

*¡Viva el Deporte! (Our sporting lives)*

Overview Unit 10

ABOUT THIS UNIT		WHERE THIS UNIT FITS IN
In this unit, the children learn the names for some sports and practise saying what they like and don't like playing. They learn the days of the week and learn to say what kind of activities they participate in on particular days.		The children have already learned some words for sports (Unit 3).
<p><b>Prior Learning</b></p> <p>It is helpful if children already know:</p> <ul style="list-style-type: none"> <li><i>Me gusta / no me gusta</i></li> <li>some sports and activities</li> <li>how to perform a role play with a partner</li> </ul>	<p><b>New Language Content</b></p> <ul style="list-style-type: none"> <li>Names of sports with <i>jugar</i> and other verbs (<i>montar, ir...</i>)</li> <li>Days of the week</li> <li>Phonic focus: <i>consolidation of j and rr</i></li> </ul>	<p><b>End of Unit Activity</b></p> <p>When the posters are finished, allow the children to present their work to the class before displaying it around the school.</p>
<p><b>Expectations</b></p> <p>At the end of this unit:</p> <p><i>Most children will:</i> say the names of some sports and say which they prefer; make a weekly record of sporting activities; understand related written information; create a poster, drawing on both new and previously learned language</p> <p><i>Some children will not have made so much progress and will:</i> respond with an action to prompts about sporting activities; listen and respond to the days of the week; copy or label single words or short phrases.</p> <p><i>Some children will have progressed further and will:</i> express their opinions about sporting activities spontaneously; make a weekly record of sporting activities from memory; research new vocabulary using a bilingual dictionary and apply it accurately in their writing.</p>		<p><b>Links to the New National Curriculum for KS2 Foreign Languages</b></p> <p><i>Where there is a specific focus within the objective, this is shown in bold.</i></p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Engage in conversations; <b>ask and answer questions; express opinions and respond to those of others; seek clarification and help.</b></li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>Describe people, places, things and actions orally and <b>in writing.</b></li> <li>Understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>

**Overview Unit 10**

**Resources**

- Images of different sports
- Downloaded animations to illustrate verbs
- Cards with written phrases
- (Props – football, tennis racket etc.)
- *Tres en raya* grid (see Session 2)
- Text of *¿Te gusta hacer deporte?*
- Envelopes with cut-up sentence words (see Session 3)
- Template on board of a Spanish diary (*Mi diario*) (see Session 4)
- Mini white boards
- Speaking grids A and B (see Session 5)
- Word bank (either individual or on board)
- Facial morphing animation software
- Interactive whiteboard or multimedia presentation software
- Drag and drop function on the interactive whiteboard
- Rules for *la petanca* (see Session 5)
- Materials for designing and making posters (see Session 6)
- Word banks
- Comic strip creation software
- Digital camera

## ¡Viva el Deporte! (Our Sporting Lives)

### 1. Talking about sports

**Prior Knowledge:** It is helpful if children already know how to say they like or dislike doing something

<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>Engage in conversations; <b>ask and answer questions; express opinions and respond to those of others</b></p>	<p><b><u>Support</u></b></p> <p>Visual prompts next to the written phrases for children who require more support with reading.</p> <p><b><u>Extension</u></b></p> <p>Some children may be able to use <i>pero prefiero...</i> when asked ¿Te gusta jugar al..?</p>	<p><b><u>Main</u></b></p> <p>Use images from magazines, newspapers or from the internet to revise <i>me gusta / no me gusta dibujar / cantar/ leer/ escribir</i> etc. from Unit 7. Add in <i>me gusta / no me gusta jugar al fútbol / al tenis/ al críquet/ al baloncesto / al rugby/ al ping-pong</i>. What do the children think these mean?</p> <p><b><u>ICT Opportunities:</u></b> Download animations to illustrate verbs e.g. a turtle swimming. Images from the Internet can also be used on a flipchart/notebook or with multimedia presentation software and annotated with floating tools.</p> <p>Model actions for the sports and say the phrases. Children repeat and copy the actions. Say the word or phrase for the sports and invite children to complete the action. Ask children to model an action for you to say the word.</p> <p>What do children notice about the sound of the words? How can we make the difference between how the name of each sport sounds when we say it in Spanish compared with English?</p> <p>Focus on the word <i>rugby</i> and practise making the trilled r sound. Remind children that a double r or an r at the start of a word sounds even stronger than an r within a word.</p> <p>Ask children to respond to the question ¿Te gusta jugar al...? with <i>sí</i> or <i>no</i>. When the children are confident, ask ¿Te gusta jugar al fútbol o al tenis? Children respond <i>al fútbol</i> or <i>al tenis</i>. Now ask eg. ¿Te gusta jugar al baloncesto? Children reply with a full sentence using <i>Sí me gusta...</i> or <i>No, no me gusta...</i></p> <p>Ask a few confident children to ask you the question ¿Te gusta jugar al ...? How do we ensure that this sounds like a question and not a statement? You respond to the question. Children practise in pairs. They can award themselves different numbers of points for answering with either a word, a positive sentence or a negative sentence.</p> <p>Play Secret Signal using the question and a variety of answers. (See Unit 5, Session 5)</p> <p>Divide the class into groups. Give each group a sport for which they must make a tableau. Each child has to be involved. Give the class a countdown in Spanish of the numbers 10 to 0. On <i>cero</i> each group 'freezes' their tableau.</p>
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<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>Verbs – when using two verbs in the same sentence that relate to the same subject, only the first will be conjugated; the second will be used in the infinitive form. Eg: I like playing / I like to play – <i>me gusta jugar</i>. Only the first verb is</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Negatives – <i>no me gusta dibujar</i> etc. Remind children that using <b>no</b> before the verb makes it negative.</p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p><i>r [r] – jugar, dibujar, críquet, deporte</i></p> <p><i>r / rr [rr] – rugby</i></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p><i>r [r] – jugar, dibujar, críquet, deporte</i></p> <p><i>r / rr [rr] – rugby</i></p>
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<p>conjugated (<i>gusta</i>); the second is used in the infinitive form (<i>jugar</i>). Similarly, <i>no me gusta escribir</i>.</p> <p>Prepositions – when the preposition <i>a</i> is followed by the masculine definite article (<i>el</i>) it contracts into a single word: <i>al</i>. Instead of writing or saying <i>me gusta jugar a el tenis</i>, the <i>a + el</i> join together to give <i>al</i>. (This would not happen with the feminine definite article which remains separate as <i>a la</i>).</p>			
<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"><li>• understand the phrases for different sports in Spanish</li><li>• recognise some of these phrases in written form</li></ul>		<p><b><u>New National Curriculum Links</u></b></p> <p>No specific links</p>	
<p><b><u>Throughout the week:</u></b></p> <p>Do the actions as a warm-up or warm-down activity in PE. They can also be done as a short ‘brain-break’ between other curriculum activities</p>		<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"><li>• Images of different sports</li><li>• Downloaded animations to illustrate verbs</li><li>• Cards with written phrases</li><li>• (Props – football, tennis racket etc.)</li></ul>	
<p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"><li>• When introducing sports, it is a good idea to teach the phrases that use <i>jugar</i> at the same time, separately from the others. Generally, you use <i>jugar al</i> for those sports you have to play with others.</li><li>• Use props to introduce the sports, such as a cycle helmet, football etc. Using an action for each sport can also help children remember the new vocabulary.</li><li>• Add picture symbols of sports to the word flashcards, to support less confident readers. The interactive whiteboard may be used to present the language and play team games.</li><li>• Set the rules for the team game so that children lose a point for shouting out.</li><li>• Introduce children to or remind children of the term ‘cognate’ – when two words share the same origin – e.g.: <i>el fútbol</i> / football. These are words the children can usually <b>re<u>cogn</u></b>ise easily. They also need to know that although they may be written in the same or a similar way, the pronunciation may be different.</li></ul>			

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**1. Talking about sports**

<b><i>El lenguaje del profesor / de la profesora</i></b>	<b>Teacher Language</b>	<b><i>El lenguaje de los niños</i></b>	<b>Children's Language</b>
<i>Escuchad y repetid</i> <i>¿Te gusta el ... ?</i> <i>o</i> <i>me gusta</i> <i>no me gusta</i> <i>prefiero</i> <i>cantar</i> <i>dibujar</i> <i>leer</i> <i>escribir</i> <i>jugar al fútbol / tenis / rugby / críquet / baloncesto</i>  <i>Vamos al jugar a la Señal Secreta</i> <i>Vais a trabajar en grupos.</i> <i>Este grupo, vais a enseñarnos ' el fútbol'.</i>	Listen and repeat Do you like ...? or I like I don't like I prefer to sing to draw to read to write to play football / tennis / rugby / cricket / basketball  We're going to play Secret Signal. You're going to work in groups. This group, you're going to show us 'football'.	<i>¿Te gusta el ... ?</i> <i>me gusta</i> <i>no me gusta</i> <i>prefiero</i> <i>cantar</i> <i>dibujar</i> <i>leer</i> <i>escribir</i> <i>jugar al fútbol / tenis / rugby / críquet / baloncesto</i>	Do you like ...? I like I don't like I prefer to sing to draw to read to write to play football / tennis / rugby / cricket / basketball

## *¡Viva el Deporte! (Our Sporting Lives)*

### 2. Talking about sports

**Prior Knowledge:** It is helpful if children already know some sports and activities

#### Objectives

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

#### Support

Visual prompts next to the written phrases for children who require more support with reading.

#### Extension

Children look up other sports in a bilingual dictionary and make a word bank.

#### Main

Play *Tres en raya* (Noughts and Crosses) to revise phrases from last week. Make a 3x3 grid with pictures of the sports and next to each put either a question mark, a cross or a tick. Divide the class into 2 teams and ensure children understand what the symbols mean before you start the game. Children must select a square then say either the positive or negative statement or ask the question.

ICT Opportunities: Play Noughts and Crosses / Jigsaw / Pelmanism / Blockbusters on the interactive whiteboard.

Introduce some new sports with images and actions: *Me gusta montar en bici/ montar a caballo/ esquiar/ saltar a la cuerda/ bailar/ nadar/ ir de paseo.*

Model actions for the sports and say the phrases. Children repeat and copy the actions.

Say the word or phrase for the sports and invite children to complete the action.

What do children notice about how they say they like these activities? These activities don't use *jugar al*. Give children thinking time with a partner to discuss the difference between the sports in Session 1 and these activities. (see Teaching Tips).

Show word flashcards for the sports as you say them. Children repeat.

ICT Opportunities: Use downloadable software 'Teacher's Pet' for a quick way of making word flashcards for the different sports.

Ask children to come to the board and place the appropriate written expression next to the image from the first activity. This can be done as a team game.

Ask children to respond to the question *¿Te gusta...?* with *sí* or *no*. When the children are confident, ask e.g. *¿Te gusta montar a caballo o en bici?* Children respond *a caballo* or *en bici*. Now ask e.g. *¿Te gusta montar en bici?* Children reply with a full sentence using *Sí me gusta...or No, no me gusta...*

Play 'Secret Signal' with the new phrases.

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### 2. Talking about sports

<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>Verbs – as with Lesson 1 of Unit 10, two verbs are used in the same sentence and both relate to the same subject, so only the first will be conjugated; the second will be used in the infinitive form. E.g.: I like horse riding / I like to go horse riding – <i>me gusta montar a caballo</i>.</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Negatives – <b>no</b> <i>me gusta esquiar</i> etc. Remind children that using <b>no</b> before the verb makes it negative.</p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>No specific focus.</p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>No specific focus.</p>
<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"><li>• understand the phrases for different sports in Spanish</li><li>• recognise some of these phrases in written form</li></ul>		<p><b><u>New National Curriculum Links</u></b></p> <p>No specific links</p>	
<p><b><u>Throughout the week:</u></b></p> <p>Play the ‘Chain Game’. One child asks their neighbour if they like a certain sport. That child replies and then asks another and so on. The aim is to get right round the class with no breaks in the question and answer chain.</p>			<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"><li>• <i>Tres en raya</i> grid</li><li>• Images of different sports</li><li>• Cards with written phrases</li><li>• (Props – football, tennis racket etc.)</li></ul>
<p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"><li>• Use props to introduce the sports, such as a cycle helmet, football etc. Using an action for each sport can also help some children remember the new vocabulary.</li><li>• Add picture symbols of sports to the word flashcards, to support less confident readers. The interactive whiteboard may be used to present the language and play team games.</li><li>• Set the rules for the team game so that children lose a point for shouting out.</li><li>• When playing noughts and crosses, encourage children to start using Spanish for the directional language of the game to express their wishes. E.g.: <i>en lo alto</i> (at the top), <i>en el fondo</i> (at the bottom), <i>en el centro</i> (in the middle), <i>a la izquierda</i> (on the left), <i>a la derecha</i> (on the right).</li></ul>			

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**2. Talking about sports**

<b><i>El lenguaje del profesor / de la profesora</i></b>	<b>Teacher Language</b>	<b><i>El lenguaje de los niños</i></b>	<b>Children's Language</b>
<i>Escuchad y repetid</i> <i>¿Te gusta el ... ?</i> <i>o</i> <i>me gusta</i> <i>no me gusta</i> <i>prefiero</i> <i>montar en bici / montar a caballo</i> <i>bailar / nadar</i> <i>saltar a la cuerda</i> <i>ir de paseo</i>	Listen and repeat  Do you like ...? or I like I don't like I prefer to go cycling / horse-riding to go dancing / swimming to skip to go for walks	<i>¿Te gusta el ... ?</i> <i>o</i> <i>me gusta</i> <i>no me gusta</i> <i>prefiero</i>  <i>montar en bici / montar a caballo</i> <i>bailar / nadar</i> <i>saltar a la cuerda</i> <i>ir de paseo</i>	Do you like ...? or I like I don't like I prefer  to go cycling / horse-riding to go dancing / swimming to skip to go for walks



## ¡Vive el Deporte! (Our Sporting Lives)

### 3. Do you like sports?

Prior Knowledge: It is helpful if children already know some sports and whether they like doing them		
<p><b>Objectives</b></p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; <b>key features and patterns of the language</b>; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p><b>Support</b></p> <p>Some children may find it helpful to devise an action to go with each word.</p> <p><b>Extension</b></p> <p>Some children may be able to create sentences or questions of their own using the word cards as a model.</p>	<p><b>Main</b></p> <p>Sing the song <i>¿Te gusta hacer deporte?</i> (see resources). Put actions to each of the activities and opinions and encourage the children to join in.</p> <p>Play <i>Repetid si es verdad</i>. Display images of the sports with a tick, cross or question mark next to each. Point to one of the images and say a phrase. If the phrase matches the image, the children repeat it. If not, they stay silent.</p> <p>Ask some confident children to lead the game.</p> <p>Children suggest prompts/ideas that were useful to help them remember the different sports.</p> <p>Display the following sentences on the board in two columns (Yo on the left and Nicolás / Isabel on the right):</p> <p>(Yo) monto en bici. / Nicolás monta en bici. / (Yo) juego al fútbol. / Nicolás juega al fútbol. / (Yo) salto a la cuerda. / Isabel _____ a la cuerda. / (Yo) bailo. / Isabel _____. (Yo) _____. / Isabel nada.</p> <p>Ask the children to discuss with a partner what the missing words should be. Discuss how they worked it out. Did they spot a pattern?</p> <p>Give out envelopes to pairs of children in which you have put the words to make some sentences about sports. The children work with their partners to sort the word cards into the right order to make the sentence or question.</p> <p>Ask children to read out their sentences. Can other children tell whether it was a statement or a question?</p> <p>Practise saying the words <i>juego, jugar, juega</i> and <i>José</i>, focusing on the <i>j</i> sound.</p> <p>Display the first few verses of the song again. What does the title of the song mean? Ask the question <i>¿Te gusta hacer deporte?</i> for individual children to respond. Invite children to ask you the question.</p> <p>What does <i>le gusta</i> from the song mean? Remind children that <i>gustar</i> really means 'to please' so <i>me gusta</i> means 'it pleases me', <i>te gusta</i> means 'it pleases you' and <i>le gusta</i> means 'it pleases him / her'.</p> <p>Ask a child <i>¿Te gusta hacer deporte?</i> The rest of the children listen to the response, have a few seconds thinking time in pairs and then chorus the sentence but changing the <i>me</i> to <i>le</i>.</p>

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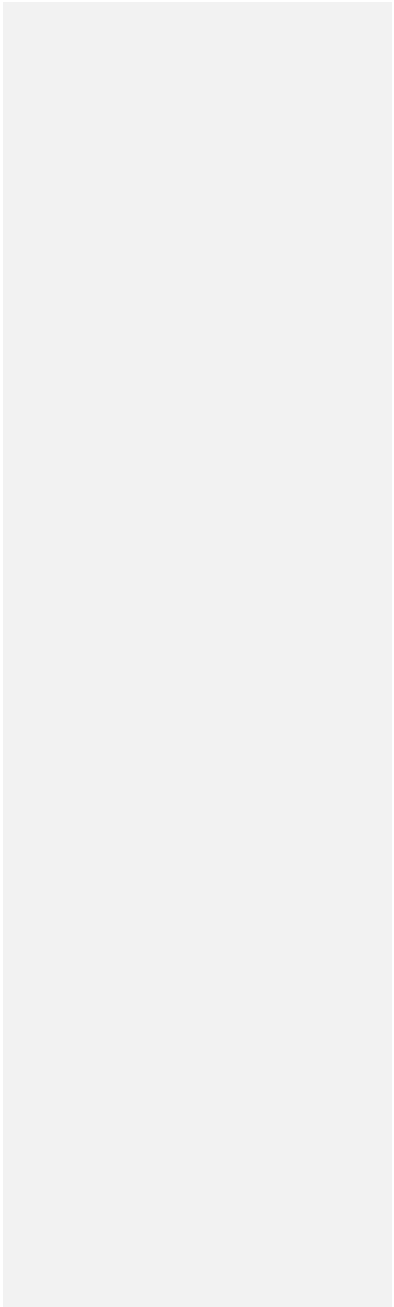
*¡Vive el Deporte! (Our Sporting Lives)*

3. Do you like sports?

<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>Verbs – with regular -ar verbs (<i>jugar, montar, nadar, bailar</i>) the third person singular is formed by removing the <i>ar</i> at the end of the verb in the infinitive and replacing it with <i>a</i>. eg: <i>juega, monta, nada, baila</i></p> <p><i>Jugar</i> is a stem-changing verb. In all the singular forms and the 3<sup>rd</sup> person plural the <i>u</i> changes to <i>ue</i> e.g. <i>juega</i> (he / she plays).</p> <p>Possessive adjective – <i>mi</i> (my) is the same for both masculine and feminine nouns. In the plural an <i>s</i> is added <i>mis</i>.</p> <p>Personal <i>a</i> – when the object of a sentence is a person, the word <i>a</i> is placed directly in front of the object. This is to avoid any confusion between the subject and object of the sentence, since Spanish word order is more flexible than English.</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Verbs – 3<sup>rd</sup> person singular of -ar verbs eg: <i>juega, monta, nada, baila</i></p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p><i>j</i> [x] – <i>jugar, juego, juega, José</i></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p><i>j</i> [x] – <i>jugar, juego, juega, José</i></p>
<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>remember the names of some sports</li> <li>talk about how they remember words and phrases</li> <li>say whether they like a particular sport or not</li> <li>make a simple sentence</li> </ul>		<p><b><u>New National Curriculum Links</u></b></p> <p><b><u>ENGLISH</u></b></p> <p><u>Writing - Years 3-4</u></p> <p><u>Pupils should be taught to draft and write by:</u></p> <p><u>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</u> <b><u>National Curriculum Links</u></b></p> <p><del><b><u>Literacy:</u></b> offer reasons and evidence for their views, considering alternative opinions</del></p>	

3. Do you like sports?

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#### 3. Do you like sports?

<p><b><u>Throughout the week:</u></b></p> <p>Sing the song at different times during the week, including as a starter to the day, at the end of the day, while lining up etc.</p>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>Song <i>¿Te gusta hacer deporte?</i> to the tune of 'There was a farmer had a dog (BINGO)'  <i>No me gusta jugar al críquet, me gusta jugar al tenis</i>  <i>No me gusta jugar al críquet, me gusta jugar al tenis</i>  <b>Refrain</b> : T, E, N_I_S ( x3) <i>me gusta jugar al tenis.</i></li> </ul> <p><i>A mi amigo, Benjamín, le gusta jugar al tenis</i>  <i>No le gusta jugar al rugby, le gusta jugar al tenis</i>  <b>Refrain</b> : ... <i>le gusta jugar al tenis.</i></p> <p><i>A mi amiga Isabel, le gusta jugar al tenis</i>  <i>No le gusta jugar al fútbol, le gusta jugar al tenis</i>  <b>Refrain</b> : ... <i>le gusta jugar al tenis.</i></p> <p><i>No me gusta ir de paseo, me gusta más bailar</i>  <i>No me gusta montar a caballo, me gusta más bailar</i>  <b>Refrain</b> : B, A_I, L_A_R ( x3) <i>me gusta más bailar.</i></p> <p><i>A mi amigo, Nicolás, le gusta más bailar</i>  <i>No le gusta montar en bici, le gusta más bailar</i>  <b>Refrain</b> : ... <i>le gusta más bailar.</i></p> <p><i>A mi amiga María José, le gusta más bailar</i>  <i>No le gusta saltar a la cuerda, le gusta más bailar</i>  <b>Refrain</b> : ... <i>le gusta más bailar.</i></p> <ul style="list-style-type: none"> <li>Images of sports</li> <li>Envelopes with cut-up sentence words</li> </ul>
<p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"> <li>Use games and flashcard activities suggested in earlier units to consolidate this new language.</li> <li>When playing <i>Repetid si es verdad</i> encourage children to work as a team, so that they help each other to stay quiet when they are supposed to – this helps to avoid awkwardness when a child says a phrase that should not have been spoken.</li> <li>Asking children to share how they learn new language can be very helpful as it encourages them to reflect on their learning experiences and also enables all children to benefit from others' ideas. This is particularly important if they start to learn another language, as they can transfer the skills they have acquired.</li> <li>Allowing children to build a sentence using word cards or using the IWB can help them understand the order of the individual words in a sentence and can also help them revise basic punctuation such as question marks.</li> <li>The name <i>María José</i> translates as Mary Joseph and is a popular Spanish girl's name. Reversing the order of the names creates the boy's name <i>Jose María</i>.</li> </ul>	

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**3. Do you like sports?**

<b><i>El lenguaje del profesor / de la profesora</i></b>	<b>Teacher Language</b>	<b><i>El lenguaje de los niños</i></b>	<b>Children's Language</b>
<i>Escuchad y repetid</i> <i>¿Es verdad o falso ?</i> <i>¿ Quién quiere ser el profesor para este juego ?</i> <i>Haced una frase</i> <i>Poned las palabras en el orden correcto</i> <i>¿Es una frase?</i> <i>o</i> <i>¿Es una pregunta?</i> <i>¿Qué significa esto en inglés ?</i>  <i>Mi amigo</i> <i>Mi amiga</i> <i>¿Te gusta el ... ?</i> <i>me gusta</i> <i>no me gusta</i> <i>hacer deporte</i> <i>montar en bici / montar a caballo</i> <i>bailar / nadar / esquiar</i> <i>saltar a la cuerda</i> <i>ir de paseo</i>  <i>Jugar al fútbol / tenis / rugby / críquet / baloncesto</i>	Listen and repeat Is it true / correct? Who'd like to be the teacher for this game? Make a sentence Put the words in the correct order Is it a sentence? or Is it a question? What does this mean in English?  my friend (m) my friend (f) Do you like ...? I like I don't like To do sport To go cycling / horse riding To dance / swim / ski To skip To go for walks To play football / tennis / rugby / cricket / basketball	<i>Mi amigo</i> <i>Mi amiga</i> <i>¿Te gusta el ... ?</i> <i>me gusta</i> <i>no me gusta</i> <i>hacer deporte</i> <i>montar en bici / montar a caballo</i>  <i>bailar / nadar / esquiar</i> <i>saltar a la cuerda</i> <i>ir de paseo</i>  <i>Jugar al fútbol / tenis / rugby / críquet / baloncesto</i>	my friend (m) my friend (f) Do you like ...? I like I don't like To do sport To go cycling / horse riding To dance / swim / ski To skip To go for walks  To play football / tennis / rugby / cricket / basketball

## ¡Viva el Deporte! (Our Sporting Lives)

### 4. Diary of activities

**Prior Knowledge:** it is helpful if children already know some sports and how to say whether they like doing them

#### Objectives

Engage in conversations; **ask and answer questions; express opinions and respond to those of others; seek clarification and help**

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Speak in sentences, using familiar vocabulary, phrases and basic language structures

#### Support

Some children may only be able to produce actions for days of the week

#### Extension

Ask the question *¿Los lunes, qué te gusta hacer?* (What do you like to do on Mondays?) to elicit responses about their diary.

#### Main

Sing *¿Te gusta hacer deporte?* from the previous session (see session 3).

Play *Tres en raya* (Noughts and Crosses) again (see session 2) but this time use phrases that do not use *jugar al* as well as ones that do, e.g. *me gusta jugar al fútbol, me gusta nadar, me gusta jugar al tenis, me gusta bailar.*

Select one of the pictures that uses *jugar al* and display it on the board. Write the sport at the far end followed by a full stop then draw a line to represent each of the other words as if you were underlining them. Ask children what the missing sentence is.

As a class try to fill in the blanks from memory. Give children thinking time in pairs to discuss the spelling of any of the words in the sentence. Invite children to the board to complete the sentence. Ask, for example, *‘jugar’, ¿cómo se escribe?* How did they remember the spelling of the words?

Teach the question *¿cómo se escribe?* Begin by modelling it yourself with a familiar word, e.g. *El fútbol, ¿cómo se escribe?* and by spelling it out in Spanish as you write it on the board. Then ask children to listen and repeat as you say the question. Repeat a number of times as you clap the syllables. Ask children when they might use this question and encourage them to use it frequently. Add it to the classroom language poster / wall.

Repeat the activity with a sentence that does not use *jugar al*...

Display on the interactive whiteboard or flip chart, a page from a week's diary: *lunes, martes, miércoles, jueves, viernes, sábado, domingo*

Teach the days of the week by putting these to a simple tune that children can echo and then sing with you.

Ask children to listen carefully as you say the days of the week and to spot which two days do not contain the sound *e [e]* (*sábado* and *domingo*). Add the days, *deporte, escribe, esquiar, críquet* etc and other words children think of (such as *sesenta, ochenta, leer, crece, febrero, siete, verde, pelo* and *derecha*) to the *e* page of the sound bank.

Add pictures of the sports to the diary, saying *Los lunes me gusta jugar al fútbol. Los martes me gusta esquiar* etc.

ICT Opportunities: Create a podcast of sports you like to do every day of the week, with appropriate sound effects.

Say the days of the week in order. Children do the action for the sport and say the appropriate sentence. Repeat, with the days in random order.

Ask children to make a similar diary page or give them a template. Read aloud another 'diary' and children sketch the activity against the appropriate day. They compare their diary pages in pairs and feed back.

## ¡Viva el Deporte! (Our Sporting Lives)

### 4. Diary of activities

<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>(see Grammar for children)</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Capitalisation - days of the week do not normally have a capital letter at the start, although they will do here if used at the start of the sentence.</p> <p>Note that when saying 'on' with a particular day ('on Monday') this is translated as <i>El ... but if it is a regular action, in the sense of 'on Mondays' it is plural: los lunes e.g. Los lunes me gusta... On Mondays I like to...</i></p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>e - <i>deporte, escribe, esquiar, críquet</i></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>e - <i>deporte, escribe, esquiar, críquet</i></p>
<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>say the days of the week</li> <li>understand the layout of a Spanish diary</li> <li>listen to and understand the content of a diary when read aloud</li> </ul>		<p><b><u>New National Curriculum Links</u></b></p> <p><b>ENGLISH</b></p> <p><u>Handwriting</u> - Years 3-4</p> <p>Pupils should be taught to increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	
<p><b><u>Throughout the week:</u></b></p> <p>Sing the days of the week to the 'Camptown Races' theme tune.</p> <p>Play <i>Tres en raya</i> (Noughts and Crosses)</p> <p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"> <li>The days of the week don't start with capital letters in Spanish.</li> <li>The days of the week fit well to the tune of 'Camptown Races':</li> </ul> <p><i>lunes, martes, miércoles, jueves, viernes</i></p> <p><i>lunes, martes, miércoles, jueves, viernes</i></p> <p><i>sábado, domingo, sábado, domingo</i></p>		<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li><i>Tres en raya</i> grid</li> <li>Template on board of a Spanish diary (<i>Mi diario</i> template)</li> </ul>	

***¡Viva el Deporte! (Our Sporting Lives)***

**4. Diary of activities**

<p><i>lunes, martes, miércoles, jueves, viernes</i></p> <ul style="list-style-type: none"> <li>Play 'Where am I?' Call 7 children out to the front of the class and give them a day of the week card to show to the rest of the class. Read these out with the class, then stop on a particular child and see if the other children can read the day of the week aloud. These cards can then be jumbled and children can pick out a card at random and see if they can re-order themselves into the correct sequence for the days of the week.</li> <li>Children have not yet learned the alphabet in Spanish (see Unit 15) so you may need to revert to English letter names when spelling a word in response to the question <i>¿Cómo se escribe?</i> However, they can begin to familiarise themselves with the Spanish letter names if you give the spelling first in Spanish and then in English.</li> </ul>	
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<b><i>El lenguaje del profesor / de la profesora</i></b>	<b>Teacher Language</b>	<b><i>El lenguaje de los niños</i></b>	<b>Children's Language</b>
<p><i>Escuchad y repetid</i></p> <p><i>¿Cómo se escribe ?</i></p> <p><i>lunes</i></p> <p><i>martes</i></p> <p><i>miércoles</i></p> <p><i>jueves</i></p> <p><i>viernes</i></p> <p><i>sábado</i></p> <p><i>domingo</i></p> <p><i>mi diario</i></p> <p> </p> <p><i>¿Qué día es ?</i></p> <p> </p> <p>See sports vocabulary from Session 1.</p>	<p>Listen and repeat</p> <p>How do you spell that? (Lit. How is it written?)</p> <p>Monday</p> <p>Tuesday</p> <p>Wednesday</p> <p>Thursday</p> <p>Friday</p> <p>Saturday</p> <p>Sunday</p> <p>my diary</p> <p> </p> <p>Which day is it?</p>	<p><i>¿Cómo se escribe ?</i></p> <p><i>lunes</i></p> <p><i>martes</i></p> <p><i>miércoles</i></p> <p><i>jueves</i></p> <p><i>viernes</i></p> <p><i>sábado</i></p> <p><i>domingo</i></p> <p> </p> <p>See sports vocabulary from Session 1.</p>	<p>How do you spell that?</p> <p>Monday</p> <p>Tuesday</p> <p>Wednesday</p> <p>Thursday</p> <p>Friday</p> <p>Saturday</p> <p>Sunday</p>



## 5. Comparing activities with a friend

**Prior Knowledge:** It is helpful if children already know how to perform a role-play with a partner

### Objectives

Engage in conversations; **ask and answer questions; express opinions and respond to those of others; seek clarification and help.**

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

### Support

During the speaking activity, children may use single words to ask the question, for example, *¿lunes?* and give single word answers if they are not yet confident with the phrase, for example, *fútbol*.

### Extension

Children make up their own role-play grids to practise with a partner.

If the necessary equipment is available, children can play *la petanca*.

### Main

Start the session with the spelling game from session 4. This time, give each pair of children a mini white board and let them work in pairs to complete the sentence. Ask children to show their mini whiteboards to another pair and check their answers. Encourage them to use the question *¿Cómo se escribe?* from the previous session.

Revise the days of the week by playing ping-pong, eg you say *lunes* and children say *martes* etc.

Play *Lee mis labios* (Read my lips). You mouth a day of the week or a sports sentence and children must guess what you are saying.

ICT Opportunities: Video children's faces close up saying the days of the week. This can then be played with the sound on or off. You could also use facial morphing animation software to animate pictures of children's faces (cf Crazy Talk).

Display the diary from the previous session. Introduce the question *¿Los lunes, qué te gusta hacer?* Ask children to guess what this means. Model the answer, with actions, eg *Los lunes me gusta jugar al fútbol*.

Practise as a whole class, chanting the question and answers together.

Invite individual children to ask and answer the question. The class comment constructively on children's use of language and give feedback.

Display the question *¿Qué te gusta hacer?* on the board. Read the question aloud a few times, then ask pupils to think about what sound the *qu* makes. Ask them to discuss in pairs and then invite suggestions. Establish that, in Spanish, the letters 'q' and 'u' make a sound like a k in English. Ask children if they can think of any other words they have come across with this sound? Display a number of words (e.g. **quince**, **quién**, **pequeño**, **izquierda**, **quiero**, **quieres**, **aquí**) and ask children to read them with you.

Children work in pairs using role-play grids. Partner A asks for example, *¿Los martes, qué te gusta hacer?* Partner B answers, for example, *Los martes, me gusta bailar*. Children may use actions to accompany their answer.

Children write a sentence for every day of the week using their memories and also role-play grids and a word bank for support, e.g. *Los lunes me gusta montar en bici*. If children need help with spelling, encourage them to use the question *¿Cómo se escribe?*

ICT Opportunities: This can be done electronically, combining text and graphics. Use the interactive whiteboard to make a grid into which children can drag elements of the sentence. It is a visual way of modelling sentence structure before they attempt to write sentences by themselves.

## ¡Viva el Deporte! (Our Sporting Lives)

### 5. Comparing activities with a friend

<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p><i>Gustar</i> – this literally means ‘to please’ rather than ‘to like’ so the subject is ‘it’ and the person doing the liking is the object. Whilst ‘<i>gusta</i>’ will remain unchanged the personal pronoun must change e.g. <b><i>me gusta</i></b> (I like it), <b><i>te gusta</i></b> (you like it) and <b><i>le gusta</i></b> (he / she likes it).</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p><i>Gustar</i> – changing the personal pronoun according to the subject of the sentence in English e.g. <b><i>me gusta</i></b> (I like it), <b><i>te gusta</i></b> (you like it) and <b><i>le gusta</i></b> (he / she likes it).</p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p><i>No specific focus.</i></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p><i>No specific focus.</i></p>
<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"><li>• answer when asked which sports they take part in</li><li>• say on which day of the week they do a sport</li><li>• write a simple sentence using a model for support</li></ul>		<p><b><u>New National Curriculum Links</u></b></p> <p><b>ENGLISH</b></p> <p><u>Handwriting</u> - Years 3-4</p> <p>Pupils should be taught to increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	
<p><b><u>Throughout the week:</u></b></p> <p>Compare popular sports in Britain and Spain eg. <i>el fútbol, el tenis etc.</i> Are there any sports or sporting events that are particular to Spain or other hispanic countries, eg : <i>la pelota vasca, la Vuelta a España?</i> Find out about the men and women who excel at these sports in Spain. Children will need this information for the next session.</p>		<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"><li>• Images of sports</li><li>• Mini white boards</li><li>• Agenda template</li><li>• Speaking grids A and B</li><li>• Word bank (either individual or on board)</li><li>• Facial morphing animation software</li><li>• Interactive whiteboard or multimedia presentation software</li><li>• Drag and drop function on the interactive whiteboard</li></ul>	
<p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"><li>• It is worth pointing out to children that the <i>qu</i> sound often occurs at the beginning of question words, e.g. ¿<b><i>Qué?</i></b> ¿<b><i>Quién?</i></b></li></ul>			

## ¡Viva el Deporte! (Our Sporting Lives)

### 5. Comparing activities with a friend

<ul style="list-style-type: none"> <li>Role-play grids are a useful way of stimulating conversation between children in pairs. Each child has a different set of information and keeps their sheet secret from their partner. This offers the opportunity for genuine dialogue and this type of activity is sometimes called an 'information gap'.</li> <li>In this session, the two partners will each have a copy of the diary template but with different pictures or symbols to denote their activities.</li> </ul>	<ul style="list-style-type: none"> <li>Rules for <i>la petanca</i>: Equipment: 3 steel bowls (<i>bolas</i>) per player 1 wooden jack (<i>el boliche</i>) per game</li> <li>Game: You can play singles, doubles or with three players on each team. The aim of the game is to throw your bowls so that they land as close as possible to the wooden jack, which is thrown at the beginning of every new game. The team with the closest bowl wins.</li> </ul>
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<i>El lenguaje del profesor / de la profesora</i>	Teacher Language	<i>El lenguaje de los niños</i>	Children's Language
<i>¿Qué te gusta hacer los lunes martes miércoles jueves viernes sábados domingos?</i>	What do you like doing on Mondays Tuesdays Wednesdays Thursdays Fridays Saturdays Sundays?	<i>¿Qué te gusta hacer los lunes martes miércoles jueves viernes sábados domingos?</i>	What do you like doing on Mondays Tuesdays Wednesdays Thursdays Fridays Saturdays Sundays?
<i>Los lunes me gusta jugar al fútbol / críquet Me gusta montar en bici</i>	On Mondays I like playing football / cricket  I like cycling	<i>Los lunes me gusta jugar al fútbol / críquet Me gusta montar en bici</i>	On Mondays I like playing football / cricket  I like cycling
<i>¿Cómo se escribe?</i>  <i>¿Qué falta?</i> <i>Tenéis que completar la frase.</i> <i>Escribid las palabras en vuestras pizarras blancas.</i>	How do you spell that? (lit. How is it written?) What's missing? You have to complete the sentence. Write the words on your mini whiteboards.	<i>¿Cómo se escribe ?</i>	How do you spell that? (lit. How is it written?)

***¡Viva el Deporte! (Our Sporting Lives)***

**5. Comparing activities with a friend**

<i>Vamos a jugar al ping-pong con los días de la semana.</i>	Let's play ping pong with the days of the week.		
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## ¡Viva el Deporte! (Our Sporting Lives)

### 6. Making a poster

**Prior Knowledge:** It is helpful if children already know the names for some sports and some information about famous Spanish sports stars.

#### Objectives

Describe people, places, things and actions orally and in **writing**.

Understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

#### Support

Some children could be given a word bank with images for support when they are designing their poster.

#### Extension

Some children can express opinions about food, drink and sporting activities. They can justify these.

#### Main

Sing the *¿Te gusta hacer el deporte?* song.

Remind children about *le gusta* and practise changing sentences from *me gusta* to *le gusta* as in Session 3.

Explain to the class that they will use the language they have learned to create posters about famous Spanish sports men and women to be displayed around the school.

As a class, discuss the different types of information you could present about your sports star e.g. What could go in a speech bubble? *Me llamo... tengo – años, Me gusta ... Tengo los ojos... Tengo el pelo... Mi cumpleaños es el...* What could I tell people about the sports star? *Aquí está .... Le gusta / encanta... Tiene...*

Children work in groups to design a poster about a Spanish sports star using the language they have learned so far. Some children can contribute by labelling pictures with single words, while others will be able to write longer phrases.

ICT Opportunities: Use comic strip creation software to make a one page poster of their Spanish sports star.

#### **Grammar**

For teachers:

Verbs – first person and third person singular.

<b>Infinitive</b>	<b>First person</b>	<b>Third person</b>
<i>llamarse</i>	<i>me llamo</i>	<i>se llama</i>
<i>tener</i>	<i>tengo</i>	<i>tiene</i>
<i>odiar</i>	<i>odio</i>	<i>odia</i>

Expressions with *Gustar* and *Encantar* :

*Me gusta (I like it)*

*Te gusta (you like it)*

*Le gusta (he / she likes it)*

#### **Grammar**

For children:

Verbs – first and third person singular (see Grammar for Teachers)

#### **Phonics focus**

For teachers:

No specific focus

#### **Phonics focus**

For children:

No specific focus

**¡Viva el Deporte! (Our Sporting Lives)**

**6. Making a poster**

<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• write simple words and phrases using a model and some words from memory</li> <li>• design an effective information poster about a Spanish sports star</li> </ul>	<p><b><u>New National Curriculum Links</u></b></p> <p><b><u>ENGLISH</u></b>  <u>Writing - Years 3-4</u>  <u>Pupils should be taught to draft and write by:</u></p> <ul style="list-style-type: none"> <li>• <u>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</u></li> <li>• <u>and evaluate and edit by:</u></li> <li>• <u>assessing the effectiveness of their own and others' writing and suggesting improvements.</u></li> </ul> <p><b><u>National Curriculum Links</u></b></p> <p><b><u>Literacy:</u></b> <del>offer reasons and evidence for their views, considering alternative opinions (The extension activity relates to children being able to explain their views and choices)</del></p> <p><b><u>ICT:</u></b> <del>share and exchange information in a variety of forms, including e-mail (for example, displays, posters, animations, musical compositions)</del></p>
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<p><b><u>Throughout the week:</u></b></p> <p>Children offer feedback on their finished posters and using the 'Two Stars and a Wish' format, evaluate two things that went well and an area to improve.</p>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Materials for designing and making posters</li> <li>• Word banks</li> <li>• Comic strip creation software</li> <li>• Digital camera</li> </ul>
<p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"> <li>• It would be worth showing / drawing children's attention to examples of posters around the school and reminding them of what they may already know from Literacy lessons about the features of posters.</li> <li>• Agree success criteria with children before they create the poster and refer to these when giving 2 stars and a wish feedback.</li> </ul>	

<i>El lenguaje del profesor / de la</i>	Teacher Language	<i>El lenguaje de los niños</i>	Children's Language
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***¡Viva el Deporte! (Our Sporting Lives)***

**6. Making a poster**

<b>profesora</b>			
<p><i>Vais a crear un póster sobre una estrella deportiva española.</i></p> <p><i>Dadme el nombre de una estrella deportiva española.</i></p> <p><i>¿Qué frases proponéis? Por ejemplo, Me llamo...</i></p> <p><i>¿Quién puede darme una frase que empiece con El/ella ?</i></p> <p>See language from the rest of the unit.</p>	<p>You're going to design a poster about a Spanish sports star.</p> <p>Give me the name of a Spanish sports star.</p> <p>What sentences can you suggest (that we might use)? For example, My name is</p> <p>Who can give me a sentence that starts with he/she?</p>	See language from the rest of the unit.	
<b>End of Unit Activities</b>			
<b>Learning Objectives</b>	<b>Teaching Activities</b>	<b>Learning Outcomes</b>	<b>Points to note</b>
<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>When the posters are finished, allow children to present them to the class before displaying them around the school.</li> </ul>	<ul style="list-style-type: none"> <li>use prior learning and learning from this unit to design a poster about a sports star.</li> </ul>	<ul style="list-style-type: none"> <li>This may be an electronic presentation so that children can practise presentation skills and use picture stimuli to produce full sentences.</li> <li>Follow up: The class create an assembly in Spanish on sports and sports stars.</li> <li>The web-site <i>Global Gateway</i> provides opportunities for finding partner schools abroad: <a href="http://www.globalgateway.org">www.globalgateway.org</a></li> </ul>