

## Language

## Core language

Nieva	It's snowing
Hielo	It's freezing
Quando ... llevas ... (Yo) llevo	When ... you carry/take, wear ... I carry/take, wear
bajo cero	minus
lunes, 5 de junio, etc el 5 de junio, etc	Monday 5 June, etc 5 June, etc

## Additional language for this unit

un abrigo	a coat
un sombrero	a hat
un paraguas	an umbrella
una bufanda	a scarf
unos guantes	gloves
unas botas	boots
unas gafas de sol	sunglasses

## Additional language for teachers

¿Qué llevas?	What are you wearing/carrying?
¿Qué temperatura hace?	What temperature is it?
¿Qué fecha es?	What's the date?
Aquí está 'El tiempo'	Here is the weather report
hoy	today

## Unit 12 ¿Qué tiempo hace? (What's the weather like?)

## About the unit

In this unit children learn more phrases about the weather and how to say the temperature (including with negative numbers). Aesop's fable *El Viento y el Sol* ('The Wind and the Sun') is used for text-based work (the text can be found at the end of the unit). Children learn the names of some common articles of clothing and relate these to the weather. They learn to say the date and to write and say telephone numbers.

## Where the unit fits in

This unit consolidates and extends work on the weather covered in Unit 7. Children are already familiar with numbers, the days of the week and months of the year. They use this knowledge to create their own weather reports.

## Prior learning

It is helpful if children already know:

- some weather phrases
- ¿Qué tiempo hace en ...?
- numbers zero to 40
- days of the week
- months of the year
- fuerte (strong).

## New language

- Describing the weather
- Revision of numbers to 40
- Saying the temperature (plus and minus)
- Saying the date

- Complex sentences starting with a subordinate clause using *Cuando ...*
- *Llevar*: (yo) llevo, (tú) llevas
- Phonic focus: oi/oy; revision of key phonemes, especially v; consolidation of phoneme-grapheme correspondence; breaking words into individual phonemes; synthesising phonemes to build words

## Resources

- Picture flashcards of weather
- Mini-picture cards with weather symbols
- Large outline map of Spain with weather symbols

- Counting stick or number line
- Large ball
- Numbered tiles, balls or flashcards up to 40
- Pictures of hot and cold places labelled with the symbol of a thermometer
- Thermometer on interactive whiteboard
- The text of Aesop's fable *El Viento y el Sol*
- Phrases or sentences from *El Viento y el Sol* cut into strips
- Clothing and props to match weather phrases
- Jumbled sentences on card or strips of paper
- Word cards for days of the week, months, *el* and *de*

## Links with other subjects

Primary framework for literacy: use knowledge of phonics, morphology and etymology to spell new and unfamiliar words; distinguish the spelling and meaning of common homophones

Primary framework for mathematics: know and use multiples of numbers to 10; interpret intervals and divisions on partially numbered scales and record readings accurately

Geography: use atlases, globes, maps and plans at a range of scales; identify and describe what places are like (for example, in terms of weather); use appropriate geographical vocabulary (for example, temperature)

## Expectations

## At the end of this unit

## most children will:

understand and say weather phrases; say which clothes they might wear in different conditions; respond appropriately when asked the date; use the new language in a short presentation

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

understand and say numbers, the days of the week and weather phrases when prompted; understand names of clothes; need prompting to recall vocabulary and structures

## some children will have progressed further and will:

initiate conversations when working in pairs or groups; cope with retrieving information from extended descriptions; take part in a presentation using mainly memorised language

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

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

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| <ul style="list-style-type: none"> <li>• to listen for sounds, rhyme and rhythm (O4.3)</li> <li>• to use gesture and mime to show they understand (LLS)</li> <li>• to use action and rhymes to aid memorisation (LLS)</li> <li>• to access information sources (LLS)</li> </ul> | <ul style="list-style-type: none"> <li>• Revise known weather phrases and introduce <i>Nieva</i> (It's snowing) and <i>Hielo</i> (It's freezing). (See Unit 7 for suggested teaching sequences.)</li> <li>• Play <i>Enseñadme</i>. Each child makes or is given a set of cards with weather symbols. On the instruction <i>Enseñadme 'Hace buen tiempo'</i> ('It is fine'), for example, they find the correct card and hold it in the air.</li> <li>• Play <i>Toca el dibujo</i> (Touch the Picture). Invite two children to the front. Attach weather pictures or flashcards to the board within easy reach. Call out a weather phrase and children race to see who can touch the correct picture first. The winner stays at the board to have another turn.</li> <li>• Ask children to listen carefully to the phrase <i>Llueve</i> (It is raining). Can they work out how the word begins? Show the written forms of <i>Llueve</i>, <i>Nieva</i> and <i>Hielo</i>. Draw attention to the <i>v</i> of <i>nieva</i> and the silent <i>h</i> of <i>hielo</i>.</li> <li>• Play <i>¿Qué llevas?</i> (What Are You Wearing?) Put together a selection of clothing and props to match weather phrases, eg gloves, sunglasses, umbrella, etc. Invite children to come to the front. Call out a weather phrase. Children select an appropriate prop or item of clothing.</li> <li>• Play <i>Pass the Phrase</i>. Organise children into teams of about six. Teams stand in lines. Whisper a different weather phrase to player 1 in each team. On the signal <i>uno, dos, tres</i>, player 1 traces the appropriate weather symbol on the back of player 2. The phrase is passed from back to back all the way along the line. When the last player receives the phrase, the team sits down. When all teams are sitting down, ask player 6 from each team to say their phrase out loud.</li> <li>• Where appropriate, allow some children to play these games in pairs for extra support.</li> <li>• Remind children of the question <i>¿Qué tiempo hace en ...?</i> by doing the clapping rhyme introduced in Unit 7, Section 3.</li> <li>• Point out <i>Badajoz</i> on an outline map of Spain and pronounce its name. Remind children about the sounds <i>j</i> and <i>z</i> make. Also draw attention to <i>Valencia</i>, <i>Sevilla</i> and <i>Barcelona</i>. Can children use their phoneme-grapheme knowledge to work out how to pronounce these? Help children to break the words into phonemes by placing a dot under each phoneme.</li> <li>• Repeat the clapping rhyme and use the new weather phrases to create two new verses, eg <i>Nieva en Huelva</i>.</li> <li>• Extension: Children make up a rap, poem or song using the place names and weather phrases.</li> </ul> | <ul style="list-style-type: none"> <li>• repeat words and phrases spoken by someone</li> <li>• use mime and gesture to express what they mean</li> <li>• use physical response to show they understand</li> </ul> | <ul style="list-style-type: none"> <li>• Ensure that children who are not confident in speaking can participate in games by using a physical response.</li> <li>• Follow-up: Throughout the week, revisit the map of Spain to practise weather phrases and place names.</li> <li>• Follow-up: Consolidate phoneme-grapheme correspondence by playing the phoneme-grapheme running game (see Unit 2, Section 6) and calling out towns in Spain, eg <i>Badajoz</i>, <i>Sevilla</i>, <i>Barcelona</i> and <i>Logroño</i>.</li> <li>• Follow-up: Every day, ask <i>¿Qué tiempo hace?</i> when you take the register and encourage children to respond using a variety of appropriate phrases.</li> <li>• Follow-up: Children use the internet or a television weather forecast to investigate weather around the world.</li> </ul> |
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## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 2. More practice at numbers to 40

- to memorise and recite a short spoken text (O4.1)
  - to listen for specific words and phrases (O4.2)
  - to imitate pronunciation (KAL)
- Revise numbers by counting in ones, tens then multiples of five up to 40, using a counting stick or number line.
  - Play *Pasad la pelota* (Pass the Ball) with multiples of five. Pass a large ball to a child and say *ceró*. The child who receives the ball says *cinco* and passes it on. The sequence continues up to 40.
  - Revise *veintiuno* and *treinta y uno* using a counting stick or number line.
  - Play *Buscad el número* (Find the Number). Place numbered tiles, balls or number flashcards up to 40 on the floor. Invite two children to stand next to them. Call out a number and children race to find it. The winner stays to have another turn.
  - Play Fizz Buzz with animal sounds from Unit 11. Children count around the class from zero to 40. They replace each multiple of five with a sound, eg *uno, dos, tres, cuatro, miau*. When children are confident, add another animal sound for multiples of ten.
  - Allow some children to play in pairs.
  - Extension: Play Fizz Buzz to 40 using multiples of two.
  - Learn the *El teléfono* rhyme (see 'Points to note'), with children doing an action as if to dial the numbers.
  - Extension: Practise higher numbers by changing those in the *El teléfono* rhyme, eg 29, 31, 42, 25.
  - Extension: Play Bingo with numbers up to 40. Children who are less confident could play Bingo with the class teaching assistant, using numbers up to 10 or 20.
  - Set up an interactive whiteboard file to present the rhyme.

- recognise numbers to 40 when someone says them aloud
- pronounce numbers to 40 with reasonable accuracy
- memorise a rhyme

- If you have not covered Unit 11, replace the animal sounds in the Fizz Buzz game with expressions such as *¡Guay!*, *¡Vale!*, *¡Adiós!* or *¡Ya está!*
- Allow more thinking time for games that rely on speed, eg in *Buscad el número*, count slowly to 10 before allowing children to find the number.
- Follow-up: Throughout the week, play *Pasad la pelota* and Fizz Buzz to practise numbers.
- Text for the rhyme *El teléfono*:

4, 2, 2, 1, 2, 3, 4, 5  
 El teléfono vibró  
 Y nadie contestó  
 Sonó, sonó y sonó  
 Hasta que loco me volvió.

4, 2, 2, 1, 2, 3, 4, 5  
 El teléfono vibró  
 Alguien contestó  
 ¡Oh! Perdón  
 Me equivoqué de botón.

4, 2, 2, 1, 2, 3, 4, 5  
 El teléfono vibró  
 Víctor contestó  
 ¡Eh Víctor! ¡Campeón!  
 Has ganado el balón.

(4, 2, 2, 1, 2, 3, 4, 5  
 The telephone rang  
 Nobody answered  
 It rang and rang and rang  
 It drove me mad.

4, 2, 2, 1, 2, 3, 4, 5  
 The telephone rang  
 Someone answered  
 Oh! Sorry  
 I have dialled the wrong number.

4, 2, 2, 1, 2, 3, 4, 5  
 The telephone rang  
 Víctor answered  
 Eh Víctor! You are the champion!  
 You have won the ball.)

- Explain to children that Spanish telephone numbers are normally said (and written) as three pairs and that, for example, 3, 2 is said as 'thirty-two'. The first two or three numbers denote the region. For example, 954 is Sevilla. These numbers are said individually, eg 9, 5, 4. Mobile numbers begin with 06.
- Follow-up: Throughout the week, give children some Spanish telephone numbers to write down and read back to you.
- Follow-up: Throughout the week, practise different sequences of numbers in Spanish as a warm-up to the daily mathematics lesson.
- If using the interactive whiteboard, insert an image of a telephone. Copy it and superimpose different numbers on it for the children to practise. If you are able to link a recording of the number to each image, the children will be able to check whether they are correct.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 3. What temperature is it?

- to listen for specific words and phrases (O4.2)
  - to recognise that texts in different languages will often have the same conventions of style and layout (KAL)
- Revise weather phrases using one of the activities from Section 1.
  - Place pictures of hot and cold places labelled with a temperature (some with negative numbers) around the room.
  - Use an activity from the previous session to revise numbers zero to 40.
  - Model how to say *grados* (degrees).
  - Point to a picture of a hot place. Use a thermometer or number line to count, for example, from zero to 30 degrees with children. Say *Hace 30 grados* and mime 'very hot'.
  - Repeat for some other hot places.
  - Point to a picture of a cold place. Count down with the thermometer or number line. Stress *menos* before each number and stop at -10 degrees. Then say, for example, *Hace cinco grados bajo cero* (below zero) and mime 'very cold'.
  - Practise saying the temperatures of the hot and cold places displayed around the room.
  - Read out a temperature and children point to the matching picture. Invite a child to come out and stand next to each one as you say it.
  - Practise reading temperatures on a thermometer. Include some negative numbers.
  - Extension: In pairs, children practise asking *¿Qué temperatura hace?* Their partner can respond in Spanish and the child writes down the answer, before they check together.
  - Extension: Prepare a worksheet with a map of Spain and various cities labelled with the temperature. Children repeat the above activity, asking *¿Qué temperatura hace en ...?* This could be done with a world map as well, with Spanish-speaking countries labelled with the temperature.

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

- Follow-up: Throughout the week, children measure the temperature in the classroom (*la clase*) and playground (*el patio*) every day. They record this in a chart showing the days of the week. They make line graphs of temperature data collected during the week. If the school has a partner in a Spanish-speaking country, children find out the temperatures there and compare the two.
- On the chart, include the word *Hoy* (today) on a card that can be moved above the appropriate day.
- Use a website with weather data from Spanish towns and cities to talk about the current temperatures in various locations in Spain.
- You may be able to import an interactive thermometer into the interactive whiteboard and easily move the 'mercury' to show the temperature for the day. Copy the screen for each subsequent day, add the day of the week and change the temperature accordingly. If desired, add a caption, *Hoy es martes y hace 23 grados* (Today is Tuesday and it is 23 degrees).

## Section 4. The Wind and the Sun

- to listen for specific words and phrases (O4.2)
  - to follow a short familiar text, listening and reading at the same time (L4.2)
  - to apply phonic knowledge to support reading and writing (KAL)
  - to use gesture and mime to show they understand (LLS)
  - to use action and rhymes to aid memorisation (LLS)
- Revise the temperature and weather phrases from previous sessions. Check the day's temperature and weather in Madrid on the internet.
  - Explain to children that they are going to hear Aesop's fable *El Viento y el Sol* ('The Wind and the Sun'). Ask them to guess what the title might be in English and what they think the story might be about. Copy the story into an electronic presentation or the interactive whiteboard to make an electronic big book. If possible, add a recording of the text so that children can hear the story as they read it. Get children to illustrate sections of the story, scan the illustrations and incorporate them into the presentation.
  - Read or play the story. Ask children to join in with an action when they recognise the words *el viento* and *el sol*.
  - Read or play the story again and ask children to join in with *Soy más fuerte que tú* (I am stronger than you).
  - Focus on the sound for *v/b* using the words *viento* and *abrigo*. Model the sound and children repeat. Read out a list of words from the story including those containing the *v/b* sound *lleva, soplaba, abrigaba, va*. When children hear this sound, they give a physical response.
  - Distribute to pairs of children phrases or sentences from the story cut into strips. Re-read the story and, when children hear their phrase or sentence, they wave it in the air.
  - Narrate the story and children act it out.
  - Extension: Children include some dialogue as they act out the story.

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

- Follow-up: Throughout the week, re-read the story. Display words containing the *v/b* sounds, which are both pronounced as *b* in Spanish.
- Follow-up: Children read and discuss other fables in English. They write an English version of *El Viento y el Sol*.
- Link with literacy work: Children will have investigated fables in year 4 and written their own fables in literacy.
- Link with literacy work: The seventh activity links to drama work in year 1 and year 2 where children act out well-known stories.
- Link with literacy work: The extension activity links to year 3 drama work, where children present events and characters through dialogue to engage the interest of the audience.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 5. Dressing for the weather

- to ask and answer questions on several topics (O4.4)
  - to read and understand a range of familiar written phrases (L4.1)
  - to read some familiar words and phrases aloud and pronounce them accurately (L4.3)
  - to apply phonic knowledge of the language to support reading and writing (KAL)
  - to apply knowledge about letters and simple grammatical knowledge to experiment with writing (LLS)
- Revise weather phrases using an activity from Section 1.
  - Introduce items of clothing: *un abrigo* (a coat), *un sombrero* (a hat), *un paraguas* (an umbrella), *una bufanda* (a scarf), *unos guantes* (gloves), *unas botas* (boots), *unas gafas de sol* (sunglasses). Show props or draw pictures on the board as you say the words and children repeat.
  - Show or point to an item and say a word. Children say *sí* or *no* if they are correct or incorrect.
  - Show or point to an item offering alternative answers, eg *¿Es un sombrero o un paraguas?* Children say the correct word. Then just show or point to an item and encourage children to name it without support.
  - Play Pictionary to practise the new vocabulary.
  - Link weather phrases and items of clothing by modelling, for example, *Cuando llueve, llevo un paraguas* (When it rains, I carry/take an umbrella). Children chorus and mime the sentence.
  - Say some similar sentences and children repeat if correct or say *¡no!* with thumbs down if incorrect, eg *Cuando llueve, llevo unas gafas de sol – ¡no!* (When it rains, I wear sunglasses – no!) You may need to support children with some actions as well.
  - Write some similar sentences on the board. Children read silently, chorus and mime.
  - Give pairs of children some jumbled sentences on card or strips of paper to re-order.
  - Some children will need picture clues to support their reading.
  - Extension: Children write their own sentences on mini-whiteboards.
  - Extension: Children say the sentences in a different order, eg *llevo un paraguas cuando llueve*.
  - Sing the song *Si hace buen tiempo y te gusta di ¡Olé! ...* (see Unit 7).
  - Extension: Give children the opportunity to practise building words such as *botas*, *gafas*, *abrigo* and *sombrero* using their knowledge of common phonemes.

- read and understand a range of familiar written phrases
- use their knowledge of grammar to build sentences

- See Unit 11 for instructions on how to play Pictionary.
- Follow-up: Throughout the week, sing *Si hace buen tiempo y te gusta di ¡Olé! ...* (see Unit 7).
- Follow-up: Hold up items of clothing and children say an appropriate sentence, for example *Si hace frío me pongo un abrigo* (If it's cold I wear a coat).
- Follow-up: Children create weather pictures and write matching sentences. Some will do this from memory.
- Some interactive whiteboards have interactive dice in different colours that speak the numbers in Spanish.
- Modelling sentences on the interactive whiteboard enables you to include the full ability range by adding more support when necessary and withdrawing support when appropriate. In the second extension activity, you can show children how re-ordering sentences does not necessarily change their sense.
- Write some words on the board and omit a phoneme. Say the word and ask the children to supply the missing letters. Some children might benefit from phoneme cards. Possible words include: *\_\_ueve* (*llueve*), *nie\_a* (*nieva*), *\_iento* (*viento*), *fr\_\_* (*frío*).

## Section 6. Weather reports

- to memorise and present a short spoken text (O4.1)
  - to listen with care for specific words and phrases (O4.2)
  - to plan and prepare for a language activity (LLS)
  - to use a dictionary to look up spellings (LLS)
- Divide the class into two teams. Give each team the same selection of number cards and word cards for days, months, *el* and *de*. Call out a date, eg *lunes 5 de junio* or *el 5 de junio*. Each team assembles the date as quickly as possible. The class read the date aloud.
  - Organise the class into groups. Give each group a selection of cards as above, weather symbols and items or pictures of clothing. Read out a weather report, eg *Buenos días, me llamo señor Brown. Hoy es martes 22 de abril. Aquí está 'El tiempo'. Hoy llueve. Cuando llueve, llevo un paraguas*. Children assemble the correct date, weather symbol and clothing. They feed back their answers in Spanish. Repeat with a different weather report.
  - Children help to make a new weather report. They suggest the date, day, month, weather and clothing.
  - In pairs or groups, children prepare their own reports. Each group will produce a report appropriate to their level of confidence. Children who are not confident in speaking can participate by saying single words or saying words in chorus. Some children may need lists of key vocabulary (some supported with pictures) to use.
  - Extension: Children extend the weather report by saying the temperature.
  - Extension: Children use a map of Spain and comment about the temperature in the main Spanish cities, eg Madrid, Barcelona, Sevilla, Bilbao, Valencia.

- understand the main points of a report
- give a weather report describing the day, date, weather and appropriate clothing

- Weather forecasts are given in the future tense. All phrases taught here are in the present tense, so 'reports' rather than 'forecasts' is the appropriate term.
- Note: In Spanish, always include *de* before the month, eg *lunes 5 de junio*.
- When giving the date in Spanish, *el* is only used with a simple date and month, eg *el 5 de junio*.
- Follow-up: Each morning a pair or group of children give a weather report in Spanish.
- Link with literacy work: These activities build on year 3 work on presenting spoken information and using specific vocabulary in different contexts.
- To promote creativity, display the map on the interactive whiteboard along with weather symbols from this unit and Unit 7. Add a list of names. Model a sentence such as, *Me llamo Virginia. Vivo en Madrid. Hace sol en Madrid*, and challenge the children to make their own sentences by suggesting names, weather conditions and places.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## End-of-unit activity

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

- Children work in groups or pairs to create a weather report for one of the Spanish-speaking countries introduced in Unit 7. These are recorded and played to the class, who comment constructively on performances. Children who have participated in this activity could save the clip onto their personal space on a learning platform to record and celebrate their achievement.

- give a weather report describing the day, date, weather and appropriate clothing

- Follow-up: If the school has a Spanish-speaking partner school, daily weather reports can be exchanged through email or video conferencing.

## El Viento y el Sol

Un día, el Viento dijo al Sol:

– Yo soy más fuerte que tú.

– ¡No! – dijo el Sol – Yo soy más fuerte que tú.

– ¡Qué va! – dijo el viento.

– Mira, un hombre caminando. El hombre lleva un abrigo.

Entonces el Viento dijo: – Quien logre quitarle el abrigo, será el más fuerte. Yo soy primero.

El Viento soplabla, soplabla y soplabla.

– ¡Brrr ... Qué frío! – dijo el hombre. El hombre se abrigaba más.

El Viento continuaba soplando.

El hombre dijo: – ¡Qué fuerte es el viento! – Pero el hombre se abrigaba más y más.

Y el Viento, cansado, dejó de soplar.

– ¡Ahora es mi turno! – dijo el Sol.

El Sol brillaba y brillaba.

– El Sol es muy fuerte – dijo el hombre – ¡Qué calor tengo con el abrigo!

El Sol continuaba brillando más y más.

Al final, el hombre se quitó el abrigo.

– ¡He ganado! – dijo el Sol.

– Yo soy más fuerte que tú ¡Yo soy el más fuerte!

## The Wind and the Sun

One day the wind said to the sun:

'I am stronger than you.'

'No!' said the sun, 'I am stronger than you.'

'We'll see!' said the wind.

'Look, there is a man out walking. The man is wearing a coat.'

So the wind said, 'Whoever makes him take off his coat is the strongest.'

'I'll go first.'

The wind blew and blew and blew.

'Brrr ... how cold it is!' said the man. The man wrapped himself up more.

And the wind continued to blow.

The man said, 'How strong the wind is!' but he wrapped himself up more and more.

The wind was tired and stopped blowing.

'Now it is my turn!' said the sun.

The sun shone and shone.

'The sun is very strong' said the man, 'I am so hot in my coat!'

The sun continued to shine more and more.

At last, the man took off his coat.

'I've won!' said the sun.

'I am stronger than you.'

'I am the strongest.'