**Foundation Subject Planning document**

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| Icecreams- Early Language Teaching Login and password- westwoodnr33 westwoodnr33 | | | | | | |
|  | Session 1 | .Session 2 | Session 3 | Session 4 | Session 5 | Session 6 |
| Learning Objective: | To name 5 ice-cream flavours in Spanish. | To name 5 more ce-cream flavours in Spanish. | To learn how to say which ice-cream they would like and the word ‘and’ | To learn how to ask for a cone or a small tub/pot of ice-cream. | To practise role play including vocabulary taught | To revise the language taught in the unit. |
| Asessment | **Some:** I can name and recognise all ten ice-cream flavours as presented in this unit.  I can attempt to spell more than five of these flavours in Spanish with high accuracy.  I can say in Spanish that I would like an ice-cream using ‘quisiera’.  I can specify in Spanish what flavour ice-cream I would like.  I can specify in Spanish whether I would like my ice-cream in a cone or a small pot/tub.  **Most**: I can repeat and recognise most of the ten ice-cream flavours in Spanish as presented in this unit.  I can attempt to possibly spell five of these ice-cream flavours in Spanish unaided from memory with good accuracy.  I can say in Spanish that I would like an ice-cream, using ‘quisiera’, but I may need a reminder of the question first.  I can specify in Spanish what flavour ice-cream I would like, but I may need a model answer.  I can specify in Spanish whether I would like my ice-cream in a pot or a cone or a small pot/tub if I am reminded of the language first.  **All:** I can repeat and recognise a few of the ten ice-cream flavours in Spanish as presented in this unit.  I can attempt to possibly spell my favourite ice-cream flavour, from memory with good accuracy, copying from a model.  I say in Spanish that I like a particular flavour in Spanish using ‘quisiera’, if I hear it being modelled by somebody else first.  I can say in Spanish whether I would like an ice-cream cone or pot/small tub, but I will need a model answer to remind me how to say it accurately first. | | | | | |
| Task ideas including differentiation: | Ask the children to guess in English what the possible flavours chosen for the lesson.  Work through slide up to 24.  Slide 32 til finish.  To finish children to read and write the ice creams under each-could do this in pairs | Follow slides up to slide 26  Complete listening and speaking challenges working with their partner Thinking Game: Think of an ice-cream flavour. The children have to guess (in Spanish) which flavour the teacher is thinking of. If they are clever, they can work out which flavour the teacher is thinking of by a process of elimination. Which guesses have been wrong so far and which flavours are left to guess from? Use all ten flavours and use the display materials to help (these are provided in the resources of lesson 1 of this unit).  Mouthing Game: In their partners Silently mouth the word for an ice-cream without actually saying it out loud. The children put up their hand if they recognise the word. The child who guesses correctly can then come to the front of the class and mouth the next ice-cream flavour.  Which ones sound most like they do in English? | Recap on slides 1-3 Introduce ‘quisera’ on slide 4 up to slide 17.  Children to complete listening exercise on slide 30- ticking what they can hear.  Practice some slides -34 onwards using ‘y’ for and- practice with a partner.  Children to write out the sentences underneath the icecream using ‘y’ for and.  Can one pupil say ‘they would like’ plus a particular ice-cream in English and another pupil offer the correct translation in Spanish? Vocaroo this for class book | Practice up to slide 14 asking for the ice creams in cones or pots.  Continue the slides with now ending on slide 40  Have a go at the super listening slide on pg 49.  Practice slide 50 . With their partner.  Children to finish by playing snap .  Play video karaoke | Quick recap of flavours in cones and tubs.  Go through the slides to the end.  Set up an icecream shop on the tables use the oral scaffold to support in this. Video for class book.  Create a wall display with the results of who likes/dislikes which ice creams in the class.  Play video karaoke | **Go through phonics powerpoint and revision powerpoint.**  **Children to complete the assessment to finish the unit.** |
| Outcomes : | **Working Wall**  Create a wall display of ice-cream flavours and label them in Spanish  **Class book**  Flavours of the icecreams worksheet. | **Working Wall**  Look up some extra ice-cream flavours in Spanish for the display board.  **Class book**  The new flavours- videos of them playing the game | **Working Wall**  Add the vocabulary of quisiera  **Class book**  Vocaroo | **Working Wall**  **Class book**  Pictures of children playing snap | **Working Wall**  **Class book**  Video of roleplay | **Working Wall**  **Class book**  Keep assessments in a folder ready for putting onto Tracke**r** |