



SUBJECT: Spanish	KS/Year Group: KS2 or early KS3	Lesson Title: Nuestras familias	Duration: 45 mins
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<p>National Curriculum Targets met:</p> <p>KS2</p> <p>1. Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>2. Read carefully and show understanding of words, phrases and simple writing</p> <p>3. Describe people, places, things and actions orally and in writing</p> <p>KS3</p> <p>1. Read and show comprehension of materials, understanding important ideas</p> <p>2. Express ideas clearly and with increasing accuracy, both orally and in writing</p>	<p>Cross-Curricular Opportunities:</p> <p>1. PSHE / Citizenship human rights and equality</p>	<p>Further learning opportunities:</p>
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	TIMING	ACTIVITY
<p>Learning Objectives:</p> <p>Tell students what they will learn, how it relates to their experience, the standard at which they are working and write key vocabulary on the board</p>	5 mins	<p>By the end of the Lesson: All students must: Engage in discussion around different types of family units.</p> <p>Most students should; Be able to understand and form sentences about families including the reflexive verb llamarse.</p> <p>Some students should; Be able to form sentences using the</p>

		impersonal verb poder (se puede / no se puede).	
Starter learning activity: Present new information using Visual, Auditory and Kinaesthetic methods	7 mins	In pairs match the sentences on Worksheet 1a with the people in the pictures on Worksheet 1b	
Continue the Learning: Main part of the lesson. Provide a variety of challenging, differentiated VAK tasks / activities, meeting the needs of all students and all abilities	10 mins 5 mins 10 mins	Activity 1: Worksheet 2: True or False? (Answers: F, F, V, V, F, V) Activity 2: Arantxa says she doesn't need a father figure and a mother figure: All that matters to her is that she has a family who look after her and care about her. What other examples of a family unit can you think of? (e.g. children living with a single parent / grandparent / aunt or uncle / living between two parents and their step parents...) In Spanish, write 3 sentences about your (real or imaginary) family.!!	
Support the learning – Differentiation: Where appropriate, identify students and the methods of support and extension to be used		Task for students who need support: Gap-fill exercises	Task for students who need extension work In Spanish, using Worksheet 1a, write three more True or False statements.
Celebrate the Learning - Plenary: Students demonstrate in some way what they have learned. Recognition of progress. Refer back to Learning Objectives.	7 mins	Revision of impersonal verbs: The reflexive pronoun SE is often used with verbs to indicate that people do something. It doesn't refer to any one person in particular: e.g. Se puede jugar al futbol aqui (You can football here) / No se puede fumar aqui (Smoking is not allowed here). Worksheet 3: ¿Se puede(n) o no se puede(n)? Complete the sentences below using the information in the table. Answers: Y, N, N, Y, N	
Take Home Tasks Write the homework on the board and ensure students have written it in their planners.		Write 5 sentences using 'se puede (n) / no se puede (n)'. (En Inglaterra... ; En Francia... ; En India... ; etc)	
Resources/Equipment needed:		Either photocopy worksheets or prepare to project onto a classroom screen. Option of watching Right 2 Love https://vimeo.com/97350490	

Equal Opportunities and SMSC:

Identify relevant aspects of the lesson that give a greater understanding of treating all equally and fairly regardless of Age, Culture, Disability, Gender, Gender Identity, Faith, Marriage, Pregnancy and Sexual Orientation.

Identify areas of Spiritual, Moral, Social and Cultural development

Human Rights

Equal Opportunities

Respect of sexual orientation, gender identity, ethnicity and disability