



# Spanish Unit 19 Nuestro colegio (Our school)

**Unit title (Topic/Theme):** 19 Nuestro colegio (Our school) **Class / Yr Group:** year 6 **Length of unit:** 6 Weeks **Start date:**

<b>So what do you want pupils to learn in this unit?</b> Objectives for the unit – what will you see and hear by the end?	<b>Core Activities / Pupils' Challenge</b>
<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>• Places around the school</li><li>• Everyday school routines</li><li>• School subjects</li><li>• Telling the time</li></ul> <p><b>Function / Notion</b></p> <ul style="list-style-type: none"><li>• Making statements (about the school environment and everyday school routines)</li><li>• Making statements about breaktime activities, with reference to the past</li><li>• Telling the time using half-hours, quarter-hours and 24-hour clock notation</li></ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"><li>• Definite and indefinite articles: el/la; un/una</li><li>• Preterite tense: regular -ar verbs (eg jugué, hablé)</li></ul> <p><b>Phonic Focus</b></p> <ul style="list-style-type: none"><li>• Revision of hard and soft c</li></ul>	<p><b>Outline of Core Lesson Activities</b></p> <p>In this unit children extend their knowledge of places around the school and learn to talk about everyday routines and subjects studied during the school day. They revise telling the time to the hour and extend this to using half-hours and quarter-hours. They look at school timetables and begin to give times using 24-hour clock notation. They find out about timings of the school day in a Spanish-speaking school and compare with their own. They talk about what they did at breaktime and create short texts describing these activities.</p> <p><b>What will they will achieve / present at the end of the unit?</b></p> <p><b>most children will:</b></p> <p>understand the Spanish for, and speak about, some school subjects and places around school; use verbs correctly in the third person singular to describe someone; write short sentences that include descriptions</p> <p><b>some children will not have made so much progress and will:</b></p> <p>understand the names of some school subjects and places around the school; need prompting to recall vocabulary and structures; copy short phrases; read the time to the half-hour</p> <p><b>some children will have progressed further and will:</b></p> <p>use a range of verbs confidently in the perfect tense; read timetables and give information using 24-hour clock notation</p>



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Language		Additional language for this unit	
<b>Core language</b>			
<i>la clase</i>	the classroom	<i>el salón de actos</i>	the hall
<i>la entrada</i>	the main entrance	<i>el comedor</i>	the dining room / hall
<i>el patio</i>	the playground	<i>el gimnasio</i>	the gymnasium
<i>el campo de deportes</i>	the sports field	<i>el aparcamiento</i>	the car park
<i>Estoy buscando ...</i>	I'm looking for ...	<i>la biblioteca</i>	the library
<i>(Yo) corro</i>	I run	<i>la cocina</i>	the kitchen
<i>(Yo) trabajo</i>	I work	<i>la oficina</i>	the office
		<i>la sala de profesores</i>	the staff room
<i>aquí (está)</i>	here (is)	<i>la hora de entrada</i>	start of school
<i>allí (está)</i>	there (is)	<i>la lista (pasar lista)</i>	registration
<i>Son las dos y cuarto / menos cuarto</i>	It is quarter past / quarter to two	<i>el recreo</i>	playtime
<i>Son las dos y cinco / y diez / y veinte / y veinticinco</i>	It is five / ten / twenty / twenty-five past two	<i>la salida</i>	time to go home (lit. departure)
<i>Son las dos menos veinticinco / veinte / diez / cinco</i>	It is twenty-five / twenty / ten / five to two	<i>el director / la directora</i>	the headteacher (m/f)
<i>Son las dos y media</i>	It is half past two	<i>el conserje / la conserje</i>	the caretaker (m/f)
<i>la hora de la comida</i>	lunchtime	<i>el secretario / la secretaria</i>	the secretary (m/f)
<i>el maestro / la maestra</i>	the teacher (m/f)	<i>el cocinero / la cocinera</i>	the cook (m/f)
<i>(Él/Ella) tiene ...</i>	He/She has ...	<i>pelo moreno/castaño/pelirrojo</i>	black/brown/auburn hair
		<i>ojos castaños/verdes</i>	brown/green eyes
		<i>C'était super!</i>	It was great!



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## Additional language for teachers

*Cerrad/Cierra los ojos* Close (plural/singular) your eyes

*Abrid/Abre los ojos* Open (plural/singular) your eyes

*Tengo el pelo ...* I have ... hair

*Tengo los ojos ...* I have ... eyes

*¿Quién es?* Who is it?



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Lesson	Learning Outcomes
Telling the time	<ul style="list-style-type: none"><li>• tell the time on the half-hour</li><li>• recognise similarities and differences in attitudes among children from different cultures</li></ul>
Places in our school	<ul style="list-style-type: none"><li>• use knowledge of words, text and structure to make sentences about their school</li><li>• work out meaning using a range of clues</li><li>• use a dictionary to cross-check English meanings</li></ul>
Tour of our school	<ul style="list-style-type: none"><li>• write a short text to describe different areas of the school</li><li>• recognise some similarities and differences between French and English schools</li></ul>
School times and subjects we learn	<ul style="list-style-type: none"><li>• tell the time on the hour, half-hour and quarter-hour</li><li>• give information about their school day using times of the day and names of subjects</li><li>• ask and answer questions about a school timetable</li></ul>
Breaktime	<ul style="list-style-type: none"><li>• understand and say some school subjects</li><li>• understand and describe simple school activities</li></ul>
My School Diary (what I like about my school)	<ul style="list-style-type: none"><li>• listen attentively and understand key details from a spoken passage</li><li>• build sentences in the perfect tense using word cards</li></ul>