

Language

Core language

<i>Cuando voy al colegio ...</i>	When I go to school ...
<i>Paso ...</i>	I pass ...
<i>por delante de</i>	in front of
<i>cinco minutos más tarde</i>	five minutes later
<i>por fin</i>	finally

<i>Giro</i>	I turn
<i>a la derecha</i>	(to/on the) right
<i>a la izquierda</i>	(to/on the) left
<i>todo recto</i>	straight ahead

<i>No entiendo</i>	I don't understand
<i>Repite, por favor</i>	Repeat, please

Additional language for this unit

<i>una tienda</i>	a shop
<i>una cafetería</i>	a café
<i>un museo</i>	a museum
<i>una oficina de correos</i>	a post office
<i>un río</i>	a river
<i>una estación (de tren)</i>	a (train) station
<i>un banco</i>	a bank
<i>una iglesia</i>	a church

Additional language for teachers

<i>El número ... ¿Qué letra es?</i>	Number ... Which letter is it?
<i>la casilla</i>	the square (in a grid)
<i>Cruzo</i>	I cross
<i>después</i>	after that
<i>el paso de peatones</i>	the pedestrian crossing

Unit 15 Vamos al colegio (On the way to school)

About the unit

In this unit children learn to say the alphabet in Spanish and continue to gain confidence in using numbers. They learn how to understand and use names for places in their local area. They follow and give directions, and they describe their route to school. They learn some strategies for keeping a conversation going.

Where the unit fits in

Children have learnt about ways of getting to school in Unit 7, and in this unit they describe places that they pass on the way. They might exchange information about their local area with a Spanish-speaking partner school. They consolidate number work covered in Unit 9 by counting in multiples of 10 to 100. They learn the alphabet and begin to spell some simple words.

Prior learning

It is helpful if children already know:

- numbers up to 100
- *el colegio*
- ways of travelling to school.

New language

- Describing a journey (to school)
- Simple directions
- Using repair strategies to keep a conversation going
- The alphabet
- Adverbial phrases of time

Resources

- Alphabet song or rap
- Alphabet chart
- Photographs or map symbols representing places in the locality
- 6x6 and 10x10 grids
- Simple map of the locality showing a real or imagined journey to school
- Mini-flashcards of map symbols
- Word and text cards about a journey to school

Links with other subjects

Primary framework for literacy: show relationships of time, reason and cause through subordination and connectives (year 3)

Primary framework for mathematics: recognise horizontal and vertical lines; describe and identify the position of a square on a grid of squares (year 4)

Geography: use atlases, globes, maps and plans at a range of scales

PSHCE: develop good relationships and respect differences between people; think about the lives of people living in other places and times, and people with different values and customs

Expectations

At the end of this unit

most children will:

understand numbers in multiples of 10 to 100, count and use these out of sequence; understand and give simple directions to some places in the immediate locality; politely say that they don't understand and ask for something to be repeated; take part in a brief prepared task

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

understand and respond to simple questions with prompts and single-word answers; understand and say numbers when prompted; understand directions and copy single words with some support

some children will have progressed further and will:

use numbers confidently; use short sentences when asking and answering questions; show understanding of a short text containing familiar and unfamiliar language; give information in written form



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Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn</p>		<p>Children</p>	
<p>Section 1. Alphabet</p> <ul style="list-style-type: none"> to develop accuracy in pronunciation and intonation (KAL) to practise new language with a friend and outside the classroom (LLS) 	<ul style="list-style-type: none"> Children listen to a recording of a Spanish alphabet song or rap. Divide the alphabet into manageable sections. Practise the alphabet section by section as a class. Allocate sections to different groups and repeat the alphabet song. Each group joins in with their section. Reinforce the alphabet by adapting some of the games used to teach numbers (see Unit 1). Play Alphabet Ping-Pong, where you 'bat' the first letter to children and they 'bat' back the second, and so on. This can be extended to a pair or small group game. Combine revision of numbers and the alphabet by displaying an alphabet chart with each letter numbered in sequence, eg A=1, B=2, etc. Ask children to say, for example, the letter that goes with number 15 (<i>Número 15 ... ¿Qué letra es?</i>). Provide some children with individual alphabet strips as extra support. Play the game in pairs, with children choosing to say either a letter or a number and their partner giving the corresponding answer. Give children a sequence of numbers that spell out a familiar word, eg 8, 15, 12, 1 = <i>hola</i>. In pairs, children work out their own coded words. One child reads their coded version to the other, who writes down what they think the word is on their mini-whiteboard. They then compare words. Provide some children with a list of words to choose from. Extension: Play <i>El ahorcado</i> (Hangman) as a class. Alternatively, hold a 'spelling bee', with children spelling out their own or each other's names. Revise numbers 10 to 100 by counting in multiples of 10. Play <i>Enseñadme</i> (Show Me), where children write down on a mini-whiteboard the number that you call out. 	<ul style="list-style-type: none"> identify and pronounce accurately multiples of 10 to 100 identify and pronounce some of the letters of the alphabet 	<ul style="list-style-type: none"> If you are unable to find a recording of an alphabet song or rap, set the alphabet to a well-known tune and sing it. Follow-up: Throughout the week, children practise the alphabet and numbers by making up more codes for others to crack. Follow-up: Begin to create a class alphabet for display. Each child takes a letter and chooses three familiar words to write alongside it. They add an illustration. This can be done with ICT. With presentation software it is possible to display a hyperlink when the mouse is held over it and to return instantly to the top page. This would let children see the related numbers and letters immediately, reinforcing the link.
<p>Section 2. Features in the locality</p> <ul style="list-style-type: none"> to listen attentively and understand more complex phrases and sentences (O5.3) to manipulate language by changing an element in a sentence (KAL) to develop accuracy in pronunciation and intonation (KAL) 	<ul style="list-style-type: none"> Display a 6x6 grid. Label the squares on the horizontal axis with letters. Label those on the vertical axis with numbers. Write a selection of letters and multiples of 10 to 100 in the squares. Cover them with a piece of paper or, if using the interactive whiteboard, an auto shape. Ask children to give the coordinates of one of these squares. Uncover the square and children identify the number or letter. Model this activity a couple of times and then allow children to play in pairs. Some children may benefit from a visual reminder that they should name the horizontal axis first. Others may need a prompt sheet showing the written words corresponding to the multiples of 10. Use symbols or photographs to introduce children to a number of places in the locality, eg <i>una tienda, un río, un banco, una cafetería</i>. Say the words and ask children to listen and repeat. Are there any words that children think will be easy to remember? Practise saying the new vocabulary using games such as <i>Leed mis labios</i> (Read my Lips). Display a 10x10 grid. Label the squares on the horizontal axis with letters and those on the vertical axis with numbers. In some of the squares, place flashcards or images of map symbols showing features of the locality. Uncover and name the symbols that are in squares suggested by children. They repeat the name and choose an appropriate action to help them remember. Some children may benefit from a visual reminder that they should name the horizontal axis first. Others may need a prompt sheet showing the written words corresponding to the multiples of 10. Ask children to close their eyes while you cover one of the squares. Children open their eyes and give the action to identify the missing picture. Use the grid again and give children a coordinate. They name the symbol and then individual children say a place and you say the coordinate. Make some statements about the grid, eg <i>Hay una oficina de correos en la casilla B, 30</i> (There is a post office in square B, 30). Children reply with <i>verdad</i> if it is true and <i>mentira</i> if it is false. Ask some children to lead this activity, then go on to do it in pairs. Make a false statement about the grid. Children identify that the statement is false. Ask what could be changed in the statement to make it true. (Children may choose to change the place or the coordinate.) Ask individuals to repeat the statement but changing an element to make it true. Repeat the activity with different sentences. Extension: Give children the opportunity to extend their reply, eg to <i>No, en la casilla B, 30 hay una cafetería</i>. If the grid has been made as an interactive whiteboard file, hide the cells with a mask and reveal them to verify whether children are right or wrong. Extension: Play Battleships in pairs. Children prepare their own grids with places in some of the squares. They then take it in turns to say a coordinate, eg <i>la casilla C, 20</i>, and their partner either replies <i>No, lo siento</i> (No, I'm sorry), or says eg <i>Sí, hay una oficina de correos en la casilla C, 20</i>. Extension: Children prepare their own grids with places in some of the squares. They then make up some statements about them. They share these with a partner, who decides whether they are true or false. Extension: Find a map of the locality using an internet street finder. Place the school on the map and save the screen onto an interactive whiteboard file. Get children to recall what places are to be found in different streets. Extension: Play <i>El ahorcado</i> (Hangman) to practise newly learnt vocabulary, with children taking the teacher's role. 	<ul style="list-style-type: none"> recognise if a statement is true or false pick out key words when listening identify and pronounce the names of some places in the locality 	<ul style="list-style-type: none"> Follow-up: Throughout the week, look at the grid and practise the questions. The third activity works very effectively on an interactive whiteboard. The Battleships extension activity would work well during a videoconference with a partner school.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 3. Journey to school

- to listen attentively and understand more complex phrases and sentences (O5.3)
 - to re-read frequently a variety of short texts (L5.1)
 - to look at further aspects of their everyday lives from the perspective of someone from another country (IU5.1)
 - to develop accuracy in pronunciation and intonation (KAL)
 - to look and listen for visual and aural clues (LLS)
- Revise and practise the names of the map symbols from the previous session.
 - Display a simple map with appropriate symbols showing a real or imagined journey to school. Explain the map to the class and ask them to make the appropriate action when they hear the name of a place, eg *Cuando voy al colegio, paso por delante de una iglesia y de una cafetería. Cinco minutos más tarde, paso por delante de unas tiendas. Cruzo un río y después paso por delante de una estación de trenes. Cruzo la calle por el paso de peatones. Por fin, llego al colegio.* (When I go to school, I pass in front of a church and a café. Five minutes later, I pass in front of some shops. I cross a river and, after that, I pass in front of a train station. I cross the street at the pedestrian crossing. Finally, I arrive at school.)
 - Give children a selection of mini-flashcards of map symbols included in the above description. Cover up the map and re-read the description of the journey. Children sequence their mini-flashcards. Discuss the new vocabulary, such as *el paso de peatones*. Ask children how they worked out the meanings.
 - Show children a short written sentence about a journey to school, eg *Cuando voy al colegio, paso por delante de una iglesia*. Invite children to come to the front and add appropriate symbols (either flashcards or interactive whiteboard images) to each part of the sentence. Chorus the sentence as a class. Repeat with new sentences.
 - Give groups of children a selection of similar short sentences. In groups, they match the appropriate mini-flashcards to each sentence in turn and read the sentence as a group.
 - Invite confident children to read one of their sentences to the class.
 - Show children one of the sentences and ask them to chorus it. Show appropriate symbols (but one of which does not match the corresponding part of the sentence). Ask children to identify the mistake and invite a volunteer to re-read the sentence, correcting the text to match the symbols. Repeat with new sentences.

- pick out key words when listening to a short text
- read and understand a selection of sentences on a familiar topic
- use strategies to aid memorisation
- identify similarities and differences in journeys to schools

- Children can compare their journeys to school with those of their counterparts in a Spanish-speaking partner school. Alternatively, they can look at photographs on the internet of children in different countries walking to school: www.iwalktoschool.org.
- In English, children discuss their journeys to school. They should consider the following aspects of their journey and how these might be different to the experiences of children in another country:
 - how they travel
 - who they travel with
 - type and amount of traffic that they see
 - who or what helps them on their journey (school patrol officer, zebra and pelican crossings)
 - what they carry with them.
- Data could be collected on how children get to school. The data could be displayed in a bar chart, pie chart or pictogram and shared with a partner school.
- Link with literacy work: The second activity links to writing descriptions in year 3.

Section 4. More journeys to school

- to listen attentively and understand more complex phrases and sentences (O5.3)
 - to make simple sentences and short texts (L5.2)
 - to apply knowledge of rules when building sentences (KAL)
 - to manipulate language by changing an element in a sentence (KAL)
- Model the description of a journey to school again. Give children word cards in random order to build a human sentence about this journey. Call out a sentence and children arrange themselves in the right order. The class read out the sentence.
 - Select one of the children to return to their place so that their text card is no longer visible. The class re-read the sentence and fill in the missing word. Repeat the activity until all of the children are sitting down.
 - Discuss with children how useful they found the above activity for memorising language. Ask them to suggest other ideas.
 - Play Pass the Sentence Parcel. Cut up some phrases and sentences from a text describing a school journey and put them in a bag. Ensure that one of the sentences starts with the phrase *Cuando voy al colegio, paso por delante de ...* Children pass the bag around as you play some Spanish music. When the music stops, the child holding the bag pulls out a phrase or sentence and comes to the front to stick it on the board. Children try to arrange the cards so that a meaningful text is eventually revealed. The class read the completed text aloud.
 - Children work in pairs with mini-flashcards of map symbols. One child chooses two symbols and the other builds a sentence, eg *Cuando voy al colegio, paso por delante de una estación de trenes y de un cafetería*. Less confident children can use one symbol to make their sentence. Some may benefit from having a copy of the first part of the sentence as a prompt.
 - Extension: Children include three or four map symbols in their dialogues.
 - Repeat the last three activities from the previous section but this time, children write the sentence down and correct the written word.
 - Ask confident children to read out their sentences to the class. In groups, using these sentences as models, children write a new sentence of their own on mini-whiteboards. Invite children to read their sentences aloud.

- create oral sentences using picture prompts
- understand language that includes unfamiliar phrases
- write words, phrases and sentences using a model

- Ensure that a range of places in town is included in the sentences, so that children have a model for the sentence correction activity.
- Follow-up: Children draw a map of their journey to school and annotate the main features in Spanish.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 5. Saying that you don't understand

- to listen attentively and understand more complex phrases and sentences (O5.3)
 - to look at further aspects of their everyday lives from the perspective of someone from another country (IU5.1)
 - to ask for repetition and clarification (LLS)
- Use a simple map of the immediate locality to describe a journey to school and this time include directions, eg *Giro a la derecha y paso por delante de unas tiendas. Sigo todo recto y cruzo la calle por el paso de peatones.* (I turn right and pass in front of the shops. I continue straight ahead and cross the street at the pedestrian crossing.) Ask children what they think the new words mean.
 - Practise *a la derecha* and *todo recto* and introduce *a la izquierda*, by inviting children to respond to instructions such as *Girad a la derecha*. Ask them if they can spot the difference between the sound of the verb in the description of the journey (eg *Giro*) and in the activity (eg *Girad*).
 - Do the activity again, with children playing the part of the teacher.
 - Extension: Display words and phrases to help children build and write simple descriptions of their journey to school. Model this, with suggestions from children. Encourage them to add a time connective such as *cinco minutos más tarde* (five minutes later), *entonces* (next) or *por fin* (finally).
 - Extension: Children use their knowledge of phoneme-grapheme correspondence to synthesise regular words. Play games such as Missing Phonemes, eg *i_quierda* (*izquierda*), *dere__a* (*derecha*), *cru_o* (*cruzo*), *_iro* (*giro*) and *__ando* (*cuando*). Say each word and ask children to supply the missing letters and letter strings. They could use text cards for support.
 - Invite a confident child to give a description in Spanish of their journey to school. Then ask them to say it again in English.
 - Children discuss the clarity of both descriptions. Elicit from them the importance of clarity when giving information. Draw attention to the fact that, although the Spanish description was very simple, the meaning was still conveyed. The class consider the communication skills they would need to describe their journey to school to a non-native speaker of English, eg slow and careful speech, use of intonation and gesture. Invite a volunteer to model how they would describe their journey to school to a non-native English speaker. Children role-play this situation in pairs.
 - Invite one or two pairs to demonstrate their role play. Ask children what they can do if they don't understand what someone is saying, eg ask them to speak more slowly. Teach them *No entiendo* (I don't understand), *Repíte, por favor* (repeat, please).
 - Extension: Children create role plays in which they ask questions of each other and provide information about themselves. The role plays include asking for something to be repeated and saying that they don't understand.

- understand the importance of good communication skills and apply this in a role-play situation
- know how to ask for repetition and clarification

- If the story of Sleeping Beauty was used in Unit 9, remind children of the imperatives that they learnt then.
- Another version of the second activity could be played, by setting out PE mats in a hall space and leaving 'pathways' between them. Children could take turns to be a 'robot', with the rest of the class giving directions to help the 'robot' navigate its way.
- Follow-up: Throughout the week, children practise giving each other directions around the classroom or by moving a counter on a simple map.
- Follow-up: Children write descriptions of their journey to school. Some may benefit from having individual word and phrase cards to build a text that they can then copy. Others may benefit from having a cloze text (a text with gaps to be filled in), where they fill in places in the locality and directions.
- Links with literacy work: Some activities link to work on descriptive writing in year 3.
- Use the interactive whiteboard to model these sophisticated compound sentences. If children can see a screen with a map showing the relevant features, they can plot their journey with a whiteboard pen and record their voices. The sequence can be saved and played back for evaluation and can also be saved as evidence of achievement.
- Follow-up: Throughout the week, children continue working on their descriptions of their journeys to school and have opportunities to read them aloud to the class.
- Follow-up: Children imagine what a child whose first language is not English feels like when they come to stay with a family or arrive for their first day in school. In pairs, children role-play the situation and discuss ways of supporting the new arrival.
- The reason for asking children to talk about their school journey in English as well as in Spanish is so that they notice the incidental language that native or proficient speakers include.

Section 6. Preparing a short presentation

- to prepare a short presentation on a familiar topic (O5.4)
 - to write words, phrases and short sentences using a reference (L5.3)
- Revise the question *¿Cómo vas al colegio?* and the answer *Voy al colegio en autobús*, etc (see Unit 7). Explain to children that they can use *Voy* to add sentences to their text about their journey to school.
 - Children create a presentation about a journey to school, indicating what time they leave (with a time on the hour) and showing some key points of interest. They create an audio file to narrate their journey and match the audio narration with appropriate images from the internet or digital photos.
 - Some children will benefit from adult support and a prepared bank of appropriate images from which to choose.
 - Extension: Children work with greater independence and use more complex sentences that include time connectives.
 - The class agree on a set of criteria on which their presentations will be evaluated, eg clarity of narration, appropriateness of images, how easy the description is to follow, etc.

- combine their language and communication skills to create a short presentation of their journey to school

- If supervised by a responsible adult, a group of children could video a short journey to school from a nearby location and edit the video using simple editing software.
- Follow-up: Throughout the week, children finish their presentations.
- Links with literacy work: The extension activity links to work on compound and complex sentences using subordination in relation to time. The final activity links to work on explaining ideas and evaluating performances and how they are delivered.

End-of-unit activities

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

- Children make their presentations to the class.
- The class listen to and evaluate each other's work according to the agreed criteria.

- make a short presentation of their journey to school
- constructively evaluate other children's work and appreciate feedback

- Follow-up: Children share their presentations with the rest of the school and their Spanish-speaking partner school, if appropriate.
- If children in the partner school send video clips of their journeys to school, the English children will be able to experience the challenge of listening and responding to Spanish spoken by native speakers.