

## Week 2 Support Sheet

In this lesson we are going to concentrate on the first three periods of ancient Britain - the stone age, the iron age and the bronze age.

Pupils will do this by learning how to say - I am a man or woman from the stone age or the bronze age or the iron age. This way they will also learn how to say "I am" in Spanish ("Soy"). This then builds in the next lesson in the unit where pupils will learn how to say what their hunting tool is and where they live. There is a definite feel of role play involved.

We focus a lot in our Language Angels Early Learning units on introducing new vocabulary to the children but also, more importantly, how to retain it. The more they do this, the better at it they will become. Primary foreign languages is not about learning long lists of words in the foreign language. It is about learning and developing life-long transferable language skills.

At Language Angels we vary our techniques to keep the children (and teachers) engaged and challenged with as many different activities as possible. Activities, however, that are purposeful, meaningful and relevant to the lesson objectives.

### Key Language

<b>Soy...</b>	=	<b>I am</b>
<b>Soy un hombre de la edad de piedra</b>	=	<b>I am a man from the stone age</b>
<b>Soy una mujer de la edad de piedra</b>	=	<b>I am a woman from the stone age</b>
<b>Soy un hombre de la edad de bronce</b>	=	<b>I am a man from the bronze age</b>
<b>Soy una mujer de la edad de bronce</b>	=	<b>I am a woman from the bronze age</b>
<b>Soy un hombre de la edad de hierro</b>	=	<b>I am a man from the iron age</b>
<b>Soy una mujer de la edad de hierro</b>	=	<b>I am a woman from the iron age</b>

## The slides in PowerPoint week 2 are as follows:

(A full translation of the PowerPoint is available in your resources pack.)

<u>Slide 1</u>	Title of lesson	Teacher reads (plays the audio file). Do the children remember which period of ancient Britain the men and women on the PowerPoint are from? In this lesson we will work specifically on the stone age, the bronze age and the iron age.
<u>Slides 2-4</u>	Pictures only	Teacher reads (plays the audio files). Class repeat as a chorus 3 or 4 times. No individual repeats yet. Let them hear the accurate pronunciation first. No spellings yet, just the pictures so that they really focus on pronouncing the words accurately first. These are the first three periods of ancient Britain introduced last week - the stone age, the bronze age and the iron age.
<u>Slides 5-7</u>	Pictures and words	Teacher reads (plays the audio files) again. Class repeat as a chorus 3 or 4 times but this time let a couple of children repeat back individually for each one. They should now be more comfortable and familiar with these words as these were introduced last week. This is revision.
<u>Slides 8-11</u>	Pictures & words for man & woman from stone age	Children are introduced to "Soy" (I am) + "un hombre" (a man) or "una mujer" (a woman) from the stone age. Three of four choral repeats for each slide.
<u>Slides 12-15</u>	Pictures & words for man & woman from bronze age	Children are introduced to "Soy" (I am) + "un hombre" (a man) or "una mujer" (a woman) from the bronze age. Three of four choral repeats for each slide.

## Slides 16-19

Pictures & words for man & woman from iron age

Children are introduced to "Soy" (I am) + "un hombre" (a man) or "una mujer" (a woman) from the iron age. Three of four choral repeats for each slide.

## Slides 20-25

Each character on their own slide

Teacher reads (plays the audio files) again. Class repeat as a chorus 3 or 4 times but this time let a couple of children repeat back individually for each one. Consider highlighting / focussing on "un hombre" (a man) and "una mujer" (a woman) and then ask the children if they know what these words mean.

## Slides 26-31

True or false activity

There are now a series of "true or false" slides. The best way to do this is with mini white boards, asking the children to draw a tick or a cross on their mini white board depending on whether they think what they hear on each slide is true or false. Another good idea is to use coloured card that the children can hold up - perhaps green for true and red for false. They can work in pairs and hold up their mini white boards after each slide. Rubbing off once they find out the correct answer and starting again for the next one. This is a listening exercise. The correct answer for each slide appears on the click.

## Slides 32-37

A, B or C exercise

This time the slides have the image of one of our characters but with three audio file options. The children get to hear option A, B or C and have to decide which one is the correct description of the image shown. Again, using mini white boards is a really good option and they can work in pairs

deciding which option they believe is the correct one. They can simply write A, B or C on their mini white board. The correct answer appears on the click.

Slides 38-43 Provide the answer for the phrase

Pupils now have a picture on the slide and have to decide what that person would say if they were describing themselves based on what they have learnt so far. This is purely an oral exercise but there are optional extra challenge activities that follow these slides should teachers have time and wish to do some reading and writing work.

Slides 44-59 Optional extra challenge activities

You now have a series of more challenging slides based on a variety of reading and writing exercises. They are all based on the language introduced in this lesson and are designed to stretch the reading and writing skills of the children. The slides are self-explanatory and all answers appear on the click. Pupils are expected to read the words and then attempt the spellings.