

SPANISH PLANNING FOR 2024-5 – Using BBC Bitesize and Other Resources

BBC Bitesize offers songs, quizzes, videos, cultural links, craft activities, word lists with pronunciation. The tasks are engaging and pupils can run free with them to create their own Spanish phrases. Remember to use Spanish dictionaries!

- Each pupil should have a Spanish Book. This should go up with them to the next class.
- Recap before you start each lesson using their book and maybe one of the screen resources or a game. Make sure the pupils have thoroughly learnt to at least read and say all the elements of each lesson. Y5 and Y6 should learn to write down sentences and phrases. Y3 and Y4 should write short phrases and word lists.
- For each lesson WALT use the screen titles.
- Provide the pupils with the relevant word lists for each lesson so that they can then paste into their Spanish books. Some of the units will take two or three lessons.
- There are grammar lessons too for making links to grammar in English.
- Aim to have an enrichment lesson **each half-term**, e.g. cooking, culture, art, geography and history.

GENERAL LESSON STRUCTURE:

- **RECAP** last time with a quiz, volunteers pronouncing and taking turns (use lolly sticks), conversations between teacher and pupil / pupil-pupil, a Spanish question that pupils answer – verbally or written. Pupils can use their books as a resource.
 - Iron out pronunciation and phonetic tricky bits.
 - Ask pupils to innovate in some way with what they have learnt, e.g. join learning from more than one lesson to make it a conversation or paragraph.
- **NEW LEARNING:** Spend at least two 30 minute lessons on each video & topic.
- **Once per half term:** some sort of enrichment: see below – cooking, craft, story etc.
- **Once per half term:** Culture in Spain – see the last link below – you could do some Geography work with a map of Spain and add to it every three weeks – 2x per half term (see final link).
- **END OF LESSON - WHAT HAVE WE LEARNT?** Demos from pupils with increased independence. Watch out for pronunciation / spelling. Pupils to be less reliant on the word lists in their books as you move through the units.

We make use of lolly sticks, talking partners, games and pupils' books to support learning, rehearsing and recapping.

LEARNING LINKS:

There are 2 levels but I can't see much of a difference – the Hobbies lesson is in Level 2, 1 more grammar, 1 more song.

LEVEL 1:

<https://www.bbc.co.uk/bitesize/topics/zfyff82/articles/zgv3g7h>

LEVEL 2: The one we should use across KS2

<https://www.bbc.co.uk/bitesize/topics/znnpp4j/articles/z7xc4xs#z76496f>

Here's the link with everything on them:

- <https://www.bbc.co.uk/bitesize/subjects/z72mn39> (Level 2)
- 11 lesson videos (the Level 2 link above has a 12th lesson)
- 5 craft activities across the year
- 3 songs to learn by heart
- 4 cultural videos
- 5 stories
- 1 phonics, but you may be able to use this as a model to build on
- 3 grammar – try to make links between English grammar

ADDITIONAL RESOURCES:

All about Spain: <https://kids.nationalgeographic.com/geography/countries/article/spain>

Additional grammar Lessons: <https://www.bbc.co.uk/bitesize/subjects/zxsvr82>

History of Spain:

<https://www.youtube.com/watch?v=x9xHWCagSUQ&pp=ygUUaGlzdG9yeSBvZiBzcGFpbiBrczI%3D>

LESSON ORDER:

Spanish Long term planner for KS2: please copy and paste into your LT Planner.

A1	A2	SP1	SP2	SU1	SU2
Talking about me and my family	Animals and pets Classroom language	The weather and seasons Numbers & calculations	Days, months, dates Colours	Clothes Food and drink	Hobbies Exploring around town

Images and a little more detail. You can use on your screens if you like. Please avoid complicating LT plans with images.

AUTUMN:



Spanish: Talking about yourself
Learn how to talk about yourself in Spanish.



Spanish: Talking about family
Learn how to introduce your family.




Spanish: Animals and pets
Learn how to describe your favourite animals and pets.




Spanish: Classroom language
Talk about school in Spanish.


SPRING:




Spanish: Weather and seasons
Learn how to describe weather and seasons.



Spanish: Numbers and numeracy
Learn how to talk about numbers and numeracy.




Spanish: Days, months and dates
Learn how to talk about days, months and dates.




Spanish: Colours
Learn how to talk about colours in Spanish.


SUMMER




Spanish: Clothes
Learn how to describe clothes and colours.



Spanish: Food and drink
Learn how to describe food and drink.



Spanish: Hobbies
Learn how to describe hobbies.



Spanish: Exploring the town
Learn all about exploring the town in Spanish.


Use additional resources from Twinkl if you need to extend the two topics per half-term.

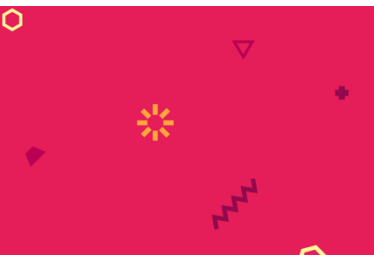
Example Lesson Structure:

1st level

Spanish: Talking about yourself

Part of [Spanish](#) | [Talking topics](#)

 **Save to My Bitesize**



Jump to

['What's your name?'](#)

['My name is...'](#)

['How old are you?'](#)

['I am ... years old'](#)

['Where do you live?'](#)

['I live in...'](#)

['Where are you from?'](#)

['I am from...'](#)

[Quiz](#)

Learn how to introduce yourself in Spanish with these useful phrases.

'What's your name?'

To ask someone's name, use the question:

 ¿Cómo te llamas?

(This literally means: 'What are you called?')

Did you notice that there is an upside-down question mark at the start of the question? We have to use both question marks and exclamation marks at the start and end of phrases in Spanish.



Lesson contents to **master**, with a quiz. Revisit at the start of the next lesson. You can jump to different sections that were tricky.

Pupils can use their books to support their answer but should be able to do so without by the end of the unit.

Aim to have a conversation which links up all the elements by the end of the sequence of lessons.

Sound buttons help pronunciation in Standard Spanish. Spanish speakers in your class, if you have any, may be able to give a more authentic accent or a different way of saying this.

Practise in pairs, in front of the class, with the teacher, just pupils etc. Lessons should be around 15 to 20 minutes long. The end of the day is a great time to practice.

Remember to use the videos and linked cultural materials.