



Spanish Scheme of Work & Lesson Plan Examples



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PPA Cover Ltd Scheme of Work & Lesson Planning Overview

PPA Cover Ltd have developed our own Spanish curriculum, encompassing 36 progressive units, 12 for EYFS & Key Stage 1 and 24 for Key Stage 2. We match the ability level of your children, taking into account prior learning, and produce a bespoke overview that ensures continuation and progression for the children to a level to put them in good stead for secondary school. PPA Cover Ltd can deliver Spanish from Year 3 within schools that focus their MFL provision within Key Stage 2 to meet the mandatory National Curriculum requirements, from Year Reception in schools where Spanish is a big part of the school's education ethos, or to specific year groups within school where specialist focus is required.

Within this scheme of work and lesson plan example booklet you will find examples of our schemes of work geared towards schools with very little prior learning in Key Stage 2 with Years 3 to 6 starting from the same initial point of unit 1 and progressing at different age related developmental rates through to schemes of work geared towards schools who have an ethos of Spanish throughout the school where children have learnt Spanish from EYFS or Year 1 and have progressed year-on-year to become highly competent in Spanish in upper Key Stage 2. Therefore, our schemes of work fit all children's ability levels no matter their prior learning experience.

PPA Cover Ltd.'s Spanish provision will:

- ✓ Ensure effective pupil progress through all year groups
- ✓ Be creative, engaging, and interactive for all children
- ✓ Raise attainment and enthusiasm in Spanish lessons
- ✓ Improve speaking, listening, and writing skills through active role play
- ✓ Help children develop a better understand of Spanish culture through events, trips and celebrations
- ✓ Differentiate success criteria for pupils of varying abilities
- ✓ Meet the aims and objectives of all the MFL National Curriculum not only for Key Stage 2, where MFL is mandatory, but also for EYFS & Key Stage 1 as many schools now encompass a whole school approach to teaching MFL, delivering across all year groups
- ✓ Be compliant to the New OFSTED Framework
- ✓ Be Deep Dive compliant



Planning for the delivery of Spanish within a new school

The planning for the delivery of Spanish within a new school works as follows:

1. Firstly, an Operations Manager from PPA Cover Ltd will meet with your schools SLT and/or MFL coordinator to ascertain the prior learning and previous / current scheme of work your school have in place for Spanish. During this meeting, the Operations Manager will be able to better understand the prior learning and different ability levels across all year groups.
2. Secondly, the Operations Manager will advise your school on either continuing with the current scheme of work for Spanish or change to PPA Cover Ltd.'s scheme of work. If you do want to continue with a current scheme of work then PPA Cover Ltd. will adapt and teach from that scheme of work i.e. Little Linguists, Twinkl, iLanguages, La Jolie Ronde, etc. However, most schools choose to deliver PPA Cover Ltd.'s scheme of work and steps 3 and 4 are therefore followed.
3. Thirdly, the Operations Manager will agree a curriculum map / Spanish year overview, mapping out the expected progression for the whole of the academic year.
4. Fourthly, from the Spanish year overview the planning team will compile your lesson plans and a folder containing the planning for each term will be delivered to your school at the start of each term.

How Our Planning Works

As detailed above, one of our Operations Managers will agree a curriculum map / year overview for Spanish, mapping out the whole of the academic year. From this year overview the planning department will then compile the lesson plans for each term and these lesson plans are delivered digitally to the Spanish teacher assigned to the school and printed to the school itself. The new lesson plan folder will arrive to school termly containing all of the Spanish lesson plans to be delivered during the term, printed Spanish resources, reward stickers and certificates and a USB flash drive containing interactive PowerPoints, Whiteboard activities and Spanish lesson plans.

The lesson plan folder is accessed by the Spanish teacher each day they are in school so as they can record the feedback and progression of each lesson (see page 24). The lesson plan folder remains within your school so as your SLT, MFL coordinator, class teacher or OFSTED can have instant access the lesson plans and children's Spanish progression at any time. Furthermore, the lesson plan folder is invaluable for if the regular Spanish teacher is ill for any reason, we would always arrange cover, and the lesson plan folder ensures seamless cover at all times.



Deep Dive Compliant Scheme of Work

All of PPA Cover Ltd.'s schemes or work are Deep Dive compliant and are updated annually to ensure our schemes of work and lesson plans are always kept up to date with the latest National Curriculum standards.

What To Expect From A PPA Cover Ltd Spanish Teacher

PPA Cover Ltd. specialise in planning and delivering effective, high quality Spanish lessons, that are tailored to the MFL National Curriculum, to primary schools throughout the UK, for EYFS, Key Stage 1 & Key Stage 2. All our modern foreign language's teachers are:

- Qualified to deliver language lessons within primary schools
- DBS Enhanced Checked
- Able to teach up to 36 children without the presence of a class Teacher or Teaching Assistant
- Excellent at conveying their creative teaching ideas to children on a whole class basis
- Able to differentiate lessons to meet the needs of all children
- Able to make lessons fun as well as structured in order to meet National Curriculum standards
- Each school is assigned a Spanish teacher and this same Spanish teacher will deliver lessons every week throughout the whole of the academic year ensuring continuity for children and staff.

All Spanish teachers are fluent Spanish speakers and are qualified to take language lessons within primary schools. They are excellent at conveying their creative teaching ideas to children on a whole class basis, ensuring lessons are differentiated to meet the needs of all children, while maximising engagement by making lessons fun, as well as structured to meet National Curriculum standards.



Spanish Throughout All Year Groups (with prior learning)

Year Group	AUTUMN		SPRING		SUMMER	
Yr R	EYFS Unit 1 Greetings		EYFS Unit 2 Colours & Numbers		EYFS Unit 3 Songs & Games	
Yr 1	KS1 Unit 1 Greetings	KS1 Unit 2 Numbers 1-10	KS1 Unit 3 Colours	KS1 Unit 4 Parts of the Body	KS1 Unit 5 Animals	KS1 Unit 6 Fruits & Vegetables
Yr 2	KS1 Unit 7 Numbers & Shapes 11-20	KS1 Unit 8 Colours	KS1 Unit 9 Flags & Maps	KS1 Unit 10 Pencil Case	KS1 Unit 11 Songs & Games	KS1 Unit 12 Celebrations



PPA Cover Ltd Standard Year Overview
Spanish – Units 1-24 (Progression Through The Years)

Year Group	AUTUMN		SPRING		SUMMER	
Yr 3	KS2 Unit 1 Getting to Know You	KS2 Unit 2 All About Me	KS2 Unit 3 Food Glorious Food	KS2 Unit 4 Family & Friends	KS2 Unit 5 Our School	KS2 Unit 6 Time
Yr 4	KS2 Unit 7 All Around Town	KS2 Unit 8 On the Move	KS2 Unit 9 Going Shopping	KS2 Unit 10 Where in the World?	KS2 Unit 11 What's the Time?	KS2 Unit 12 Holidays & Hobbies
Yr 5	KS2 Unit 13 Getting to Know You	KS2 Unit 14 All About Ourselves	KS2 Unit 15 That's Tasty	KS2 Unit 16 Family & Friends	KS2 Unit 17 School Life	KS2 Unit 18 Time Traveling
Yr 6	KS2 Unit 19 Let's Visit a Spanish Town	KS2 Unit 20 Let's Go Shopping	KS2 Unit 21 This Is Spain	KS2 Unit 22 All in a Day	KS2 Unit 23 Enjoy You Meal	KS2 Unit 24 Creating a Café



Spanish Key Stage 2 Only (with prior learning)

Year Group	AUTUMN		SPRING		SUMMER	
Yr 3	KS2 Unit 1 Getting to Know You	KS2 Unit 2 All About Me	KS2 Unit 3 Food Glorious Food	KS2 Unit 4 Family & Friends	KS2 Unit 5 Our School	KS2 Unit 6 Time
Yr 4	KS2 Unit 7 All Around Town	KS2 Unit 8 On the Move	KS2 Unit 9 Going Shopping	KS2 Unit 10 Where in the World?	KS2 Unit 11 What's the Time?	KS2 Unit 12 Holidays & Hobbies
Yr 5	KS2 Unit 13 Getting to Know You	KS2 Unit 14 All About Ourselves	KS2 Unit 15 That's Tasty	KS2 Unit 16 Family & Friends	KS2 Unit 17 School Life	KS2 Unit 18 Time Traveling
Yr 6	KS2 Unit 19 Let's Visit a Spanish Town	KS2 Unit 20 Let's Go Shopping	KS2 Unit 21 This Is Spain	KS2 Unit 22 All in a Day	KS2 Unit 23 Enjoy You Meal	KS2 Unit 24 Creating a Café



Spanish Key Stage 2 Only (without prior learning)

Year Group	AUTUMN		SPRING		SUMMER	
Yr 3	KS2 Unit 1 Getting to Know You	KS2 Unit 2 All About Me	KS2 Unit 3 Food Glorious Food	KS2 Unit 4 Family & Friends	KS2 Unit 5 Our School	KS2 Unit 6 Time
Yr 4	KS2 Unit 1 Getting to Know You	KS2 Unit 2 All About Me	KS2 Unit 3 Food Glorious Food	KS2 Unit 4 Family & Friends	KS2 Unit 5 Our School	KS2 Unit 6 Time
Yr 5	KS2 Unit 1 Getting to Know You	KS2 Unit 2 All About Me	KS2 Unit 3 Food Glorious Food	KS2 Unit 4 Family & Friends	KS2 Unit 5 Our School	KS2 Unit 6 Time
Yr 6	KS2 Unit 1 Getting to Know You	KS2 Unit 2 All About Me	KS2 Unit 3 Food Glorious Food	KS2 Unit 4 Family & Friends	KS2 Unit 5 Our School	KS2 Unit 6 Time



Overview of Lower Key Stage 2 - Unit 6 Time (*hora*)

Overview of Unit 6: Time

In this 'Time' unit, your class will learn to say the days of the week, months and dates and also count on from 11 to 31. To support non-specialists, there are sound files of all key vocabulary, plus extra teacher guidance at the end of the lesson plans where necessary.

New language introduced in this unit

- | | |
|---|---|
| <ul style="list-style-type: none"> • <i>Once, doce, trece, catorce, quince, dieciséis</i> [11-16], <i>veinte, treinta</i> [20, 30], <i>Veintiuno, treinta y uno</i> [21/ 31] <i>fois</i> [times], <i>dividido por...</i> [divide by...], <i>¿Cuánto es?</i> [How many is that?], <i>¿Cuanto es eso?</i> [How many does that make?] • <i>Lunes</i> [Monday], <i>martes</i> [Tuesday], <i>miércoles</i> [Wednesday], <i>jueves</i> [Thursday], <i>viernes</i> [Friday], <i>sábado</i> [Saturday], <i>domingo</i> [Sunday], <i>la semana</i> [week], <i>Qué día es ?</i> [What day is it?] • <i>Enero</i> [January], <i>febrero</i> [February], <i>marzo</i> [March], <i>abril</i> [April], <i>mayo</i> [May], <i>junio</i> [June], <i>julio</i> [July], <i>agosto</i> [August], <i>septiembre</i> [September], <i>octubre</i> [October], <i>noviembre</i> [November], <i>diciembre</i> [December], <i>año</i> [year], <i>mes</i> [month] | <ul style="list-style-type: none"> • <i>mi</i> [my], <i>tu</i> [your], <i>aniversario</i> [birthday], <i>La fecha</i> [date], <i>primero</i> [first] • <i>qué</i> [what], <i>con fecha de</i> [date], <i>Fiesta</i> [festival], <i>hoy</i> [today] • <i>calendario</i> [calendar], <i>con fecha de</i> [date], <i>hoy</i> [today], <i>mañana</i> [tomorrow], <i>ayer</i> [yesterday], <i>esto es</i> [it is], <i>era</i> [it was], <i>será</i> [it will be], <i>qué</i> [what - feminine], <i>estaba</i> [was], <i>estarán</i> [will be] |
|---|---|

Expectations at the end of this unit:

All children should be able to:	<ul style="list-style-type: none"> • Say and order the days of the week • Say and order the months of the year • Count on from 11-31 • Say their own birthday
Most children will be able to:	<ul style="list-style-type: none"> • Recognise how some larger numbers are made by combining words for smaller numbers • Ask other people for their birthday • Say today's date • Identify the correct language for 'yesterday' and 'tomorrow'
Some children will be able to:	<ul style="list-style-type: none"> • Ask and answer questions about dates • Use simple past and present tenses



Medium Term Plan Example – Lower Key Stage 2 (unit 6)

Lesson	Lesson Breakdown	Learning Objectives	Resources Required
1 Counting 11-31	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; explore the patterns and sounds of language and link the spelling, sound and meaning of words; in the context of counting.	<ul style="list-style-type: none"> I can recognise and repeat sounds and words with increasing accuracy. I can make links between known and new vocabulary using sound and spelling. 	<ul style="list-style-type: none"> Lesson Plan Pack
2 Days of the Week	Listen attentively to spoken language and show understanding by joining in and responding; in the context of the days of the week.	<ul style="list-style-type: none"> I can recognise, say and respond to a set of vocabulary. 	<ul style="list-style-type: none"> Lesson Plan Pack
3 Months of the Year	Read carefully and show understanding of words, phrases and simple writing; in the context of months of the year.	<ul style="list-style-type: none"> I can listen, read and respond to a set of vocabulary. 	<ul style="list-style-type: none"> Lesson Plan Pack
4 Mon Anniversaire	Speak in sentences, using familiar vocabulary, phrases and basic language structures; in the context of birthday dates.	<ul style="list-style-type: none"> I can speak in sentences using known vocabulary and grammar. 	<ul style="list-style-type: none"> Lesson Plan Pack Class birthday list
5 What's the Date Today?	Present ideas and information orally to a range of audiences; in the context of talking about festivals.	<ul style="list-style-type: none"> I can use known language to present information about Spanish festival dates. 	<ul style="list-style-type: none"> Lesson Plan Pack
6 Yesterday, Today, Tomorrow	Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; i.e. date	<ul style="list-style-type: none"> I can begin to conjugate the verb 'to be' for past and future tense. 	<ul style="list-style-type: none"> Lesson Plan Pack



Overview of Upper Key Stage 2 - Unit 19 Let's Visit A Spanish Town (Visitemos una ciudad española)

Overview of Unit 19: Let's Visit a Spanish Town

In this 'Let's Visit a Spanish Town' unit, your class will apply previous skills and knowledge of topic areas such as places in a town, directions, homes and numbers to develop their speaking and listening abilities. They will have more focused practice using bilingual dictionaries and increase their understanding of word classes and other grammatical features of the language.

New language introduced in this unit

- | | |
|---|---|
| <ul style="list-style-type: none"> • Yo/tu/él/ella/nosotros/tu/ellos [I/you/he/ she/we/you/they], dónde [where], vivir [to live] • Nadar [to swim], rezar [to pray], comprar [to buy], aprender [to learn], llevar [to catch – train/bus], mirar [to watch], dar un paseo [to go for a walk], Escuela [school], Iglesia [church], piscina [swimming pool], estación [railway station], cine [cinema], parque [park], mezquita [mosque], librería [bookshop] • Preposición [preposition], al lado de [next to], en frente de [opposite], librería [bookshop], Biblioteca [library], carnicería [butcher], restaurante [restaurant], banco [bank], pista [ice rink], oficina de Turismo [tourist information], Ayuntamiento [town hall], Où est ___? [Where is ___?] | <ul style="list-style-type: none"> • Numbers up to 1000, ¿Qué número tienes? [What number have you got?], Yo tengo el numero___ [I've got number ___], mayor que [bigger than], menos que / menor que [smaller than/ less big than], adjetivo [adjective], X es ___ más que Y [X is ___ more than Y], X es ___ menor que Y [X is ___ less than Y], sustracción [subtraction], menos [less/ subtract], hecho [equals/makes] • Armario [wardrobe], alfombra [rug], televisión [TV], sofá [sofa], Sillón [armchair], horno [oven], delantal [apron], mesa [table], tarea [homework], servilleta [towel], manta [blanket], oso / osito de peluche [teddy], gorra [cap], maleta [suitcase], Silla [chair] • Ordinal [ordinal], número [number], primero [first], en segundo [second], tercera [third], cuarto [fourth], quinto [fifth], sexto [sixth], séptimo [seventh], último [last] |
|---|---|



Expectations at the end of this unit:

<p>All children should be able to:</p>	<ul style="list-style-type: none"> • Make simple sentences with vivir (to live) • Listen to and join in a song • Recognise key words and phrases and respond • Use gestures to support what they are saying • Use a bilingual dictionary with support • Identify places in a Spanish town or city • Listen for familiar vocabulary • Recognise ordinal numbers • Recognise a spelling pattern
<p>Most children will be able to:</p>	<ul style="list-style-type: none"> • Choose the correct form to go with the subject of the sentence • Talk about what there is to do in a town • Use simple prepositional phrases • Use a bilingual dictionary • Ask/answer questions about where a place is • Use appropriate words for number operations • Recognise and use ordinal numbers • Identify a spelling pattern • Join in with a song or poem to help remember new language
<p>Some children will be able to:</p>	<ul style="list-style-type: none"> • Vary the noun and verb appropriately for their purpose • Compare and order numbers up to 1000 • Use prior learning to help make informed guesses • Apply a spelling pattern to make a new word



Medium Term Plan Example – Upper Key Stage 2 (unit 19)

Lesson	Lesson Breakdown	Learning Objectives	Resources Required
1 Who Lives Where?	To understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; in the context of talking about where people live. To appreciate stories, songs, poems and rhymes in the language; in the context of finding out where people live	<ul style="list-style-type: none"> I can show how verbs change depending on the subject. I can join in a song with familiar structures. 	<ul style="list-style-type: none"> Lesson Plan Pack
2 I Go to School to Learn	To present ideas and information orally to a range of audiences; in the context of discussing what you can do in your town.	<ul style="list-style-type: none"> I can explain to someone why I do something. 	<ul style="list-style-type: none"> Lesson Plan Pack
3 Where Is the Library?	To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; in the context of discussing Spanish towns. To describe people, places, things and actions orally and in writing; in the context of exploring maps	<ul style="list-style-type: none"> I can locate new vocabulary in a bilingual dictionary. I can describe the position of places in Spanish towns. 	<ul style="list-style-type: none"> Lesson Plan Pack Bilingual dictionaries (book or online) Strips of card for headbands (wide border roll works well) Stapler
4 Maths	To speak in sentences, using familiar vocabulary, phrases and basic language structures; in the context of mathematics.	<ul style="list-style-type: none"> I can use Spanish terms for mathematical activities. 	<ul style="list-style-type: none"> Lesson Plan Pack 0-9 dice Large digit cards



5 Welcome to My Home!	To listen attentively to spoken language and show understanding by joining in and responding; in the context of visiting someone's home.	<ul style="list-style-type: none"> • I can follow and respond to an audio presentation. 	<ul style="list-style-type: none"> • Lesson Plan Pack
6 Ordinal Numbers	To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; in the context of exploring ordinal numbers.	<ul style="list-style-type: none"> • I can identify and apply spelling patterns. 	<ul style="list-style-type: none"> • Lesson Plan Pack



Lesson Plan Example – Key Stage 1

Years 1 & 2, Unit 2: Number 1 - 10		Resources: <ul style="list-style-type: none"> Lesson Pack Preparation: <ul style="list-style-type: none"> Check your video link is working. Book hall time if necessary, or push chairs and tables aside to make space in the classroom Key Words: <ul style="list-style-type: none"> Cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez. [zero-ten], ¿Cuánto es? [How many is that?], Cuanto es eso? [How many does that make?], Más [add/plus], menos [take away/subtract], Igual [equals]
Lesson no: 5 – Numbers 1 - 10	Duration: 45 mins – 1 hour	
Lesson Objective: Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; Appreciate stories, songs, poems and rhymes in the language; in the context of counting.		
Learning Outcome: To recognise and repeat sounds and words accurately. To use songs to support my learning.		
Prior Learning: It will be helpful if children have some knowledge of Spain or the Spanish language		

	Time	Content	Teaching Points	Differentiation activity
Focus Activity	10-15 mins	Teacher Led Activity	Numbers 0 to 10 and Pause... Ask if anyone already knows how to count in Spanish; there may be several already. Use the Lesson Presentation to introduce the pronunciation of each number and to teach the spelling of each new number word, giving children time to listen and repeat after each new word. Ask the children to say each number before you reveal the word. The Lesson Presentation pauses after number 5 and number 10, to allow you to practise the numbers in smaller chunks. Are the children listening well and pronouncing the new language accurately? Drill any numbers necessary.	



Main Content	25-30 mins	Whole Class Activity	Do a Mexican wave of the numbers round the room. Children stand up, put their hands in the air and say the next number, then sit down quickly	<p>Playit: Play a game of Snakes & Ladders using our 0-10 Spinner. Children call out the number they've rolled, then count along in Spanish.</p> <p>Encourage your class to use Spanish numbers for counting games in the playground, e.g. hopscotch (rayuela)</p> <p>Play the Interactive Memory Match Game on the BBC learning site.</p> <p>Muéstrame... [show me] Children collect a handful of similar items on their table (e.g. blocks, counters, pencils...) Teacher (or child) picks a number from the Key Vocabulary Flashcards and calls out e.g. ¡Enséñame diez! As quickly as possible, children have to array the correct number of items in front of them.</p> <p><i>Low:</i> Only use part of the 0-10 Cards at a time, e.g. 0-5 or 6-10</p> <p><i>High:</i> Use all the 0-10 Cards. Turn over at the same time, so they have to think more quickly to say both numbers.</p>
		Individual Activity	Matching Up Activity and Memory Match Game: Children match up the visual number with the correct word using the Matching Words and Digits Activity Sheet or Numbers Memory Match Game . Encourage the children to create their own way of recording the pronunciation to help them remember	
		Whole Class Activity	The Counting Song: Sing the Spanish Counting Song and encourage children to do actions as well. Extra challenge - once children are familiar with the song, can they get Cero in as well?	
		Pairs Activity	Snap! Each pair has several sets of 0-10 Cards mixed up. Shuffle and deal. Play snap, saying the numbers in Spanish as you take turns to reveal each card	
Plenary	10-15 mins	Whole Class Activity	Numbers 0-10 Quiz: Use the 0-10 Quiz Presentation to assess whether they can recognise the words and sounds of the numbers. This could also be played in pairs or groups.	Use our Counting to 10 Lotto Boards to reinforce the numbers. Children can play in groups with one as caller



Lesson Plan Example – Lower Key Stage 2

Years 3 & 4, Unit 6: Time		Resources: <ul style="list-style-type: none"> Lesson Pack Preparation: <ul style="list-style-type: none"> Matching Game Cards Months - per group Picture and Word Flashcards Months - per group Cache-Cache Envelope - per group Number Cards 1 - 12 Months - 1 per child Picture Cards Months - per pair Differentiated Activity Sheet Months - 1 per pair Key Words: Enero [January], febrero [February], marzo [March], abril [April], mayo [May], junio [June], julio [July], agosto [August], septiembre [September], octubre [October], noviembre [November], diciembre [December], año [year], mes [month]
Lesson no: 3 – Months of the Year	Duration: 45 mins – 1 hour	
Lesson Objective: Read carefully and show understanding of words, phrases and simple writing; in the context of months of the year.		
Learning Outcome: I can listen, read and respond to a set of vocabulary.		
Prior Learning: Children will have learned numbers up to 12 in previous lessons.		

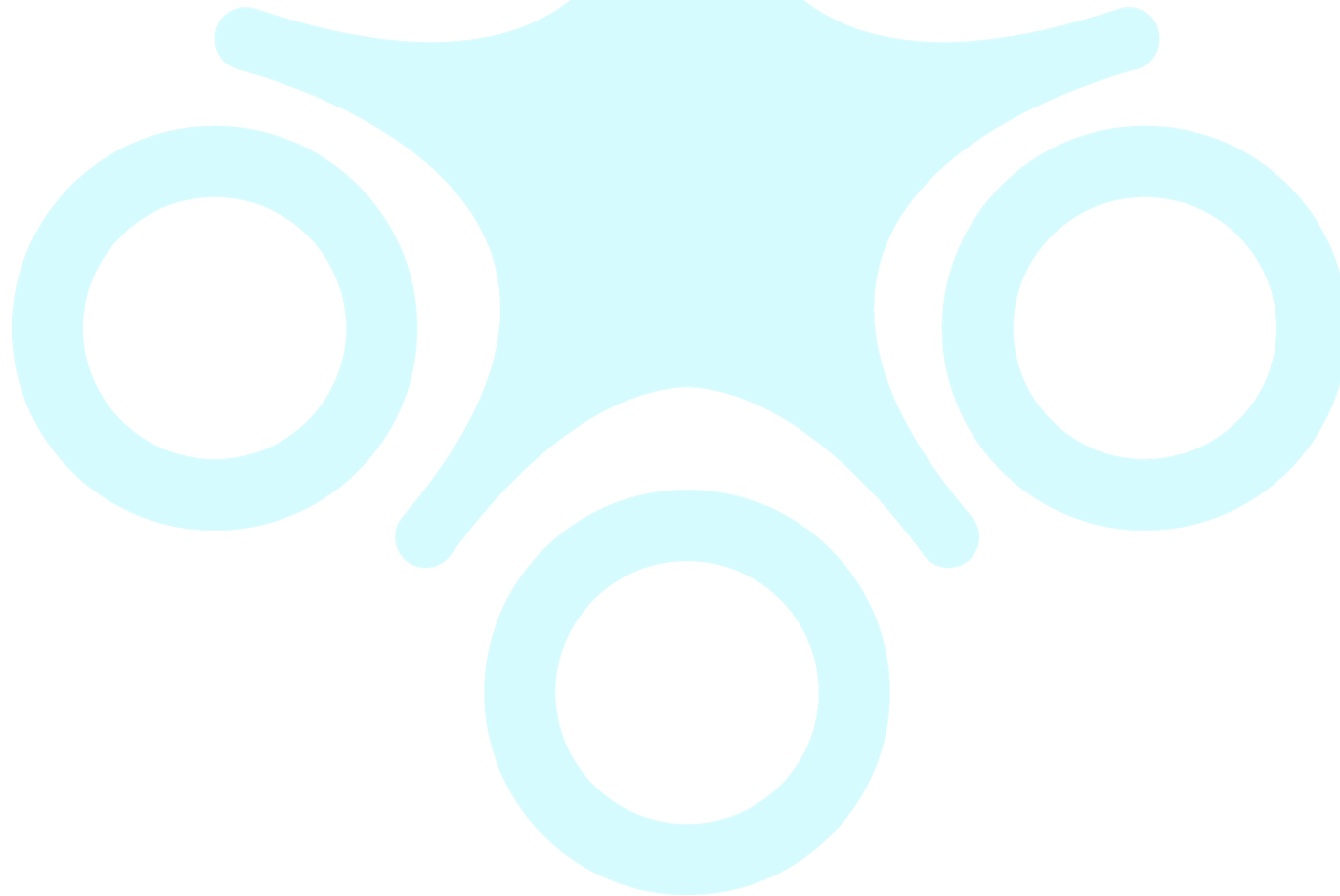
	Time	Content	Teaching Points	Differentiation activity
Focus Activity	10-15 mins	<p>Whole Class Activity</p> <p>Talk Partners</p>	<p>What Do You Know? Ask the class if they know anything about where our month names come from. Have a quick spelling challenge of the tricky ones such as February.</p> <p>Qué mes es ? [What Month Is It?] Show all the months on the board. Children discuss which ones they think they might know based on how the word is spelled.</p>	



Main Content	25-30 mins	Whole Class Activity	Qué mes es ? Use the Lesson Presentation to introduce and practise each group of months using the target question. What do they notice about the punctuation? (no capital letters – like days of the week)	<p><i>Low: Children are given a list of month words given in order with English</i></p> <p><i>Medium: Children are given a list of month words to order without translation</i></p> <p><i>High: Children solve anagrams & order months.</i></p>
	Whole Class Activity	Todo el año [The Year All Together] Recap the pronunciation and order of the months all together.		
	Group Activity	Encuentra las parejas [Find the Partners] Groups play a memory match or snap game with Matching Game Cards Months.		
	Group Activity	Escondite! [Hide and Seek] Children take turns to slip a Picture and Word Flashcards Months into the Escondite envelope and slowly draw it out, asking Qué mes es ? , while the rest guess using the target phrase e.g. ¿Es junio?... si / no.		
	Whole Class Activity	Aquí hay un año [This is a Year] Teach un año . Give out Number Cards 1 - 12 Months and Months Vocabulary Flashcards. Children find their partner and order themselves to make un año . (Make extra copies of cards for un año /a year etc. if necessary.).		
	Pairs Activity	¡Muéstrame! Children match the correct word from Activity Sheet Months with Picture Cards Months and write it on. Make a poster to show un año in order.		



Plenary	10-15 mins	Whole Class Activity	Use a 'Macarena' backing track and fit the month words to each hand movement (how convenient – there are 12 beats!). You could say Hey, <i>es un año!</i> as the finishing line where the children jump a quarter turn and clap.
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Lesson Plan Example – Upper Key Stage 2

Years 5 & 6, Unit 19: Let's Visit a Spanish Town		Resources: <ul style="list-style-type: none"> • Lesson Pack • 0-9 dice • Large digit cards Preparation: <ul style="list-style-type: none"> • Spanish Number Loop Cards 0 1000 • Spanish Number Mats - as required • More or Less Than Sentence Prompt – as required • Differentiated More or Less Than Gap Fill - as required Key Words: Numbers up to 1000, ¿Qué número tienes? [What number have you got?], Yo tengo el número___ [I've got number ___], mayor que [bigger than], menos que / menor que [smaller than/ less big than], adjetivo [adjective], X es ___ más que Y [X is ___ more than Y], X es ___ menor que Y [X is ___ less than Y], sustracción [subtraction], menos [less/ subtract], hecho [equals/makes]
Lesson no: 4 - Maths	Duration: 45 mins – 1 hour	
Lesson Objective: To speak in sentences, using familiar vocabulary, phrases and basic language structures; in the context of mathematics.		
Learning Outcome: I can use Spanish terms for mathematical activities.		
Prior Learning: It will be helpful if children can already say numbers up to 1000 and use the words <i>más y menos</i> for simple calculations.		

	Time	Content	Teaching Points	Differentiation activity
Focus Activity	10-15 mins	Whole Class Activity	¡Cuenta conmigo! [Count with Me!] Assess the children's memory and pronunciation of numbers using Spanish Number Loop Cards 0 1000 to practise. Use large digit cards to recap a simple subtraction number sentence e.g. <i>Nueve menos cinco son cuatro.</i>	



Main Content	25-30 mins	Whole Class Activity	<p>¿Más o menos? [More or Less?] How do we compare numbers? What sort of words do we need? Using the Lesson Presentation, introduce the comparisons mayor que and menos que / menos que. Use the More or Less Flashcards and large digit cards to demonstrate and practise the sentences physically e.g. Siete es menor que nueve / Ocho es mayor que tres.</p>	
		Group Activity	<p>Hagamos una fila de números [Let's Make a Line of Numbers] Each child has a Number Card. They tell a partner their number (Yo tengo el número...) and ask the question ¿Qué número tienes? Then put themselves in order in their pairs and groups, using the target phrases más de and menos de. If time allows, extend this to combine and reorder in groups or even the whole class.</p>	<p>Low: Give the smaller number cards and Spanish Number Mat as language support. Medium: Give the smaller number cards and Spanish Number Mat as language support. Extension: write >1000 numbers on blank cards to extend the challenge. High: Write >1000 numbers on blank cards to extend the challenge.</p>
		Pairs Activity	<p>Resta [Subtraction] Children use 0-9 dice to self-generate subtraction calculations at an appropriate level (given by the teacher but with numbers manageable in words) and solve these using their standard method. Say the calculation aloud to partner e.g. Quinientos cuarenta y dos menos doscientos diecinueve son trescientos veintitrés.</p>	
		Whole Class Activity	<p>¿Más o menos cuánto exactamente? [How Many More or Less Exactly?] How can we be more precise about describing our numbers and calculations than just plus grand que and plus pequeño que / menos que? use the More or Less Exactly? Flashcards to teach and practise the further comparative phrases es ___ más que y es ___ menos que.</p>	



		Talking Partners Activity	<p>Dime [Tell Me] Children make comparative number sentences with their partner, using the calculations from the previous activity. As an extra challenge, ask them to write the sentences out in words.</p>	<p>Low: Give Spanish Number Mat as language support. Use differentiated More or Less Than Gap Fill as necessary.</p> <p>Medium: Give the More or Less Than Sentence Prompt or use the More or Less Than Gap Fill as necessary.</p> <p>High: Give the More or Less Than Sentence Prompt to support.</p>
Plenary	10-15 mins	Whole Class Activity	Recap the key words and Encourage the class to compare and contrast using the new phrases (see language notes).	



Lesson Evaluation Example

Lesson Evaluation (To be completed by the teacher at the end of every lesson)

Objectives of module:

Were these achieved?

Date of lesson:

Lesson Evaluation: What worked well? What did not work as well?

Success Criteria:

- I can read and say the months of the year.
- I can show my understanding by ordering the months correctly.

Did Most Children Meet The Success Criteria?

Strategies for next lesson:



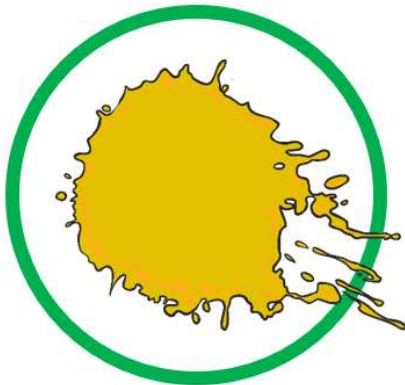


Click play buttons throughout to hear phrases and words.

What Can You Remember?



Look at the splash of colour and click on the right name



rojo



blanco



amarillo



azul



negro



verde





Adjectives ending in -e

Adjective endings change to 'agree with' the noun they describe.



El bocadillo
es horriblee.



La manzana
es dulcee.



Los bocadillos
son horriblees.



Las manzanas
son dulcees.



Spanish

English

El diccionario



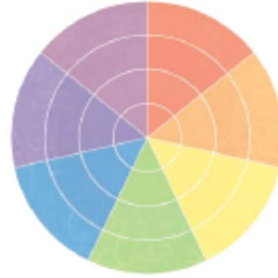
Read all of the translations and decide which one works for you depending on the context!

Spanish > English		Spanish > English	
árbol (nm)	tree	botella (nf)	bottle
B		bueno (adj)	good
bailar (vb)	to dance	cafetería (nf)	café, shop
barrio (nm)	neighbourhood	caja (nf)	<u>box</u> , <u>cash</u>
bebida (nf)	drink	cajero (nm)	cashier
beso (nm)	kiss	calentar (vb)	to heat
biblioteca (nf)	library	<i>¿Puedes calentar la sopa?</i>	<i>Can you heat the soup?</i>
bicicleta (nf)	bicycle		
bilingüe (adj)	bilingual		
bolsa (nf)	bag		



Resources Example – Flashcards

claro



oscuro



brillante



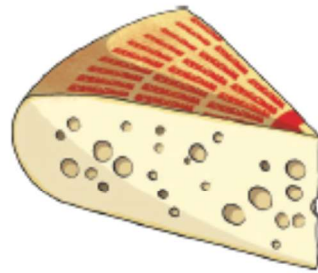
¿De qué color es?



dulce



salado



delicioso



horrible



Translation Challenge Cards

Card A

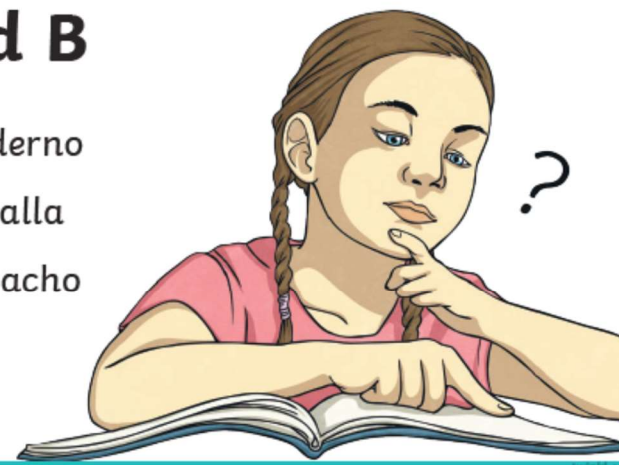
1. Bolso
2. Chanclas
3. Mochila



Translation Challenge Cards

Card B

4. Cuaderno
5. Pantalla
6. Despacho



Translation Challenge Cards

Card C

7. Calabacín
8. Zanahoria
9. Cebolla



Translation Challenge Cards

Card D

10. Rodilla
11. Uña
12. Pestaña



Resources Example – Worksheets



¿De qué color es?

To describe the colour(s) of an object by modifying adjectives.



Find a block of colour in the items you have available. What basic colour is it?

How can you describe it better? Is it bright, dark or light? Put it in the correct column and write a sentence to describe it, e.g. Es azul oscuro.

claro (light)	oscuro (dark)	brillante (bright)

Colours Word Bank					
azul	blanco	rojo	negro	rosa	gris
amarillo	verde	marrón	naranja	violeta	

Challenge: Use a dictionary to look up the Spanish words for other colours.















Describing Food

To use adjectives accurately to describe food items.



1. Escucha. ¿Cómo es?

Listen to the sentences and circle the right food and the right adjective.

1 	2 	3 	4 	5 
				

cs

- sana
- sano
- sanas

cs

- horrible
- dulce
- dulces

son

- horribles
- salados
- horrible

son

- deliciosos
- deliciosa
- deliciosas

cs

- saladas
- salada
- salado



2. Habla. Describe la comida.

Look at the food items in the word bank and choose **a singular** item and **a plural** one. Describe them to your partner in Spanish using the right adjective endings.

Challenge! Write your two sentences below:

1. _____ (singular)

2. _____ (plural)

Remember!

One food item = **cs** Two food items or more = **son**

el pan	la sandía	los helados	las fresas	el queso
las naranjas	el jamón	los bocadillos	las manzanas	las ciruelas





How Do You Say...?

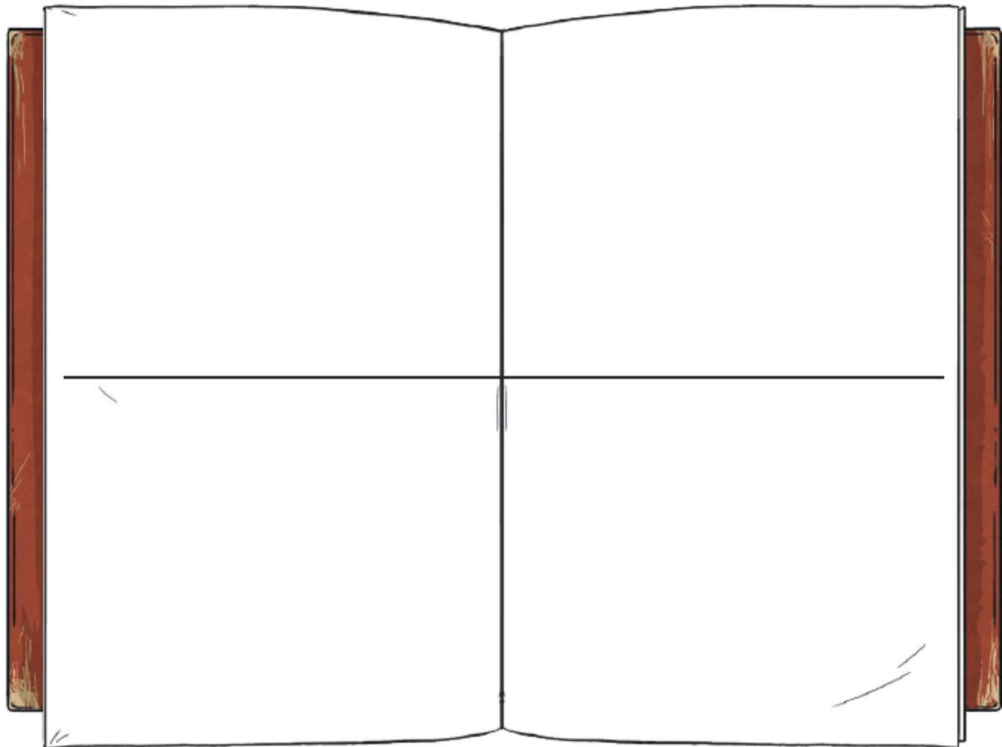
To use a bilingual dictionary to develop my vocabulary.



Let's translate!

Use your bilingual paper/online dictionary to translate each of the following words. Can you identify four different topic areas? Write appropriate subheadings in each box. Sort and record the Spanish and the English words together into the correct box in the sorting diagram.

- bosque
- instituto
- arándano
- cigüeña
- nuez
- biblioteca
- toro
- lago
- piscina
- oveja
- montaña
- lechuga



Habla.

Think of **four words** you could add to any of the categories above (1 per category) and ask a partner to look them up in the dictionary. Then swap roles and look for the Spanish translation of your partner's words. Record your answers below.





Frequently Asked Questions

Do your staff have DBS?

Yes, all of our staff have Enhanced DBS checks. A copy of the DBS and all other safeguarding information will be sent to a school via a staff datasheet prior to any staff member's first day of teaching.

Do your staff have Safeguarding training?

Yes, all of our staff undertake safeguarding training annually.

Are your staff all qualified teachers? Have they got QTS?

All of our staff are subject specialists and are not only qualified to teach their given subject but also bring great passion and enthusiasm to teaching their subject. We have Qualified and Non-Qualified Teaching Specialists across our pool of staff with around 60% being QTS. However, during OFSTED inspections and regular lesson observations our Non-QTS staff score on par with our QTS staff.

What training do your staff have?

Prior to any staff member being placed within a school for PPA Cover Ltd they undertake training in areas such as behavior management, classroom management, teaching strategies, lesson pace and delivery, school codes of conduct, child psychology.

What Happens if your staff are off sick?

Our sickness and illness policy states that a staff member must call into the head office before 7am if they are going to be off sick that day. We will then arrange for one of our cover PPA teachers to cover the regular PPA teacher.

Do you do assessments?

Yes, after every lesson the PPA teacher will record an assessment on the lesson evaluation sheet.

Do you do end of year reports?

Yes, towards the end of the school year the PPA teacher will complete reports in accordance with the school's requirements.



What is your Quality Assurance?

Our Quality Assurance firstly starts with our Operations Managers. Every school is assigned an Operations Manager who is tasked with ensuring high quality teaching and learning within any of our PPA subjects. The Operations Manager will assess a school's requirements and then assign the teacher that best meets the school's requirements. The Operations Manager will then conduct termly lesson observations on the PPA teacher to ensure high quality teaching and learning.

Do you complete lesson observations?

Yes, lesson observations are completed by our Operation Managers termly, and a copy of the formal lesson observation is submitted to the school. A member of the schools SLT can also observe alongside the Operations Manager if required.

Will I have a Main Point of Contact?

Yes, all of our schools are designated a School Liaison Officer who will be your direct point of contact, for any questions, queries and support. You will also be assigned a local Operations Manager, who will visit school throughout the Academic Year to provide quality assurance and complete observations on our staff members.

How do I get Feedback?

Feedback from the PPA teacher is given daily in regards to how the lesson went that day or any information that needs to be passed on. Management feedback from lesson observations is given termly via the Operations Manager and School Liaison Officer.

Can you guarantee me the same teacher week in week out?

Yes, you will be assigned one PPA teacher for each PPA subject and this teacher will be assigned to your school for the whole of the academic year.

Are the lessons in-line with the National Curriculum?

Yes, our lesson plans / scheme of work are updated annually to ensure they meet the latest National Curriculum / OFSTED guidelines as well as incorporating best practice.

What about OFSTED Framework Deep Dive?

All schemes of work and lesson plans meet the OFSTED Framework Deep Dive. PPA Cover Ltd. provide each school with documentation evidencing the teaching and learning within each PPA subject. This evidence includes what children have been taught, what curriculum points they have covered, each topic taught and what children have achieved throughout the year.



What If I am unhappy with my provision?

If you are unhappy with any part of your provision, please contact your designated School Liaison Officer as soon as possible to discuss your concerns. A meeting will be arranged for your Operations Manager to visit school within 7 days to complete a full observation. Full support will be provided to the Teacher and school in order to provide a solution to your concerns. A return visit will be scheduled for 14 days' time to ensure the smooth delivery of service, should for any reason this not be the case a replacement teacher will be offered.

What other services do you offer?

We can also provide Lunchtime Clubs and After School Clubs in addition to PPA service on those days, unfortunately we do not offer stand alone clubs. Please ask for further details with a PPA Cover Ltd. representative.

Are there any additional charges?

There are no additional charges to your PPA Cover Service. Registration, Dismissal of the children and daily evaluations are all part of the complete service that we provide.

Further questions or information required do not hesitate to contact us.





CONTACT US!

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