  <u>Multiplication and Division</u> – Year 4  Recall multiplication and division facts for multiplication tables up to 12 × 12	
<b><u>Throughout the week:</u></b>  Play <i>Pasad la pelota</i> and ‘Fizz Buzz’ to practise numbers.  Read out some Spanish telephone numbers for children to write down and to read back to you. This activity could be done in pairs. Practise different sequences of numbers in Spanish as a warm-up to the daily mathematics lesson.		<b><u>Resources</u></b> <ul style="list-style-type: none"><li>• Items of clothing and images to match</li><li>• Counting stick or number line</li><li>• Ball</li><li>• Number cards / tiles / balls</li><li>• Multimedia presentation software</li></ul> <div><div>Text for the rhyme <i>El teléfono</i>: <i>54, 3, 21, 23, 45,</i> <i>El teléfono sonó</i> <i>y nadie contestó,</i> <i>Sonó, sonó y sonó,</i> <i>hasta que loco me volvió</i></div><div><i>54, 3, 21, 23, 45,</i> The telephone rang and no-one answered It rang and rang and rang, Until it drove me mad</div></div>	
<b><u>Teaching Tips</u></b> <ul style="list-style-type: none"><li>• Spanish telephone numbers are typically said and written in pairs, eg 32 is said as ‘thirty-two’. Phone numbers have 9 digits, which means they are typically written in groups of 2, 3, 2 and 2 numbers, eg 95 456 78 90. This would be said as ‘ninety-five, four, fifty-six, seventy-eight, ninety’, although you can also say phone numbers in single digits. The first two or three numbers denote the region. For example 954 is Sevilla. Mobile numbers begin with 6 or 7.</li><li>• If you have used the interactive whiteboard activity suggested in Units 8 and 9, the children will be able to see the sequence and pattern of multiples in the grid.</li><li>• If you have not covered Unit 11, replace the animal sounds in the ‘Fizz Buzz’ game with words such as <i>¡ñam, ñam!</i> or <i>¡puaj!</i></li><li>• Allow more thinking time for games which rely on speed, e.g. in</li></ul>			



*¿Qué tiempo hace? (What's the weather like?)*

**2. More practice at numbers to 100**

<p><i>Buscad el número</i> count slowly to 10 before allowing children to find the number.</p>	<div> <div> 54, 3, 21, 23, 45,  El teléfono sonó  alguien contestó,  ¡Oh perdón !  Me equivoqué de botón </div> <div> 54, 3, 21, 23, 45,  El teléfono sonó,  Víctor contestó,  ¡Eh, Víctor ! ¡Campeón !  Has ganado el balón. </div> </div> <div> <div> 54, 3, 21, 23, 45,  The telephone rang  someone answered  Oh, sorry!  I've got the wrong number </div> <div> 54, 3, 21, 23, 45,  The telephone rang  Victor answered,  Hey, Victor! You are the champion!  You have won the ball. </div> </div>

<i>El lenguaje del profesor / de la profesora</i>	Teacher Language	<i>El lenguaje de los niños</i>	Children's Language
<i>¿Qué necesitas?</i> <i>Pasad la pelota</i>	What do you need? Pass the ball	1 uno 2 dos	one two

*¿Qué tiempo hace? (What's the weather like?)*

**2. More practice at numbers to 100**

<i>Buscad el número</i>	Find the number		
<i>1 uno</i>	one	<i>3 tres</i>	three
<i>2 dos</i>	two	<i>4 cuatro</i>	four
<i>3 tres</i>	three	<i>5 cinco</i>	five
<i>4 cuatro</i>	four	<i>6 seis</i>	six
<i>5 cinco</i>	five	<i>7 siete</i>	seven
<i>6 seis</i>	six	<i>8 ocho</i>	eight
<i>7 siete</i>	seven	<i>9 nueve</i>	nine
<i>8 ocho</i>	eight	<i>10 diez</i>	ten
<i>9 nueve</i>	nine	<i>11 once</i>	eleven
<i>10 diez</i>	ten	<i>12 doce</i>	twelve
<i>11 once</i>	eleven	<i>13 trece</i>	thirteen
<i>12 doce</i>	twelve	<i>14 catorce</i>	fourteen
<i>13 trece</i>	thirteen	<i>15 quince</i>	fifteen
<i>14 catorce</i>	fourteen	<i>16 dieciséis</i>	sixteen
<i>15 quince</i>	fifteen	<i>17 diecisiete</i>	seventeen
<i>16 dieciséis</i>	sixteen	<i>18 dieciocho</i>	eighteen
<i>17 diecisiete</i>	seventeen	<i>19 diecinueve</i>	nineteen
<i>18 dieciocho</i>	eighteen	<i>20 veinte</i>	twenty
<i>19 diecinueve</i>	nineteen	<i>21 veintiuno</i>	twenty-one
<i>20 veinte</i>	twenty	<i>22 veintidós</i>	twenty-two etc.
<i>21 veintiuno</i>	twenty-one	<i>23 veintitrés etc.</i>	thirty
<i>22 veintidós</i>	twenty-two	<i>30 treinta</i>	thirty-one
<i>23 veintitrés etc.</i>	twenty-three etc.	<i>31 treinta y uno</i>	forty
<i>30 treinta</i>	thirty	<i>40 cuarenta</i>	forty-one
<i>31 treinta y uno</i>	thirty-one	<i>41 cuarenta y uno</i>	fifty
<i>40 cuarenta</i>	forty	<i>50 cincuenta</i>	fifty-one
		<i>51 cincuenta y uno</i>	sixty
		<i>60 sesenta</i>	sixty-one

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**2. More practice at numbers to 100**

<i>41 cuarenta y uno</i>	forty-one	<i>61 sesenta y uno</i>	seventy
<i>50 cincuenta</i>	fifty	<i>70 setenta</i>	seventy-one
<i>51 cincuenta y uno</i>	fifty-one	<i>71 setenta y uno</i>	eighty
<i>60 sesenta</i>	sixty	<i>80 ochenta</i>	eighty-one
<i>61 sesenta y uno</i>	sixty-one	<i>81 ochenta y uno</i>	ninety
<i>70 setenta</i>	seventy	<i>90 noventa</i>	ninety-one
<i>71 setenta y uno</i>	seventy-one	<i>91 noventa y uno</i>	one hundred
<i>80 ochenta</i>	eighty	<i>100 ciento (cien)</i>	
<i>81 ochenta y uno</i>	eighty-one		
<i>90 noventa</i>	ninety		
<i>91 noventa y uno</i>	ninety-one		
<i>100 ciento (cien)</i>	one hundred		

## ¿Qué tiempo hace? (What's the weather like?)

### 3. What's the temperature?

**Prior Knowledge:** It is helpful if children already know numbers 0-100

<p><b><u>Objectives</u></b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p><b><u>Support</u></b></p> <p>Ensure children who are not confident in speaking can still participate in games by using a physical response.</p> <p><b><u>Extension</u></b></p> <p>Some children will be able to lead the activity of reading out a temperature and inviting another child to point to a matching picture.</p>	<p><b><u>Main</u></b></p> <p>Place pictures of hot and cold places labelled with a temperature (some with negative numbers) around the room.</p> <p><b><u>ICT Opportunities:</u></b> Use a photo sharing application or photo search engine to find pictures of hot and cold places. (cf. <i>Flickr.com</i>)</p> <p>Use a couple of activities from the Session 2 to revise numbers 0-100.</p> <p>Model how to say <i>grados</i> (degrees). Focus on the sound made by the letter d (like th in 'that').</p> <p>Point to a picture of a hot place. Use a thermometer or number line to count e.g. from 0 to 30 degrees with children. Say <i>hace 30 grados</i> and mime 'very hot'. Repeat for some other hot places.</p> <p><b><u>ICT Opportunities:</u></b> Use a large thermometer on the interactive whiteboard if applicable. Use an interactive teaching program of a thermometer.</p> <p>Point to a picture of a cold place. Count down with the thermometer or number line. Stress <i>bajo cero</i> after each number and stop at -10 degrees. Say for example, <i>Hace 5 grados bajo cero</i> and mime 'very cold'.</p> <p>Practise saying the temperatures of the hot and cold places displayed around the room.</p> <p>Read out a temperature and children point to the matching picture. Invite a child to come and stand next to each one as you say it.</p> <p>Practise reading temperatures on a thermometer. Include some negative numbers.</p> <p>Read out a temperature and children point to the matching picture. Invite a child to come and stand next to each one as you say it.</p> <p>Practise reading temperatures on a thermometer. Include some negative numbers.</p> <p>Label one of the hot or cold images with the name of one of the Spanish towns from the weather song. Ask the children, <i>¿Qué tiempo hace en Sevilla?</i> Children chorus <i>Hace frío en Sevilla</i>. Now ask <i>¿qué temperatura hace?</i> Children chorus the response. Make a complex sentence by joining both responses i.e. <i>Hace frío en Sevilla y hace... grados</i>. Ask children to repeat the whole sentence. Repeat by labelling the other images with other town names from the song.</p>
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## ¿Qué tiempo hace? (What's the weather like?)

### 3. What's the temperature?

<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>Verbs – <i>hacer</i>. Note that, whereas in English we say 'it <b>is</b> 30 degrees', in Spanish the verb <i>hacer</i> is used impersonally, in the third person singular <i>hace</i>.</p> <p><i>El aula</i> – this is a feminine noun but the masculine article is used to make pronunciation easier (like <i>el agua</i> and <i>el arpa</i>).</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>No specific focus</p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>d [d̞] – <i>grados</i></p> <p>au - <i>aula</i></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>d [d̞] - <i>grados</i></p> <p>au - <i>aula</i></p>
<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• repeat words and phrases spoken by someone</li> <li>• use mime and gesture to express what they mean</li> <li>• use physical response to show they understand</li> </ul>	<p><b><u>New National Curriculum Links</u></b></p> <p><b>Mathematics</b></p> <p><u>Number, place value and rounding</u> – Year 4</p> <p>Count backwards through zero to include negative numbers</p> <p><b>Science</b></p> <p><u>Working scientifically</u> – Years 3 – 4</p> <p>Making accurate measurements using standard units, using a range of equipment, for example thermometers and data loggers</p>		
<p><b><u>Throughout the week:</u></b></p> <p>Children measure the temperature in the classroom (<i>el aula</i>) and playground (<i>el patio</i>) and, if possible, the partner country/town every day. They record this in a chart showing the days of the week. They make line graphs of temperature data collected during the week.</p>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Pictures of hot and cold places</li> <li>• Thermometer or number line</li> <li>• Photo sharing application or photo search engine</li> <li>• Interactive teaching program of a thermometer</li> </ul>		
<p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"> <li>• If the school has a partner in a Spanish-speaking country, children find out the temperatures there and compare with those in their own school.</li> </ul>			

*¿Qué tiempo hace? (What's the weather like?)*

**3. What's the temperature?**

<i><b>El lenguaje del profesor / de la profesora</b></i>	<b>Teacher Language</b>	<i><b>El lenguaje de los niños</b></i>	<b>Children's Language</b>
<i>See weather language from Session 1.</i> <i>¿Qué temperatura hace?</i> <i>Hace ...grados.</i> <i>Bajo cero</i>  <i>Numbers 1-30 (see Session 2)</i>  <i>En el aula</i> <i>En el patio</i> <i>y</i>	What temperature is it? It's ... degrees. minus     in the classroom in the playground and	<i>See weather language from Session 1.</i>  <i>grados</i> <i>bajo cero</i>  <i>Numbers 1-30 (see Session 2)</i>    <i>y</i>	  degrees minus      and

## ¿Qué tiempo hace? (What's the weather like?)

### 4. The Wind and the Sun.

**Prior Knowledge:** It is helpful if children already know some temperature and weather phrases

<p><b><u>Objectives</u></b></p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p><b><u>Support</u></b></p> <p>Allow children to play some of the games in pairs as appropriate.</p> <p>Ensure children who are not confident in speaking can still participate in games by using a physical response.</p> <p><b><u>Extension</u></b></p> <p>Children include some dialogue as they act out the story.</p>	<p><b><u>Main</u></b></p> <p>Revise the temperature and weather sentences from the Session 3.</p> <p>Explain to children that they are going to hear Aesop's fable called <i>El Viento y el Sol</i> (The Wind and the Sun). Ask them to guess what the title might be in English and what they think the story might be about.</p> <p><b><u>ICT Opportunities:</u></b> Copy the story into an electronic presentation or the interactive whiteboard to make an electronic big book. If possible, add a recording of the text so that children can hear the story as they read it.</p> <p>Read the story. Ask children to join in with an action when they recognise the words <i>el viento</i> and <i>el sol</i>.</p> <p>Read the story again and ask children to join in with <i>Soy más fuerte que tú</i> (I am stronger than you).</p> <p>Focus on the sounds made by the letter v [b] and [β] using the words <i>viento</i> and <i>lleva</i>. Model the sounds, emphasising the difference between them, and children repeat. Read out a list of words containing the [b] sound <i>viento, voy, veremos</i> and the [β] sound <i>lleva, jueves, oveja</i>. Designate one classroom wall as the [b] wall and another as the [β] wall. As they hear the sounds, the children point to the appropriate wall. If using an electronic version of the story, let children come to the board and highlight graphemes representing the sounds you are practising.</p> <p><b><u>ICT Opportunities:</u></b> Show a selection of pictures of objects on the interactive whiteboard, some of which contain phoneme [b] and some containing the sound [β]. Embed sound files of words into each picture. Children sort the objects depending on whether they contain the [b] or [β] sound.</p> <p>Distribute to pairs of children, phrases or sentences from the story cut into strips. Re-read the story and when children hear their phrase or sentence, they wave it in the air.</p> <p>Narrate the story and children act it out.</p>
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<p><b><u>Grammar</u></b></p> <p><u>For teachers:</u></p> <p>Verbs – third person singular of the following regular –ar verbs: <i>mirar - mira, llevar - lleva, soplar - sopla, brillar - brilla, abrigarse – se abriga, desabrochar – desabrocha, quitar - quita</i>; there are also some examples of irregular verbs <i>decir - dice, ser - soy, tener – tengo</i>.</p> <p>Comparative adjectives – <i>más fuerte</i>. In English we sometimes add 'er' to</p>	<p><b><u>Grammar</u></b></p> <p><u>For children:</u></p> <p>No specific focus</p>	<p><b><u>Phonics focus</u></b></p> <p><u>For teachers:</u></p> <p>[β] – <i>lleva</i></p> <p>[b] – <i>voy, veremos, viento</i></p>	<p><b><u>Phonics focus</u></b></p> <p><u>For children:</u></p> <p>[β] – <i>lleva</i></p> <p>[b] – <i>voy, veremos, viento</i></p>
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## ¿Qué tiempo hace? (What's the weather like?)

### 4. The Wind and the Sun.

the end of an adjective to make a comparison (eg: 'cheaper', 'stronger'); with longer adjectives we usually add 'more' in front of the word ('more interesting', 'more expensive'). Spanish follows the second of these patterns, using the word <i>más</i> (more) followed by the adjective. Eg: soy <b><i>más fuerte que tú</i></b> .			
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#### Learning Outcomes

Children can:

- repeat words and phrases spoken by someone
- use mime and gesture to express what they mean
- use physical response to show they understand

#### New National Curriculum Links

Reading – Years 3 – 4

Develop positive attitudes to reading and understanding of what they read by:

- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

#### Throughout the week:

Re-read the story. Display words containing the [β] sound and practise reading them with correct pronunciation.

#### Teaching Tips

- Props would be very useful for the children when acting out the story.
- Add an action for key words and phrases to help children memorise the new language

#### Resources

- Sentence strips from story.
- Copy of *El Viento y el Sol* (see Session 6 language)
- An electronic big book of the story
- A recording of the text
- Pictures of objects on the interactive whiteboard containing the phonemes [β] and [b] with sound files embedded

<i>El lenguaje del profesor / de la profesora</i>	Teacher Language	<i>El lenguaje de los niños</i>	Children's Language
<i>El viento</i> <i>El sol</i> <i>El abrigo</i>	the wind the sun the / his coat	<i>Soy más fuerte que tú.</i>	I am stronger than you.



*¿Qué tiempo hace? (What's the weather like?)*

**4. The Wind and the Sun.**

<i>quitar</i> <i>Soy más fuerte que tú.</i>	to take off I am stronger than you.		
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## ¿Qué tiempo hace? (What's the weather like?)

### 5. Dressing for the weather

**Prior Knowledge:** It is helpful if children are already familiar with some weather phrases

#### Objectives

Listen attentively to spoken language and show understanding by joining in and responding.

Read carefully and show understanding of words, phrases and simple writing.

#### Support

Word cards may need to include pictures to support the weaker readers in the class.

#### Extension

Children can write their own sentences on mini-whiteboards.

Children can experiment with reversing the clauses in the sentence, e.g. *Necesitas un paraguas cuando llueve.*

Give the children the opportunity to practise building simple words such as *niña, silla, zorro, nido, suave* and *avión*, using their knowledge of common phonemes. They could practise writing the words on a mini whiteboard or play the 'Human Phonemes' game (see Unit 11).

#### Main

Revise weather phrases using an activity from Session 1.

Introduce names for some of the items of clothing from Session 2 – e.g. *un abrigo* (coat), *un sombrero* (hat), *un paraguas* (umbrella), *una bufanda* (scarf), *guantes* (gloves), *botas* (boots), *gafas de sol* (sunglasses). Show props or draw pictures on the board as you say the words and children repeat.

ICT Opportunities: Use dress-up dolls on interactive whiteboard software to practise clothes vocabulary.

Show or point to an item and say a word. Children say *sí* or *no* if they are correct or incorrect.

Offer alternative answers, e.g. *¿Es un sombrero o un paraguas?*

Show a small part of an item or picture and ask *¿Qué es?* Children say the word.

Play Pictionary to practise the new vocabulary.

Link weather phrases and items of clothing by modelling for example, *Cuando llueve, necesitas un paraguas.* Children chorus and mime the sentence.

Say some sentences and children repeat if correct or say *¡no!* with thumbs down if incorrect, e.g. *Cuando llueve, necesitas gafas de sol – ¡no!*

ICT Opportunities: Make two grids on the interactive whiteboard, one containing 6 pictures of weather and one containing six items of clothing. Number each item 1 to 6. Load two electronic dice into the file. Teams click on the first die and select the corresponding weather, then click on the second die and select the corresponding clothing. They have to make a sentence as suggested in the previous activity, followed by repetition if correct or *¡No!* with thumbs down if incorrect.

Write some sentences on the board. Children read silently, chorus and mime.

Give children in pairs some jumbled sentences on card or strips of paper to re-order.

## ¿Qué tiempo hace? (What's the weather like?)

### 5. Dressing for the weather

<b>Grammar</b> <u>For teachers:</u> <i>Quando</i> does not have an accent if it is not part of a direct or indirect question e.g. <i>Quando llueve, necesitas un paraguas.</i>	<b>Grammar</b> <u>For children:</u>	<b>Phonics focus</b> <u>For teachers:</u> <i>ll</i> [ʎ] – <i>llueve</i> <i>z</i> / soft <i>c</i> [θ] – <i>necesitas</i> <i>v</i> [β] – <i>llueve, nieva</i>	<b>Phonics focus</b> <u>For children:</u> No specific focus
<b><u>Learning Outcomes</u></b> Children can: <ul style="list-style-type: none"> <li>• read and understand a range of familiar written phrases</li> <li>• use their knowledge of grammar to build sentences</li> </ul>	<b><u>New National Curriculum Links</u></b> No specific links		
<b><u>Throughout the week:</u></b> Practise <i>Necesitas</i> by playing the ¡Yo! box game from Unit 8. The children must collect objects beginning with a particular sound. Show the children an object and ask ¿Necesitas ...? If the word contains the sound a child is collecting then he/she calls out <i>Sí</i> . Some children could be encouraged to say <i>Sí, necesito...</i>			<b><u>Resources</u></b> <ul style="list-style-type: none"> <li>• Items of clothing/flashcards</li> <li>• Dress-up dolls on interactive whiteboard software</li> <li>• Cut-up jumbled sentences</li> <li>• Electronic dice on the interactive whiteboard</li> </ul>
<b><u>Teaching Tips</u></b> <ul style="list-style-type: none"> <li>• See Unit 11 for instructions on how to play Pictionary.</li> <li>• Some interactive whiteboards have interactive dice in different colours that speak the numbers in Spanish.</li> <li>• Modelling sentences on the interactive whiteboard enables the teacher to include the full ability range by adding more support when necessary and withdrawing support when appropriate. In the second Extension activity the teacher can show children how re-ordering sentences does not necessarily change their sense.</li> <li>• Write some words on the board and omit a phoneme. Say the word and ask the children to supply the missing letters. Some children might benefit from phoneme cards. Possible words include: _ ueve</li> </ul>			

*¿Qué tiempo hace? (What's the weather like?)*

**5. Dressing for the weather**

(*llueve*), \_\_*iento* (*viento*), \_\_*ita* (*quita*) and *bri*\_\_*a* (*brilla*).

<i>El lenguaje del profesor / de la profesora</i>	Teacher Language	<i>El lenguaje de los niños</i>	Children's Language
<i>un abrigo</i> <i>un sombrero</i> <i>un paraguas</i> <i>una bufanda</i> <i>botas</i> <i>guantes</i> <i>gafas de sol</i>  <i>See weather phrases from Session One.</i> <i>Cuando + weather phrase + necesitas + clothing, for example :</i> <i>Cuando hace frío, necesitas guantes</i>	a coat a hat an umbrella a scarf boots gloves sunglasses   When it is cold you need gloves	<i>un abrigo</i> <i>un sombrero</i> <i>un paraguas</i> <i>una bufanda</i> <i>botas</i> <i>guantes</i> <i>gafas de sol</i>  <i>Cuando + weather phrase + necesitas + clothing, for example :</i> <i>Cuando hace frío, necesitas guantes</i>	a coat a hat an umbrella a scarf boots gloves sunglasses   When it is cold you need gloves.

## ¿Qué tiempo hace? (What's the weather like?)

### 6. Weather reports

**Prior Knowledge:** It is helpful if children already know some dates, weather phrases and items of clothing

<p><b><u>Objectives</u></b></p> <p>Present ideas and information orally to a range of audiences.</p> <p>Describe people, places, things and actions <b>orally</b> and in writing.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p><b><u>Support</u></b></p> <p>Ensure children who are not confident in speaking can still participate in a role play by saying individual words or saying words in chorus.</p> <p><b><u>Extension</u></b></p> <p>Some children will be able to give additional appropriate types of weather, linking these using <i>y</i> or <i>pero</i> (e.g.: <i>hoy hace frío y la temperatura hace 6 grados pero hace sol</i>).</p>	<p><b><u>Main</u></b></p> <p>Divide the class into two teams. Give each team the same selection of number cards and word cards for days, months and <i>el</i>. Call out a date, e.g. <i>el lunes 5 de junio</i>. Each team assembles the date as quickly as possible. The class read aloud the date.</p> <p>Organise the class into groups. Give each group a selection of cards as above, weather symbols and items or pictures of clothing. Read out a weather report, e.g. <i>Buenos días, me llamo Señor Brown. Es martes 22 de abril. Aquí está el tiempo. Hoy llueve y la temperatura hace 12 grados. Cuando llueve necesitas un paraguas</i>. Children assemble the correct date, weather symbol and clothing. They feed back their answers in Spanish. Repeat with a different weather report.</p> <p>Children help to make a new weather report. They suggest the date, day, month, weather and clothing.</p> <p>In pairs or groups, children prepare their own reports. Each group produces a report appropriate to their level of confidence. Children who are not confident in speaking can participate by saying single words or by chorusing.</p> <p><b><u>ICT Opportunities:</u></b> Children work in groups or pairs to create a weather report for a Spanish-speaking country. These are filmed and played to the class, who comment constructively on performances. Children who participate in this activity could save the clip onto their personal space on a learning platform to record and celebrate their achievement.</p> <p>For weather reports, use the interactive whiteboard as a backdrop and bring up map of Spain for children to refer to when doing their report.</p>	
<p><b><u>Grammar</u></b></p> <p><u>For teachers:</u></p> <p>(See Grammar for children)</p>	<p><b><u>Grammar</u></b></p> <p><u>For children:</u></p> <p>Saying the date – the number always precedes the month in Spanish (e.g.: <i>el 3 de mayo</i>). Remember that days and months do not need capital letters. Dates will be given as cardinal numbers with the exception of the '1<sup>st</sup>' when the ordinal number is used (<i>el primero de octubre</i> – 'the 1<sup>st</sup> of October').</p>	<p><b><u>Phonics focus</u></b></p> <p><u>For teachers:</u></p> <p><i>j [x] – jueves, junio, julio</i></p> <p><i>v [β] – jueves, llueve, noviembre</i></p> <p><i>v [b] – viernes</i></p> <p><i>d [ð] – sábado, grados</i></p> <p><i>soft c [θ] – necesitas, diciembre</i></p> <p><i>z [θ] – marzo</i></p>	<p><b><u>Phonics focus</u></b></p> <p><u>For children:</u></p> <p>No specific focus.</p>

## ¿Qué tiempo hace? (What's the weather like?)

### 6. Weather reports

<b><u>Learning Outcomes</u></b> Children can: <ul style="list-style-type: none"> <li>understand the main points of a report</li> <li>give a weather report describing the day, date, weather and appropriate clothing</li> </ul>		<b><u>New National Curriculum Links</u></b> <b>Geography</b> – Key Stage 1 Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, and weather</li> </ul>	

<b><u>Throughout the week:</u></b> Each morning a pair or group of children give a weather report in Spanish.	<b><u>Resources</u></b> <ul style="list-style-type: none"> <li>Date sentence cards</li> <li>Flashcards, clothes and props</li> <li>Mini-flashcards for each group for listening activity.</li> <li>Backgrounds and maps from the gallery or resource bank on the interactive whiteboard</li> </ul>
<b><u>Teaching Tips</u></b> <ul style="list-style-type: none"> <li>All phrases taught here are in the present tense, so “reports” rather than “forecasts” is the appropriate term.</li> </ul>	

<i><b>El lenguaje del profesor / de la profesora</b></i>	<b>Teacher Language</b>	<i><b>El lenguaje de los niños</b></i>	<b>Children's Language</b>
<i>Buenos días, me llamo Señor Brown, es martes 22 de abril. Aquí está el tiempo. Hoy llueve. Necesitas un paraguas.</i>  <i>lunes</i> <i>martes</i> <i>miércoles</i> <i>jueves</i> <i>viernes</i>	Hello, my name is Mr. Brown, it's Tuesday 22nd April. Here is the weather. Today it is raining. You need an umbrella.  Monday Tuesday Wednesday Thursday Friday	<i>lunes</i> <i>martes</i> <i>miércoles</i> <i>jueves</i> <i>viernes</i> <i>sábado</i> <i>domingo</i>	Monday Tuesday Wednesday Thursday Friday Saturday Sunday

*¿Qué tiempo hace? (What's the weather like?)*

**6. Weather reports**

<i>sábado</i>	Saturday	<i>enero</i>	January
<i>domingo</i>	Sunday	<i>febrero</i>	February
		<i>marzo</i>	March
<i>enero</i>	January	<i>abril</i>	April
<i>febrero</i>	February	<i>mayo</i>	May
<i>marzo</i>	March	<i>junio</i>	June
<i>abril</i>	April	<i>julio</i>	July
<i>mayo</i>	May	<i>agosto</i>	August
<i>junio</i>	June	<i>septiembre</i>	September
<i>julio</i>	July	<i>octubre</i>	October
<i>agosto</i>	August	<i>noviembre</i>	November
<i>septiembre</i>	September	<i>diciembre</i>	December
<i>octubre</i>	October		
<i>noviembre</i>	November		
<i>diciembre</i>	December		
Weather phrases from Session 1. <i>Necesitas</i> + clothing phrases from Session 5.		Weather phrases from Session 1. <i>Necesitas</i> + clothing phrases from Session 5.	

**End of Unit Activities**

Objectives	Activities	Outcomes	Points to note
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## ¿Qué tiempo hace? (What's the weather like?)

### 6. Weather reports

<ul style="list-style-type: none"> <li>to apply the knowledge, skills and understanding in this unit</li> </ul>	<ul style="list-style-type: none"> <li>Children work in groups or pairs to create a weather report for a Spanish speaking country. These are filmed and played to the class who comment constructively on performances. Children who have participated in this activity could save the clip onto their personal space on a learning platform to record and celebrate their achievement.</li> </ul>	<ul style="list-style-type: none"> <li>give a weather report describing the day, date, weather and appropriate clothing</li> </ul>	<ul style="list-style-type: none"> <li>Follow up: If the school has a Spanish-speaking partner school, daily weather reports can be exchanged through e-mail or video conferencing.</li> </ul>
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#### El Viento y el Sol

*Un día, el viento le dice al sol: – Yo soy más fuerte que tú.*

*– ¡No! – dice el sol – Yo soy más fuerte que tú.*

*– Ya veremos – dice el viento*

*– Mira ese hombre ahí abajo.*

*El sol mira hacia abajo*

*El hombre lleva un abrigo.*

*Entonces el viento dice – Voy a lograr quitarle el abrigo.*

*– No – dice el sol – Yo voy a lograr quitarle el abrigo.*

*– Ya veremos – dice el viento. El viento sopla, sopla y sopla.*

*– ¡Brrr, qué frío! – dice el hombre. El hombre se abriga más.*

*El viento sopla y sopla.*

*El hombre dice: – ¡Qué fuerte es el viento! – Pero el hombre se abriga más y más.*

*El sol brilla y brilla.*

*– El sol está muy fuerte – dice el hombre – Se desabrocha el abrigo.*

*El sol brilla y brilla.*

*– El sol está muy, muy fuerte – dice el hombre – ¡tengo calor! – Al final, el hombre se quita el abrigo.*

*– ¡Ves! – dice el sol – ¡Yo soy el más fuerte!*

*El viento está muy, muy enfadado.*

#### The Wind and the Sun

One day the wind says to the sun, "I am stronger than you."

"No," says the sun, "I am stronger than you."

"We will see," says the wind. "Look at that man down there!"

The sun looks down.

The man is wearing a coat.

"I am going to make him take off his coat." says the wind

"No," says the sun. "I am going to make him take off his coat."

"We will see," says the wind. The wind blows and blows and blows.

"Brrr ... it's cold," says the man. He pulls his coat tight. But he keeps it on.

The wind blows and blows.

"The wind is very strong," says the man. He pulls his coat tight. But he keeps it on.

The sun shines and shines.

"The sun is very strong," says the man. He unbuttons his coat.

The sun shines and shines.

"The sun is very, very strong," says the man. "I'm hot!" And – he takes off his coat!

"You see!" says the sun. "I am the strongest!"

The wind is very, very cross.