

Language

Core language

¿Qué haces el (lunes)?	What are you doing (on Monday)?
(Yo) juego al tenis / al cricket / al baloncesto	I play tennis/cricket/basketball
(Yo) monto en bici	I ride my bike
(Yo) patino	I skate
(Yo) bailo	I dance
(Yo) hago gimnasia/natación	I do gymnastics/swim
cero	zero
el zumo de naranja	orange juice
el pescado	fish
el chocolate	chocolate
el yogurt	yoghurt
la coca	cola
los caramelos (m)	sweets
las patatas fritas (f)	chips
las zanahorias (f)	carrots
una manzana	an apple
Es bueno/buena para la salud	It's good for your health
Es malo/mala para la salud	It's bad for your health
Son buenos/buenas/malos/malas para la salud	They're good/bad for your health

Additional language for teachers

Jugad	Play (polite/as an instruction)
Comed	Eat (polite/as an instruction)
Bebed	Drink (polite/as an instruction)
un diario	a diary
¿Qué haces para mantenerte en forma?	What do you do to keep fit?

Unit 10 La vida deportiva (Sporting life)

About the unit

In this unit children learn the names for some sports. They learn the names of some food and drinks associated with healthy and unhealthy lifestyles. They revise the days of the week and learn to say what activities they do on particular days.

Where the unit fits in

Children have already learnt some words for sports (Unit 3). They can apply their knowledge of the days of the week (Unit 7) to work on a diary of activities. They have opportunities to add to the range of healthy foods learnt previously (Units 5 and 6).

Prior learning

It is helpful if children already know:

- some sports and activities
- some items of food
- the days of the week
- how to perform a role-play with a partner.

New language

- Making simple statements (about activities and diet)
- Questions: with ¿Qué? (revision)
- *hacer*: (yo) *hago*, (tú) *haces*
- Phonic focus: *qu*; synthesising words from individual phonemes

Resources

- Images of sports
- Word flashcards for sports (with picture symbols)
- Picture of a famous sports person
- Picture flashcards of food and drink
- Word cards of food and drink
- Paper plates
- Role-play grids
- Word banks
- Materials for making posters

Links with other subjects

Primary framework for literacy: use knowledge of phonics, morphology and etymology to spell new and unfamiliar words

Science: know about the need for food for activity and growth and about the importance of an adequate and varied diet for health

Art and design: use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts

Citizenship: know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices

Expectations

At the end of this unit

most children will:

say some sports that contribute to a healthy lifestyle; make a weekly record of sporting activities; understand related written information; know the names of some food and drinks

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

respond with an action to prompts about sporting activities; listen and respond to the names of food and drinks; copy or label single words or short phrases

some children will have progressed further and will:

express spontaneous opinions about sporting activities, food and drinks; make a weekly record of sporting activities from memory; research new vocabulary using a bilingual dictionary and apply it accurately in their writing

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 1. Talking about sports

- to listen for specific words and phrases (O4.2)
 - to read and understand a range of familiar written phrases (L4.1)
 - to use mental associations to help remember words (LLS)
- Use images from magazines, newspapers or from the internet to revise (Yo) *juego al fútbol* and to introduce (Yo) *juego al tenis/cricket/baloncesto*.
 - Introduce other sports in the same way: (Yo) *monto en bici*, (Yo) *patino*, (Yo) *hago gimnasia*, (Yo) *hago natación*.
 - 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.
 - Give the action and children say the word or phrase.
 - Play *Juan dice* (Simon Says).
 - Show word flashcards for the sports as you say them. Children repeat.
 - Discuss what the children notice about the written forms. Are there any similarities with English or other languages that could help them remember? Draw attention to the word *cricket* and explain that *ck* doesn't normally exist in Spanish. Can the children explain why it appears here (ie it is a 'borrowed' word)? (Note that *criquet* also exists.) Compare this with the word *fútbol*.
 - 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.
 - 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 zero. On *cero*, each group 'freezes' their tableau. Think out loud to work out the sport that each group is representing, eg (Yo) *juego al fútbol* – *no*. (Yo) *monto en bici* – *sí*.
 - Extension: Children look up other sports in a bilingual dictionary and make a word bank.

- understand the phrases for different sports in Spanish
- recognise some of these phrases in written form
- understand that languages sometimes 'borrow' words from another language

- Grammar point: In Spanish, the personal pronoun (*yo, tú*, etc) is used only for emphasis. It is not normally used in everyday speech. It is important that children notice that it is the verb ending that indicates the subject of the verb. (Where included here, the personal pronoun is shown for your reference.)
- Pronunciation point: In *hago natación* the *h* is silent.
- When introducing sports, it is a good idea to teach the phrases that use *hacer* (*hago*), *montar* (*monto*) and *jugar* (*juego*) separately, to avoid confusion.
- Use props to introduce the sports, such as a cycle helmet, football, etc.
- 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.
- Follow-up: In literacy, ask children to think of foreign language borrowings that we have in English.
- Follow-up: Throughout the week, practise the new language by playing miming games and *Juan dice* (Simon Says).
- Follow-up: Do the actions as a warm-up or warm-down activity in PE. They can also be done as a short 'brainbreak' between other curriculum activities.
- Follow-up: Many children will be familiar with Spanish football clubs. Barcelona and Real Madrid are two of the most popular teams and both have websites that children might wish to explore. UK and other teams also have players from Spanish-speaking countries. Children could research Spanish-speaking players who play for their favourite teams.

Section 2. Healthy eating

- to use physical response to show recognition and understanding of specific words and phrases (O4.2)
 - to memorise and present a short spoken text (O4.1)
 - to read and understand a range of familiar written phrases (L4.1)
 - to use mental associations to help remember words (LLS)
- Revise the sports and actions from the last session.
 - Display a picture of a famous sportsperson on the board. Discuss how this person stays healthy.
 - Introduce a range of healthy and unhealthy food and drink with picture flashcards: *una manzana, la coca, el pescado, el chocolate, el zumo de naranja, el yogurt, las patatas fritas, las zanahorias, los caramelos*. With these nine items, make a Noughts and Crosses grid. Divide the class into two teams and play the game or, alternatively, you can play against the class.
 - Provide prompts to help children remember the words. These could be stick pictures, sketches or word associations. Use the prompts to check how well children can remember. Discuss how these prompts helped them. They can suggest other prompts that are useful for them.
 - Explain that they are going to decide whether food and drinks are healthy or unhealthy.
 - Children discuss in English with their talk partners whether the sportsperson mentioned earlier would regularly eat this food or drink these drinks. Read the list of food and drinks and ask *¿Es bueno/buena?* or *¿Es malo/mala?* *¿Son buenos/buenas?* or *Son buenas/malas?*
 - Children respond with thumbs up / thumbs down and/or echo the phrases.
 - Extension: Children could repeat this activity in pairs or small groups, pointing to pictures on a sheet.
 - Extension: Children read authentic Spanish menus and see how many foods and drinks they recognise. What strategies did they use to do this?

- remember the names of some sports
- name some food and drinks
- talk about how they remember words and phrases

- Use games and flashcard activities suggested in earlier units to consolidate this new language.
- Grammar point: When using *Es bueno / Es malo* to describe healthy and unhealthy food and drinks, note that *bueno* and *malo* change according to the gender of the noun and whether it is singular or plural, eg *Es bueno/buena/malo/mala*; *Son buenos/buenas/malos/malas*. For example, *la manzana es buena, las patatas fritas son malas (para la salud)*.
- Follow-up: Throughout the week, revise the words using only the visual prompt to see how much children are able to remember.
- Link with literacy work: The sixth activity links to literacy work in year 3, where children are taught to develop ideas through talk and explain or give reasons for their views or choices.
- Follow-up: Investigate different aspects of healthy lifestyles and discuss during circle time or PSHCE.
- The Spanish words for vegetables learnt in Unit 6 can be integrated into this unit.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 3. More healthy eating

- to read and understand a range of familiar written phrases (L4.1)
- to listen for sounds, rhyme and rhythm (L4.3)

- Explain that you are going to give some instructions to a sports person. Ask children to act out the verbs, eg *¡Jugad al fútbol!* (Play football!), *¡Comed una manzana!* (Eat an apple!), *¡Bebed el zumo de naranja!* (Drink the orange juice!)
- Repeat, but add in some unhealthy food and drinks. In response, children wag their fingers, look sternly at you and say *No, es malo*.
- Display the picture flashcards of food and drink. Read out a word card for each one. Ask children to come and stick these next to the correct picture.
- Play *Tres en raya* (Noughts and Crosses). Divide the class into two teams. Show a grid with nine pictures of food and drink. To win a square, children must match the correct word card to the picture. If using the interactive whiteboard, ask children to suggest which words should go in the grid. Have pictures from Unit 6 available on a different screen. If children can remember the words, drag them into the *Tres en raya* grid. This is a simple way for you to encourage children to retrieve words from different contexts and also a way of assessing which words they know less well.
- Play Bingo. Children draw a grid with six pictures of food and drink. Show the word cards one by one, without saying the words. Children read and cross off matching pictures on their grid.
- Create a table on the board with headings such as *Bueno para la salud* and *Malo para la salud* (see 'Points to note' in the previous section). Individual children come out and place picture flashcards in the right column. Repeat with the word cards.
- Give children paper plates and ask them to create a healthy meal by drawing in at least four healthy foods. They label these in Spanish. The plates can form part of a healthy eating display.

- read and recognise the names of some food and drink
- spell some words for food and drink
- say whether they think something is healthy or unhealthy

- Children can practise writing words in the air, on mini-whiteboards or in sand.
- Follow-up: Help children consolidate their knowledge of phoneme–grapheme correspondence by playing the Phoneme Sequence Jumping Game. This is best played in an open space. Place nine cards on the floor in a 3x3 grid. Each card should have a letter or letter string relating to a phoneme (eg *ñ, ll, j, e, i, z, r, u* and *d*). Say a sound and the first child jumps onto that card and then off the grid. Repeat that phoneme and add another. The next child must jump onto both cards in order. This continues until a whole sequence of nine phonemes has been completed. Children can play this in groups, with one child taking on the role of caller.
- Follow-up: Throughout the week, play *El ahorcado* (Hangman) to practise spelling vocabulary for food and drink. Children can say the letters in English and you repeat them in Spanish.
- Follow-up: Look at a food pyramid and discuss which foods we need for growth and activity.
- An example of some work in which children learn about healthy and unhealthy food and drinks (in French) can be seen in the CILT *Early Language Learning* DVD (Excerpts, Film 1, H7).
- To increase the level of challenge with a game of Noughts and Crosses, ask the children to identify the coordinate of the square and to make a comment on the nature of the food or drink, eg *C2, una manzana, es buena*. For a further challenge, make a grid containing a mixture of activities and foods. To get a point, children will need to say a full sentence, eg *Jugar al fútbol, es bueno / comer una manzana, es bueno (para la salud)*.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 4. Diary of activities

- to listen for specific words and phrases (O4.2)
- to ask and answer questions on several topics (O4.4)
- to read some familiar words and phrases aloud and pronounce them accurately (L4.3)
- to recognise that texts in different languages will often have the same conventions of style and layout (KAL)

- Display on the interactive whiteboard or flip chart a page from a week's diary:

<i>lunes</i>	
<i>martes</i>	
<i>miércoles</i>	
<i>jueves</i>	
<i>viernes</i>	
<i>sábado</i>	
<i>domingo</i>	

- Revise the days of the week by playing (*Yo lee mis labios* (Read My Lips)). Mouth the words for children to guess. Children take the lead in the next round. Chant the days as a class using different voices.
- Add pictures from the first session to the diary, saying *El lunes, (yo) juego al fútbol. El martes, (yo) juego al tenis, etc.*
- Say the days of the week in order. Children do the action 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.
- Extension: Children make their own diary and practise creating sentences to describe each day.
- Extension: Ask the question *¿Qué haces el lunes?* (What are you doing on Monday?) to elicit responses about their diary.

- say the days of the week
- understand the layout of a diary in Spanish
- listen to and understand the content of a diary when read aloud

- Follow-up: The class draw up their own diary for the week, showing who does which activities after school. If the school has a Spanish-speaking partner school, this can be sent to them.
- Follow-up: Throughout the week, sing the days of the week to the theme tune of 'The Flintstones'.
- Follow-up: Children set up a rota of playground games for each day, with the days written in Spanish.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 5. Comparing activities with a friend

- to listen for specific words and phrases (O4.2)
 - to ask and answer questions on several topics (O4.4)
 - to write simple words and phrases using a model and some words from memory (L4.4)
 - to recognise that texts in different languages will often have the same conventions of style and layout (KAL)
- Revise the days of the week by playing *Lee mis labios* (Read My Lips).
 - Play Ping-Pong with the days of the week, eg you say *lunes* and children say *martes*, etc.
 - Revise sports phrases with actions as a prompt. Play Charades, where one child does the action and the class guess the phrase.
 - Display the diary from the previous session. If you did not do so in the previous session, introduce the question *¿Qué haces el lunes?* Ask children to guess what this means. Model the answer, with actions, eg *El lunes, (yo) juego al fútbol*. Use the interactive whiteboard or presentation software to model sentences, using hyperlinks from each question to show a list of possible answers. Children could copy onto a mini-whiteboard the answers they prefer in order to build their own role-play.
 - 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.
 - Children work in pairs using role-play grids. Partner A asks, for example *¿Qué haces el martes?* Partner B answers, for example, *El martes, juego al cricket*. Children may use actions to accompany their answer.
 - Extension: Children make up their own role-play grids to practise with a partner.
 - Some children will use single words to ask the question, eg *¿El lunes?* and give single-word answers, eg *baloncesto*.
 - Show the question in written form and draw attention to *qué*, pointing out that *qu* is always pronounced *k* in Spanish. Add this to the class word bank and add other words such as *quince* and *quiero*.
 - Play Chinese Whispers. Organise children into teams of six. The teams stand in lines. Whisper a different sports phrase to player one in each team. On the signal *uno, dos, tres*, player one whispers the phrase to player two. This is then passed from player to player along the line. When the last player receives the phrase, the team sits down. When all the teams are sitting down, ask player six from each team to say their phrase aloud.
 - Children write a sentence for every day of the week using their speaking grids and a word bank for support, eg *El lunes, hago gimnasia*.
 - Watch DVD clips of children in Spain enjoying participating in and watching sports.
 - Extension: Compare popular sports in Britain and Spain. Are there any sports that are particular to Spain or other Spanish-speaking countries? (See 'Points to note'.)
 - If the necessary equipment is available, children can play *petanca* (Bowls, also played in France – see 'Points to note' for rules). A version of *la pelota vasca* (see 'Points to note') could also be played, providing there is a flat wall where it can be played safely, with no nearby windows.

- answer when asked which sports they take part in
- say on which day of the week they do a sport
- write a simple sentence using a model for support

- 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'.
- 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.
- Follow-up: Throughout the week, display large word cards, eg *juego/al/fútbol/cricket/monto/en/bici* + days of the week to give children an opportunity to build sentences, eg *Juego al fútbol el lunes*.
- Follow-up: Develop children's understanding of why exercise is good for the health. Investigations into the effect exercise has on the pulse rate can include counting in Spanish.
- *La pelota vasca* is a ball game played in the Basque country (and across the border in France). The ball (*la pelota*) is volleyed using the hand, a bat or a type of basket (*una cesta*). Children can research the origins of the game, which is said to date back to the Greeks. For more information, see www.fipv.net/eng/eljuego.
- *La vuelta ciclista a España* is the round-Spain cycling competition. Children could trace the route followed by competitors.
- Rules for *la petanca*:
Equipment:
– three steel bowls (*bolos*) per player
– one wooden jack (*bolo comodin*) per game
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.
- Use a Spanish internet search engine to find images of *la petanca* and other sports popular in Spain to show the class.
- If you have a partner school, swap information on the types of sport the children enjoy.

Section 6. Making a poster

- to write simple words and phrases using a model and some words from memory (L4.4)
 - to recognise that texts in different languages will often have the same conventions of style and layout (KAL)
- Explain to the class that they will be sharing what they have learnt about healthy lifestyles in Spanish. This will be in the form of posters to be displayed around the school.
 - Children work in groups to design a poster on healthy eating, sports or both, using the language that they have learnt so far. Some children can contribute by labelling pictures of food and drink with single words, whereas others will be able to write longer phrases.
 - Some children will need a word bank to help them.
 - Extension: Some children can express opinions about food, drink and sporting activities. They can justify these.

- write simple words and phrases using a model and some words from memory
- design an effective poster to communicate how to lead a healthy lifestyle

- Follow-up: Throughout the week, revisit language from the unit with flashcards, games and songs.
- Link with literacy work: The extension activity links to offering reasons and evidence for their views, which they experience in literacy from year 4 onwards.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

End-of-unit activities

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

- When the posters are finished, allow children to present them to the class before displaying them around the school.
- If the school has a Spanish-speaking partner school, photographs of the posters can be emailed or sent through the post.

- design an effective poster to communicate how to lead a healthy lifestyle

- This may be an electronic presentation so that children can practise presentation skills and use picture stimuli to produce full sentences.
- Follow-up: The class create an assembly on healthy lifestyles and include some of the Spanish that they have learnt.
- The website Global Gateway provides opportunities for finding partner schools abroad: www.globalgateway.org.