

QCA Schemes of Work Strands

Oracy

- Take part in pair and group work, e.g. finding out and exchanging information.
- Devising sketches and role-plays.
- Respond to what they hear by performing an action or answering a question.
- Pick out specific details from longer passages of familiar language, e.g. name, place, prices.
- Join in with songs, poems, rhymes and then learn them by heart.
- Integrate previous learnt language with newly acquired language.

Literacy

- Replace visual cues gradually with text cues.
- Do finger writing in the air.
- Create and extend sentences using familiar language.
- Use familiar structures as a framework for creative writing.

Intercultural Understanding

- Learn about the currency of another country.
- Identify some locations where the language is spoken.
- Learn about different eating traditions and types of food.

Knowledge about language

- Imitate pronunciation of sounds.
- Apply phonic knowledge of the language to support reading and writing.
- Manipulate language by changing an element in a sentence.
- Recognise patterns in simple sentences.
- Devise questions for authentic use.

Language Learning Strategies

- Use mental associations to help remember words, e.g. order or flashcards.
- Use cognates.
- Use colours to associate with each person speaking.
- Ask for repetition and clarification.
- Practise new language with a friend.
- Practise as a whole class.

Languages programmes of study: key stage 2

National curriculum in England

- *‘Learning a foreign language is a liberation from insularity and provides an opening to other cultures*
- *‘...it should also provide opportunities for them to communicate for practical purposes...’*
- *‘Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.’*

Aims

- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop and appreciation of a range of writing in the language studied.

Pupils should be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words or phrases.

Year 3

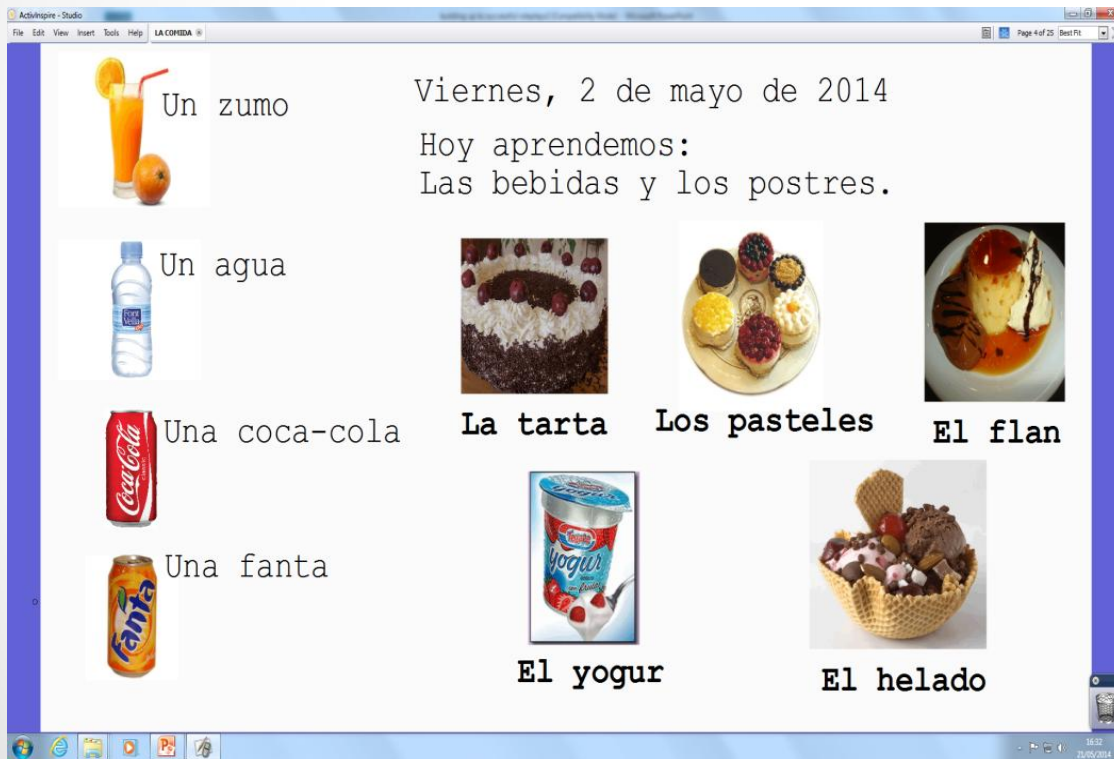
Summer 1

- **Week one:** learn a few traditional Spanish and British dishes. Children copy vocabulary on books to prepare menus.



Menus photocopied from their books.

- **Week two:** revise previous vocabulary and learn some drinks and desserts. Add them to the menus and choose one to draw and label on a paper plate.



Food ready to be served.

- **Week three:** introduce euro money, explain the meanings of the symbols on notes and coins. Play games. Written activities linked to maths.

Lunes, 5 de mayo de 2014
Hoy aprendemos:
Los euros

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Hoy aprendemos: los euros

¿Cuánto es/son? Son/es...

¿Cuánto es una zumo? Es.....euros.

¿Cuánto son dos flanes? Son.....euros.

¿Cuánto son tres aguas y una coca-cola? Son.....euros.

¿Cuánto son una tortilla y unos calamares? Son.....euros.

¿Cuánto es una hamburguesa y una coca-cola? Es.....euros.

¿Cuánto es un kebab de pollo y un agua? Es.....euros.

¿Cuánto es un pollo frito con patatas y un zumo? Es.....euros.

1 euro

	1.50 euros						
	1.50 euros	2 euros	3 euros	3 euros	3 euros	4 euros	4 euros

- **Week four:** to learn dialogue for role-play.

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Viernes, 16 de mayo de 2014

Hoy aprendemos: en el restaurante

¡Delicioso! ¡Que rico! ¡Qué malo!

¡Buenos días! ¿Qué desea?	Quiero un/una...
¿Algo más?	No, gracias/si, un...
¿Y para beber?	Un agua por favor.
¿y de postre?	Un helado por favor.
Aquí tiene.	
Aquí tiene.	La cuenta, por favor.
Gracias, adios	¡Oh que timo!!
	Adios!

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- **Week five:** putting everything together at the restaurant.



Evaluación

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Evaluación:
En el restaurante
Nombre:.....
Clase:.....

1. Cuanta comida recuerdas?

Comida británica:
Comida española:
Bebidas:
Postres:

2. Completa el siguiente dialogo:

- B..... d.....
- Que d.....?
- Q..... un paella.
- A..... mas?
- No, g.....
- Y para b.....?
- Un a.....
- Y de p.....?
- Un h.....
- Aqui t.....
- La c..... por favor?
- A..... tiene.
- Oh que t.....!
- Gracias a.....
- G.....

16:19 21/05/2014

Challenges

- To guarantee that all children take part in the role-play.
- To cater for SEN and G&T children.
- To pace lesson so children can be engaged and motivated to take part in the role-play.
- How to make resources manageable to carry around the whole school and easy to set up and tidy up.

Any questions?