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| **Zoom, Vroom, Whoosh!**  **My favourite way to travel** | | | | |
| **Learning Outcomes:** Students will be able to describe their travel preferences and habits in the target language and discuss sustainable travel. | | | | |
| **Duration**  3 x 30-minute lessons | | **Subject Focus**  MFL – Spanish | **Age Group**  Key Stage 2 | |
| **Curriculum Links** | | | | |
| *A red and yellow flag  AI-generated content may be incorrect.* | **KS2 Modern Foreign Languages – Spanish**  **Pupils should be able to:**   * 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 * Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt | | |
| **Prior Knowledge**  Students should know some modes of transport in English and how they function | | | | |
| **Resources**   * PowerPoint presentation * Sentence builder worksheet * Vocab worksheet (optional) * Noughts and crosses worksheets (optional) * Pens, pencils and colours * Plain paper * Dictionaries (optional) | | | **Focus Vocabulary**   * Cognate * Near cognate * Adjective * Antonym * Verb * Infinitive * Sustainability | |

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| Lesson 1 – Modes of Transport | |
| Introductory Activity/Activities (5 mins) | Stretch, Support, Scaffold |
| 1. Display **Slide 2** and introduce the learning objective for the lesson. 2. Ask students to make a list of as many modes of transport as they can think of. They could work in pairs, table groups or independently.   Ask students to share their modes of transport and make a list on the board. | ***Support*** by giving students a couple of examples to start them off, e.g. point to the pictures on the slide. |
| ***Scaffold*** by writing difficult words on the board. |
| ***Stretch*** by asking students if they know any of their modes of transport in Spanish. |

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| Main Activity/Activities (15 mins) | Stretch, Support, Scaffold |
| 1. Display **Slide 3** and introduce the key phrases ‘to travel’ and ‘I travel’ in Spanish. Highlight the ‘infinitive’ verb ‘to travel’.  *(Use an online tool for pronunciation if needed, such as Google Translate:* [*https://translate.google.co.uk*](https://translate.google.co.uk)*)* |  |
| 1. Introduce the key words ‘cognate’ and ‘near cognate’ on **Slides 4** **and 5** by reading out the examples. Encourage the students to suggest the meaning of the term ‘cognate’ before revealing the definition. | ***Stretch*** by asking students if they can think of any other cognates or near cognates in English and Spanish. |
| 1. Display the Spanish transport vocabulary on **Slide 6**. Ask the students to translate the vocabulary into English by looking for cognates and near cognates. Go through the answers on **Slide 7**, providing time for the students to capture the correct translations down on paper. | ***Scaffold*** by giving students the vocabulary sheet with the Spanish words completed.  ***Stretch*** by asking students to complete the discussion point on **Slide 7**. |
| 1. Run through the listen and repeat activity on **Slides 8-10** to practice the new transport vocabulary. |  |

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| Consolidation Activity/Activities (10 mins) | Stretch, Support, Scaffold |
| 1. Noughts and Crosses plenary. Can be played in pairs with printout of the noughts and crosses worksheet or as a whole class activity on a smartboard. | ***Scaffold*** by helping students with sentence starters and reminders of key phrases.  ***Stretch*** by asking students to say how they don’t travel. |

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| Lesson 2 – Transport likes and dislikes | |
| Lesson 2 Introductory Activity/Activities (5 mins) | Stretch, Support, Scaffold |
| 1. Display **Slide 13** and introduce the learning objective for this lesson. 2. Ask the students to translate the key phrase from the previous lesson. 3. The students can mark their own work using the answers on **Slide 14**. | ***Support*** by directing students to key vocabulary from last lesson.  ***Stretch*** by asking students to recall the key grammar terms from last lesson. |

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| Main Activity/Activities (20 mins) | Stretch, Support, Scaffold |
| 1. Introduce the opinion phrases on **Slide 15**. Ask the students to discuss what they think they mean before revealing the translations and introducing the key phrases. Highlight the grammar point of use of the infinitive after opinion phrases. | ***Stretch*** by asking students to translate the other two opinion phrases. |
| 1. Replay noughts and crosses using the opinion phrases. Could be played in pairs with a printout of the noughts and crosses worksheet or as a whole class activity using **Slide 16**. | ***Stretch*** by asking students to use the negative construction: *‘****No*** *me gusta viajar…’* |
| 1. Display **Slide 17** and ask students to define an ‘adjective’ using the examples on the slide as clues. Introduce ‘because it is...’ in Spanish and go through the adjectives one by one with listen and repeat as each word appears on **Slide 18**.   *(Use an online tool for pronunciation if needed, such as Google Translate:* [*https://translate.google.co.uk*](https://translate.google.co.uk)*)* |  |
| 1. Hand out the sentence builder worksheet to the students (also shown on **Slide 19**). The students can use this to help translate the phrases on **Slide 20** into English and then self-mark using the answers on **Slide 21**. | ***Stretch*** by asking students to write an extended sentence on their own using two different opinion phrases and a connective to link them. |

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| Consolidation Activity/Activities (5 mins) | Stretch, Support, Scaffold |
| 1. The students can work independently or in pairs to recall key learning from the two lessons so far by working through the 5…4…3…2…1! activity on **Slide 22**. | ***Scaffold*** by encouraging students to use their sentence builders.  ***Stretch*** by encouraging students to turn their sentence builders over so that they are recalling the knowledge from memory. |

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| Lesson 3 – Sustainable Transport | | |
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| Lesson 3 Introductory Activity/Activities (5 mins) | Stretch, Support, Scaffold |
| 1. Display **Slide 24** and introduce the learning objective for this lesson. 2. Ask the students to write down three things that they do every day which have an impact (positive or negative) on the environment. Share and discuss the answers. | ***Stretch*** by asking students to say what they could do to lessen the environmental impact of their daily activities. |

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| Main Activity/Activities (20 mins) | Stretch, Support, Scaffold |
| 1. Introduce the key word for this lesson: ‘sustainability’. Ask the students to suggest a definition and capture their ideas. Reveal the definition on **Slide 25** and compare this with the students’ ideas. |  |
| 1. Display the different modes of transport on **Slide 26**. Ask the students to sort the modes of transport into ‘sustainable’ and ‘less sustainable’ categories.  Collect feedback from the students and encourage them to explain and justify their choices.  Go through the correct answers on **Slides 27-28** and read through explanations. | ***Support*** by giving examples of how transport is powered and why this means they might be more, or less sustainable. |
| 1. Set students the task to create a poster to promote a sustainable mode of transport using Spanish slogans and phrases from the previous lessons. Display the instructions on **Slide 29**. | ***Scaffold*** by encouraging students to use their sentence builders. |

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| Consolidation Activity/Activities (5 mins) | Stretch, Support, Scaffold |
| 1. To end the lesson, ask the students to complete one task from the ‘Show me…’ list on Slide 30 to demonstrate their understanding and recall of the key learning from the lessons. |  |

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| Ideas for future linked learning |
| * **Activity:** Create a gallery of the posters to display in school. Get the head teacher to choose their favourite for a special reward. * **Homework:** Tell your parent or guardian what you have learnt about sustainable travel. * **Workshop:** Invite Platform into your school to deliver a FREE rail safety or sustainable and healthy travel workshop and complementary train travel. * **Train Trips:** We can support you if you would like to travel by train; please see our [website](https://platformrail.org/train-trips/) for more details |