

Scheme of Work

Year 3 and Year 4

Spanish

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Happy Language Learning

Written by:

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Scheme of work – Year 3 and Year 4

Spanish

“This scheme of work has been written and coordinated throughout by Rachel Redfearn, MFL Adviser for Wakefield LA. I teamed up with Rachel to develop the scheme further for publication and Rachel continued to support and train teachers in Wakefield schools. Following the successful feedback we received from teachers using the French Schemes for years 3, 4, 5 and 6, and together with Spanish consultants, we are now proud to publish these new quality materials. Working with Rachel is a privilege. Her skills, dedication and determination are second to none. I know Primary schools will enjoy teaching Spanish language to their pupils using this excellent material.”

Colette Leclercq-Hallam

Founder and Director, La Jolie Ronde

Included in the scheme:

- Detailed lesson notes
- CD of resources
- CD of sound files for language support
- CD of songs and poems (Canta en español I)
- CD of resources for use with the interactive whiteboard

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○ Introduction

Welcome to the Year 3 and Year 4 Scheme of Work!

This scheme of work has been written in accordance with the Key Stage 2 Framework.

Each unit of work consists of:

- Identified framework objectives taken from the strands:
Oracy, Literacy, Intercultural Understanding
- A topic area and suggested core vocabulary
- Suggested resources
- Detailed lesson notes

○ **Please note the following key points:**

- *The lessons are divided into 4x15 minute sessions to give maximum flexibility. Some schools may opt to deliver the programme in one 30 minute session per week; others may identify 4x15 minute sessions over a two-week period. Some schools may choose to devote more time to foreign language learning and allow for one hour a week, extending and consolidating core vocabulary, structures and language learning skills.*
- *The lesson notes are very detailed and are presented as a guide only. They have been written to support teachers with no prior experience of teaching foreign languages. Teachers may wish to follow the lesson plans as presented or adapt them to suit the particular needs of their class.*
- *The Y4 scheme is longer than the scheme for Y3. This allows for training for Y3 teachers to take place during the first half of the autumn term, with children beginning to learn Spanish after the autumn break. It also gives children time to settle into KS2 before beginning a new subject. Therefore the Y4 scheme contains more vocabulary and topics. Teachers must feel free to adapt as appropriate to the time available and the learning ability of the children, and should not feel under pressure to cover every item of vocabulary or indeed every lesson!*

Finally, I hope that you and your Y3 and Y4 children enjoy working with this scheme and that you gain much satisfaction from their enthusiasm and progress.

Rachel Redfearn

MFL Adviser
Wakefield LA

Year 3 Scheme of Work Overview

Lessons	Content	Key skills and activities
Lesson 1	Numbers 0-10 Cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez Sí, no	<ul style="list-style-type: none"> • Letter strings – ua, ie, ei • Links between some sounds and spellings • Recognise number of syllables in words • Watch mouth of speaker
Lesson 2	Greetings, asking and saying how you are Hola, buenos días, adios ¿Qué tal ? Muy bien, bien, regular, mal	<ul style="list-style-type: none"> • Listen and respond to rhymes • Imitate pronunciation • Notice accents • Notice how punctuation may vary between English and Spanish – e.g. upside down question mark • Participate in a short exchange
Lesson 3	Classroom instructions ¡Hola! Escuchad, mirad, sentaos, levantaos, repetid, venid aquí, silencio	<ul style="list-style-type: none"> • Auditory discrimination between un/una • Enjoy making Spanish sounds and practising new letters – rr, j • Listen to and follow simple commands
Lesson 4	Ask for and give name ¿Cómo te llamas? Me llamo ¿Y tú? Señor, señora, señorita	<ul style="list-style-type: none"> • Recognise a question form • Practise the pronunciation of the letter string – ll • Perform a simple communicative task
Lesson 5	Revision of numbers 0-10 Ask for and state age: ¿Cuántos años tienes? Tengo ocho años.	<ul style="list-style-type: none"> • Participate in chorusing a finger rhyme • Understand and respond to a question • Make links between some sounds and spellings and recognise familiar words in written form • Recognise how accents alter pronunciation – ñ
Lesson 6	Colours Rojo, azul, blanco, negro, verde, amarillo, naranja, rosa	<ul style="list-style-type: none"> • Perform actions to a Spanish song • Know how to pronounce the letter j in Spanish • Read familiar words with accurate pronunciation
Lesson 7	Colours Gris, marrón, morado Verb – es (is) Connective – y (and)	<ul style="list-style-type: none"> • Respond to a question; able children may give an extended answer • Experiment with writing by producing short sentences using verb, adjective and connective

Lessons	Content	Key skills and activities
Lesson 8	Names of fruit Las naranjas, las peras, las ciruelas, Las fresas, las manzanas, los tomates, los plátanos Food items El chocolate, el helado, las piruletas, las patatas fritas, los caramelos, la pizza	<ul style="list-style-type: none"> Recognise singular and plural items and how they affect the verb – gusta/gustan Match phonemes to graphemes Listen for specific words as they occur in a song Reflect on healthy eating habits
Lesson 9	No new vocabulary	<ul style="list-style-type: none"> Letter sounds – c, z and letter string ie Use knowledge of sound patterns to devise a short 'rap' Listen and respond to an extended text by chorusing repeated phrases and vocabulary
Lesson 10	Days of the week lunes, martes, miércoles, jueves, viernes, sábado, domingo	<ul style="list-style-type: none"> Join in reading a story Match sound to the written word Re-arrange familiar sentences into the correct word order Copy correctly
Lesson 11	Months of the year enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre	<ul style="list-style-type: none"> Imitate pronunciation of a native speaker, focusing on specific key sounds and letter strings Listen to a sequence of words and provide the next word in the sequence Identify social conventions at home and in other cultures
Christmas lessons	Nativity play – characters in the nativity play and simple dialogue Letter to The Three Kings	<ul style="list-style-type: none"> Perform a role in a class nativity play Join in singing Spanish carols Experiment with writing Understand that there are cultural differences affecting how Christmas is celebrated at home and abroad
Easter lessons	Vocabulary relating to Spring time Los corderos, las flores, los huevos, los pájaros Weather conditions Hace sol, está lloviendo	<ul style="list-style-type: none"> Develop an understanding of Spanish traditions and customs across the various regions of Spain Perform a short finger rhyme using new vocabulary Understand that the letter h is not pronounced at the start of Spanish words Experiment with writing

○ Links with The Languages Ladder and Asset Languages

It is envisaged that some primary schools will wish to accredit the achievements of their learners using OCR's Asset Languages. For this reason, the schemes of work in all years contain material to cover the requirements for Breakthrough Level External Assessment. For your information, the following lists taken from the Breakthrough Level Teacher's Handbook match the content of Asset Languages to each year of the Wakefield scheme.

Language purposes and functions:

Greeting and responding to greetings	Y3
Giving personal details – name, age	Y3
Counting and using numbers	Y3, Y4
Talking about the weather	Y4
Talking about food	Y3
○ Following and giving simple instructions	Y3
Expressing thanks	Y3
Saying what day or month it is	Y3
Describing some simple objects	Y4
Describing people	Y4
Expressing likes/dislikes	Y3, Y4
Expressing opinions	Y4

Vocabulary topic areas:

Animals	Y4
Clothes	Y4
○ Colours	Y3, Y4
Common adjectives	Y4
Family	Y4
Food and drink	Y3
Leisure and holidays	Y4
Numbers	Y3, Y4
Parts of the body	Y4
Time	Y3
Ways of travelling	Y4
Weather	Y4

Resources

Each lesson clearly lists resources required. The majority are included in the pack.

- For lesson 9, you will need: La pequeña oruga plotona (The hungry caterpillar) from Eric Carle
Young Europeans Bookstore
ISBN: 97 88488342331
Tel: 020 7836 6667

Further recommended resources, but not essential:

Video/DVD material from: Early Start Spanish resource file: Salut! Tú y Yo

Ilsa Rowe and Ian Killberry

Early Start Languages Tel/Fax: 01304 362569 www.earlystart.co.uk

Key to all the symbols



This symbol denotes when to use the Resource File CD.
The circled number denotes the lesson.



This symbol denotes when to play the Sound File CD.
The circled number denotes the track.



This symbol denotes when to play Canta en español I CD.
The circled number denotes the track.



This symbol denotes when activities for the interactive whiteboard are available.
The circled number denotes the lesson.



To use the resources CD for the interactive whiteboard you will need Internet Explorer version 6.0 or above.

Websites: All sites were legitimate and thoroughly checked prior to publication. La Jolie Ronde Ltd can accept no responsibility for any changes since that time.

Lesson One, Year 3

4 x 15 minutes

Learning Outcomes

- Understand and say numbers 0-10 with correct pronunciation
- Meet and establish common letter strings

Framework Objectives

Oracy

O3.2: To recognise and respond to sound patterns and words

Literacy

L3.2: To make links between some sounds, rhymes and spellings and read aloud familiar words

Core Vocabulary

cero	zero
uno	one
dos	two
tres	three
cuatro	four
cinco	five
seis	six
siete	seven
ocho	eight
nueve	nine
diez	ten
sí	yes
no	no

Resources



- Number cards
- Pelmanism number cards
- Individual pelmanism cards
- Individual letter strings
- Number worksheet
- OHT of numbers
- Bingo cards



- Canta en español 1,
Track 1: **Los números** (0-20)
Track 2: **Los números** (read)

- Soft ball/Cuddly toy
- Recommended resource:
Early Start Spanish video/DVD clip 6



- Adding and subtracting
- Number activities
- Number pelmanism

Knowledge about language

- Imitate pronunciation of sounds
- Recognise how sounds are presented in written form



Language and Learning Strategies

- Recognise words which the teacher mouths silently
- Look at the face of the person speaking and listen attentively
- Play games to help to remember
- Practise saying new words aloud
- Practise with a friend

Part I: 15 minutes

Teaching Sequence

Pupil Activity

Hold up one finger and say 'uno' several times.

Children copy hand gesture and echo the matching word (in chorus).

Continue to repeat the word varying the dynamics of the voice from a whisper to a loud call.

Children copy the gesture, vocal and facial expressions and echo the word.

Repeat activities for 2, 3, 4 and fold arms for 0.

Children copy the gestures and echo the words.

Count from 0-4 forwards and backwards.

Children count forwards and backwards in time with you, match hand gestures and echo your words.

Bounce a soft ball on the floor. On each bounce say the numbers in sequence.

Children count forwards and backwards in time with the bouncing of the ball.



1 Attach flashcards with numbers 0-4 on board on one side. Hold up flashcard with written word.

Volunteer places written word alongside number flashcard. Rest of class respond with thumbs up 'Si' if correct or 'No' if incorrect.

Play 'Number statues' if room allows or if access to playground or large hall is available. When you call '0' children stand in isolation with arms folded, '1' children stand in isolation arms unfolded, '2' children stand in groups of two etc.

Children listen carefully and respond with the appropriate physical action.



2 Refer to Canta en español 1, Track 2 for numbers 1 to 20.


NOTES:

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



1 Play 'Only repeat if it's true' Hold up a number flashcard 0-4 and state a number 0-4.

Children watch and listen and echo the number if it matches the flashcard. If there is not a match they remain silent

Introduce numbers 5, 6, 7, counting with classroom objects (e.g. 5 pens).

Children listen to you counting and then repeat the new numbers.



1 OHP – display figures.

Volunteer comes to OHP and points to numbers as you say them.



1 Pelmanism – Attach number flashcards to the board face down, figures on left hand side and written card on right.

Children come in turn to the board to select one card from the right and one from the left. If they match, child keeps them. Repeat until all the cards have been 'won'.



2 Give small number cards out to each child. As you say a number aloud, children must hold up the corresponding card. '**Mostradme el número cinco**'... (Show me number 5).

Children listen to the Spanish number and hold up the corresponding number card.



1 Pelmanism in pairs.

Children use individual number card sets to play pelmanism.


NOTES:

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

Repeat some of the previous activities to recap numbers 0-7.

Children speak in chorus and individually.

Work on pronunciation by throwing a softball or beanbag to individual children. As you throw the ball say a number. The child who catches the ball repeats what you have said and throws the ball back to you.

Children listen attentively and echo your word individually.

Extend with numbers 8, 9, 10. Allow children to practise counting forwards in pairs or small groups. Ask for volunteers to present their work to the class.

Children practise counting with peers
Children count in pairs from 0-10.



Play *Canta en español 1*, Track 1, **Los números**. Stop after number 10.

Repeat the rap a few times. Children join in singing.

Show a number flashcard and ask the children to clap the number of syllables.

Children read the numbers on the flashcard and clap the number of syllables.



Worksheet with numbers and letter strings highlighted.

Children complete worksheet matching numbers to written word.

Discuss with children the letters highlighted on the worksheets. Can they remember how to pronounce the sounds?

Children's attention is drawn to letter strings: **cuatro, seis, diez, siete**.

If time, show the children the video/DVD clip 6 from *Early Start Spanish*.

Children watch the video.

NOTES:

Part 4: 15 minutes

Teaching Sequence

Pupil Activity

Repeat some of the previous activities to allow children to recall numbers 0 – 10.

Children speak in chorus and individually.



3 Divide the children into groups and give a set of small number cards (in figures) to each group. Then play '**Tráeme**' (Bring me...) As you ask for a number the group must take it in turns to bring forward and hand to you the correct card.

Children listen attentively and identify the corresponding card. They take turns to bring the card to the front of the class.



Attach number cards 4, 5, 6, 7, 8, 9, 10 to board face down. Point to a card and ask **¿Qué es?** (Remember upside down question mark in Spanish!) ('What is it?') using facial and body language to suggest the meaning of the question. Say '**¿Uno, dos, tres cuatro, cinco, seis, siete, ocho, nueve, diez?**' Children guess the number on the card. With each guess, turn over the card to show the number. If the guess is correct leave the card with the number showing, but if the guess is incorrect turn the card back.

Children guess the number on each card (taking individual turns).

Using a large softball, bounce the ball on the floor. Encourage the children to join in by speaking in chorus 0-10. The speed at which you bounce the ball controls the speed at which the children need to respond.

Children say numbers in chorus.

Mime a number 0-10 (Do not vocalise the word but shape your mouth as if you are articulating the sound).

Children have to guess the number you are miming.

NOTES:

Part 4: 15 minutes (continued)

Teaching Sequence

Pupil Activity



Display the words in text form on board, OHT or interactive whiteboard. Show key letter strings in different colours. Allow children to practise how to say the letter strings in pairs and report back.

Children practise letter strings and enjoy practising new sounds.

Using a finger write a word either in the air or on a board or flipchart.

Children watch carefully and say the word they think you are 'writing'.

If considered appropriate, invite individual children to write words on the board (visibly).

Individual children attempt to write the word.



Play bingo using cards with numbers.

Children listen and cover the word with a counter.

There are many other activities for practising number work. Some of the following activities may be more appropriate for your children than the suggestions above, or they may be useful for additional reinforcement during the week.

- Birthdays. The children can count the age of the 'Birthday Girl/Boy' in Spanish and the child celebrating a birthday can take a tin of sweets around the class. The children should be encouraged to say '**Gracias**' as they take a sweet. You may choose to introduce some work on colours here.
- Team game. Cover the board in numbers. Each team has a different coloured pen. Bring two children, one from each team to the board. The first to circle the correct number wins a point. This activity is popular with children but does not fully involve all of them, and you may decide to adapt it and use mini whiteboards instead.
- Ladders. If you have access to a large space you can play this game calling the numbers in Spanish.

NOTES:

Lesson Two, Year 3

4 x 15 minutes

Learning Outcomes

- Participate in a short exchange greeting someone
- Identify rhyming words in a poem

Framework Objectives

Oracy

O3.3: To perform simple communicative tasks using single words, phrases and short sentences

O3.1: To listen and respond to simple stories, finger rhymes and songs

Intercultural understanding

IU3.3: To identify social conventions at home and in other cultures

4

Core Vocabulary

Hola	Hello
Buenos días	Good morning
Adiós	Goodbye
¿Qué tal?	How are you?
muy bien	very well
bien	well
regular	so so
mal	poorly/not good
gracias	thank you

Recognise praise words

Estupendo	Excellent
Fantástico	Fantastic/super
Muy bien	Very good

Resources



- Flashcards: ¿Qué tal? With smiley face
¿Qué tal? Rhyming poem
OHT with words of song: ¡Hola! ¿Qué tal?



- Canta en español 1, Track 3,
Song: ¡Hola! ¿Qué tal?

- Washing line, blu-tack
Toy telephone/mobile

- Recommended resources: Early Start Spanish: video/DVD clip 1 and 2



- ¿Qué tal? Opportunities to practise the question and answers.
¿Qué tal? Rhyming poem
Song: ¡Hola! ¿Qué tal?



Knowledge about language

- Recognise questions and negatives
- Recognise different language conventions to express politeness
- Imitate pronunciation of sounds

Language and Learning Strategies

- Remember rhyming words
- Repeat words rhythmically
- Use a physical response
- Say words to a rhythm
- Compare new words with known words in English or another language
- Practise with a friend

Teaching Sequence

Pupil Activity



Use two puppets to model greetings. It is worth having one or two 'Spanish' puppets and their personalities can be developed as the term progresses: one could be very shy: '**muy tímido**' and the other, very boisterous: '**escandaloso**'. They can be introduced at this point. They will be useful in speaking Spanish to the class, modelling conversations and encouraging responses from children.

Introduce: '**¡Buenos días!/¡Hola!**' as you shake children's hands around the room. Encourage them to go around the room greeting others.

Introduce '**¡Adiós!**' by waving and turning. Encourage children to join in. Use lots of praise – '**¡Excelente! ¡Muy bien!**'

Emphasise the informal nature of '**¡Hola!**' and give examples as to how it would be used.



Explain that '**Dígame**' is used when telephoning. Use a toy telephone to pass around the room. Make a ringing sound. Child holding it must answer it and say '**¡Dígame!**'

Write **Buenos días/Adiós** on the board for visual support. Allow children time to practise repeating the words as they focus on the written word. You may like to explain that **Adiós** is made up of two words: **a** = to and **Dios** = God. **Buenos días** = Good days. Some children may comment on the accents at this point. If you feel it is appropriate, demonstrate to children how the accent corresponds to the stress on the syllable. Play shifting the accent and let children notice how it alters pronunciation.

Children 'meet' the puppets, find out their names and listen to a short conversation – '**Hola/Adiós**'.

Children respond to and say '**¡Buenos días!/¡Hola!**'

Children practise saying '**Dígame**' as they pick up imaginary telephone.

Children focus on the written word. They learn the precise meaning of some words. More able children will notice accents and understand that they affect pronunciation.

Part 1: 15 minutes (continued)

Teaching Sequence

Pupil Activity



Finger rhyme:

Dos pequeños caracoles

En el jardín

Hola

Adiós

(Two small snails in the garden, 'Hello', 'Goodbye').

Children participate by copying the gestures and choring the Spanish. More able children will be able to identify the missing word as you say the sentence.

Children make snails by forming a fist with each hand and then raising little finger and forefinger. As they say the first line they bring their snails together and then trace a circle in their hands for '**en el jardín**'. Snails then greet each other to say hello and then wave to say good bye. When rehearsing the finger rhyme, you could say a line and miss a word out and see if the children can identify the missing word.



You may prefer to use the following finger rhyme:

¡Toc! ¡Toc! ¡Toc! Knock! Knock! Knock!

¿Quién es? Who's there?

¡Hola! Hi!

¡Hola! ¡Soy yo! Hi! It's me!

Children form a fist with one hand. With the other hand they 'knock' on the fist as they say '**Toc, toc, toc**'. Mime a gesture for the question: '**¿Quién es?**' Then the thumb can pop out of the closed fist in response to '**¡Hola! ¡Soy yo!**'.

NOTES:

Part 2: 15 minutes

Teaching Sequence

Pupil Activity

Introduce the text '¿Qué tal?' using a flashcard. Ask children if they notice anything about the phrase. Draw children's attention to the accent and see if they can remember any other words they have seen that have an accent and what effect this has. What about the upside down question mark at the start?

Pupils listen attentively and practise drawing the accent in the air. Then one or two have a go at drawing an upside down question mark on the board.

Use flashcards of smiley faces to show possible responses to '¿Qué tal?'

Muy bien

Bien

Regular

Mal

Children listen attentively to new words. They watch and copy gestures repeating words in chorus.

Ask children to stand to give a physical response as they repeat with you – two thumbs up for '**muy bien**'; one thumb for '**bien**'; thumbs down for '**mal**' and a waving of the hand for '**regular**'. To add challenge, speed up the activity and see if children can keep up.

Pin the flashcards onto a washing line. Then show children the text for each flashcard. Using blu-tack place the text onto the flashcard incorrectly. Ask children to discuss in pairs where the words should go, and then invite a child to rearrange the text cards to match the flashcards.

Children listen attentively to the children presenting at the front of the class, and then they work in groups/pairs practising asking and answering the question.

Use paper plates and smiley faces. Ask four children to the front of the room. They must respond to your question: '¿Qué tal?' according to the face on the paper plate they are holding. Then children can work in groups with paper plates. Three children in the group ask the question; the other three in the group respond according to the plate they are holding. The plates can be frequently swapped around before the children change roles.

Part 3: 15 minutes

	Teaching Sequence	Pupil Activity
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Revise ¡Buenos días! and ¡Adiós! repeating each of the words and clapping the syllables. (You could revise a finger rhyme here.).

Children repeat and clap with you.

Revise responses to ¿Qué tal? using flashcards. Elicit responses from individuals. Use lots of praise and encouragement in the target language.

Children answer individually in response to the image on the flashcard.



3 Play Canta en español 1, Track 3: ¡Hola! ¿Qué tal?

Children enjoy singing the song.

If time you could show children clips 1 and 2 from Early Start Spanish.

Children watch the video clips.

NOTES:



Part 4: 15 minutes

Teaching Sequence

Pupil Activity

Demonstrate a short dialogue with one child or with a finger puppet:

Buenos días	Buenos días
¿Qué tal?	Muy bien, gracias
Adiós	Adiós

If necessary use words on the white board for support. Children practise the dialogue in pairs using finger puppets, substituting a different response if they choose and then they present their work to the group.

Rhyming poem: '¿Qué tal?'

¿Qué tal, Pilar?

Regular

¿Qué tal, Carmen?

Oh, muy bien

¿Y tú, y tú?

¿Qué tal? ¿Qué tal?

¡Ay! ¡Mal, mal, mal!

¡Mal, mal, mal!



2 Display the text on the OHP. This will be the first time that the children have seen continuous text.



8 Read the poem several times. Then read it aloud again and suddenly stop. Can any child come out and touch the next word?

Allow children one minute to look at the poem. Say a word slowly in Spanish e.g.

Pilar. See if children can find the word.

You could ask the children what type of word they think this is. How could they guess it was a name? etc.

More able children may be able to identify a few rhyming words in the poem.

Practise reading the poem again providing actions and facial expressions.

Children listen to the poem and try to follow it as it is read slowly several times. They attempt to find the next word in the sequence when you suddenly stop.

Children look at the poem again and scan it to find the word given by the teacher.

Lesson Three, Year 3

4 x 15 minutes

Learning Outcomes

- Answer the register appropriately
- Auditory discrimination between **un/una**
- Enjoy making Spanish sounds and copying intonation patterns
- Revise '¿Qué tal?' and responses
- Follow simple classroom commands

Framework Objectives

Oracy

O3.2: To recognise and respond to sound patterns and words

O3.4: To listen attentively and understand instructions, everyday classroom language and praise words

Literacy

L3.2: To make links between some sounds, rhymes and spellings and read aloud familiar words

Core Vocabulary

un(a)	a
escuchad	listen
mirad	look
sentaos	sit down
levantaos	stand up
repetid	repeat
¡silencio!	silence
venid aquí	come here

Resources



- Flashcards: ¿Qué tal? With smiley face
Classroom instructions picture cards
OHTs with words of songs ¡Hola! and ¡Escuchad y mirad!



- Canta en español 1, Track 4, rap: ¡Hola! and Track 5, song: ¡Escuchad y mirad!

- Beanbag
Softball
Egg timers
Cuddly toys and teddy bear

- Recommended resources:
Early start Spanish video clip 3



- **Simón dice**
Un or una
Rap: ¡Hola!
Song: ¡Escuchad y mirad!



Knowledge about language

- Imitate pronunciation of words
- Recognise how sounds are presented in written form
- Recognise the centrality of language in communication

Language and Learning Strategies

- Use gesture or mime to show understanding
- Repeat words rhythmically
- Play games to help to remember
- Practise with a friend

Part I: 15 minutes

Teaching Sequence

Pupil Activity

Give the children a taste of Spanish culture by playing a CD of Spanish music. Then play a warm up activity by passing around a pillowcase containing a Teddy bear. As the music stops, the child holding the pillowcase must take out



the cuddly toy and say '**¡Hola osito!**' ('Hello teddybear!'). The music can then begin again.

Following this activity, spend some time practising '**¡Hola!**' Explain that this is informal language. To allow children to recognise that letters of the alphabet are pronounced differently in Spanish, play with the word '**HOLA**'. Lead the children in choral repetition of each letter. You could chant all the letters but stop before saying A. Can the children guess which letter comes next? Then play a game passing around a cuddly toy or throwing a ball. As the child receives the toy or the ball, he/she says the next letter of the word: **H – O – L – A**. You could make up a rap with the letters which children can enjoy chanting.



Play *Canta en español I*, Track 4, rap: **¡Hola!**

(As you take the register, encourage children to respond in Spanish by this stage. Explain that they should use '**Buenos días**' or '**Aquí**' (here) for the register as opposed to '**Hola**' The cuddly toys you use can be added to the list of names and they must respond too!).

Children listen to the music as they play pass the parcel with the pillowcase. They revise a simple greeting and meet the word for "teddy bear."

Children revise the word '**Hola.**' They are reminded of its informal nature. They begin to practise a few letters of the alphabet and enjoy joining in repetition games. More able children could devise their own rap/chant to practise the letters in Spanish.

(Children respond to their name with a greeting. '**Buenos días Señor/ Señora Smith.**').

Part I: 15 minutes (continued)

Teaching Sequence**Pupil Activity**

Introduce the notion of gender subtly by organising a picnic for a collection of different animals. These can be represented by cuddly toys – select about five – e.g. **Un gato** (a cat), **un perro** (a dog), **un león** (a lion), **una tortuga** (a tortoise), **una jirafa** (a giraffe). Then take the animals slowly out of the bag, stating the Spanish and emphasising **un/una**. Position them at the picnic table according to gender ie. three on one side of the table cloth and two on the other side. You can play repetition games to practise the new vocabulary if desired, but the key here is that pupils hear the difference between **un/una** and practise pronouncing these words. You could ask questions to see if the children have noticed the different sound. Also, spend time playing with the pronunciation of the **rr** sound in **perro** and the **j** sound in **jirafa**. Children will enjoy trying to imitate these new sounds.

Children watch you and listen to the Spanish words as the cuddly toys are taken out of the bag. They repeat **un/una** and imitate your repetition techniques. They practise making new sounds – **rr** and **j**.

NOTES:

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



Show **¿Qué tal?** smiley face flashcards and encourage children to supply the Spanish phrases for each.

Attach the flashcards to the board and ask a volunteer to place the right text card under each.

Play the game of throwing the beanbag around the class. You say '**¿Qué tal?**' to start the game and the child who catches must respond appropriately and then ask the question before throwing to another child. Re-emphasise the correct intonation as children ask the question



Play *Canta en español 1*, Track 3, song: **¡Hola! ¿Qué tal?**

Clip 3 from *Early Start Spanish* video/CD could be shown at this stage, depending on time.

Children recall:

Muy bien

Bien

Regular

Mal

Children watch and listen.

Children join in the game and enjoy answering and asking the question.

Children enjoy singing the song again.


NOTES:

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

Place your hand behind your ear and state '**Escuchad**' and then point to your eye and state '**Mirad**'. Repeat several times. Ask what the words mean.

Children listen attentively.

Encourage children to repeat the key words and copy your action.

Say the words again without the actions and check that children can give the correct gesture.

Provide the gesture without the words and check children can apply the Spanish. Vary the speed of your actions to provide challenge and enjoyment.

Children echo the words with gestures.

Encourage all of the children to stand and sit as you state '**Levantaos**' and '**Sentaos**'.

Children stand/sit and echo the Spanish phrase.

Challenge the children to be able to provide all the right actions according to the four instructions you give.

Children echo the Spanish with appropriate gestures.

Place your finger on your lips and whisper – '**Silencio**'.

Children chorus the word with the action.

Add '**Venid aqui**' to the list of instructions by beckoning to children.

Children chorus the word with the action.

Repeat all six new instruction phrases with the actions slowly/quickly/slowly.

 Affix the instruction poster to the board. See resource CD 'Classroom instructions with picture cards'. Encourage children to say the word as you point to it.

Children follow the words as you say them.

Ask a volunteer to come to the front of the class to give instructions. As the child says the Spanish, lead the others in performing the gesture and repeating the Spanish.

Pairwork: one child gives the Spanish phrase and the other must provide the action. Allow 30 seconds and then swap over. Ask for two children to present their work to the class.

Children work in pairs practising the instruction words. They have the poster on the board if necessary for visual support.

Part 4: 15 minutes

Teaching Sequence

Pupil Activity

Write the word '**Repetid**' on the board. Explain to children that it is another instruction word/command. Ask them to guess what it means.

Practise again the commands and the gestures. Speed this up if children are confident with the phrases and their meaning. Then vary the speed by slowing down before quickening the pace again.

Children chorus the commands and perform the actions keeping pace with you.



12 Use the commands to play '**Simón dice**' or 'Simon says'. As you give the Spanish, children must give the appropriate action. E.g. '**Simón dice: Levantaos**'.

Children enjoy playing the game following the Spanish instructions.



5 Play *Canta en español I*, Track 5, song: **¡Escuchad y mirad!** The words of the song are on the resource CD.

Children enjoy listening and singing the song with all the actions.



NOTES:

Lesson Four, Year 3

4 x 15 minutes

Learning Outcomes

- Introduce oneself by understanding, asking and answering the question: 'What's your name?'
Speak confidently with good intonation and pronunciation
- Understand and use the forms of address for adults – **Señor, Señora, Señorita**
- Perform a short role play
- Meet typical Spanish first names and surnames

Framework Objectives

Oracy

O3.2: To recognise and respond to sound patterns and words

O3.3: To perform simple communicative tasks using single words, phrases and short sentences

Intercultural understanding and contact

IU3.3: To identify social conventions at home and in other cultures

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Core Vocabulary

¿Cómo te llamas?	What's your name?
Me llamo	I'm called
Señor (Sr.)	Mr.
Señora (Sra.)	Mrs.
Señorita (Srta.)	Miss
¿Y tú?	And you?

Resources



- Name cards for cuddly toys
Text cards – **Me llamo/¿Cómo te llamas?**

- Finger puppets
Pictures of famous characters
Materials for display work

- Recommended resource:
Early Start Spanish Unit 4



- ¿Cómo te llamas?



Knowledge about language

- Recognise questions and negatives
- Recognise different language conventions to express politeness
- Recognise the centrality of language in communication

Language and Learning Strategies

- Use a physical response
- Look at the face of the person speaking and listen attentively
- Play games to help to remember
- Practise saying new words aloud
- Compare new words with known words in English or another language
- Analyse and compare the language with English
- Practise with a friend

Part I: 15 minutes

Teaching Sequence

Pupil Activity

State your name to the class e.g. '**Me llamo Sra Smith.**' Repeat and then ask the question: '**¿Cómo te llamas?**' to a child. Prompt by repeating '**Me llamo...**' Repeat with several children.

Children listen attentively. Individuals respond by repeating the phrase and giving their name.

Practise '**Me**' orally with the children. Repeat the word rhythmically five times and encourage children to repeat your chant.

Children echo the rhythm.

Extend with '**llamo**' and repeat the whole phrase rhythmically.

Children echo the phrase in chorus.

Ask individual children again.

Focus now on the question form: '**¿Cómo te llamas?**' Make up a suitable tune to fit the words and sing the following:

Children join in singing and clap to the rhythm.

¡Buenos días, hola!
¿Cómo te llamas?

Encourage children to clap to the 'song' as you repeat it several times.

Give children one minute in pairs to practise asking and answering the question. Pairs can then present a short conversation. You may choose to use finger puppets for this activity.

'Buenos días'
'Hola'
'¿Cómo te llamas?'
'Me llamo...'
('¿Y tú?')
('Me llamo...')

(More able children can extend the conversation).

Part I: 15 minutes (continued)

Teaching Sequence**Pupil Activity**

Children choose a cuddly toy or finger puppet and decide on a name for it. They then walk around the room asking and answering the question: '**¿Cómo te llamas?**' and respond by giving the name of their cuddly friend.

Children have the freedom to move around the room, practising the question and answer form.

Play Pass the Parcel. When the music stops, the child holding the ball must state their name or the name of their toy: '**Me llamo...**' and ask the question to the next person: '**¿Y tú?**' who must in turn respond before the music begins again.

Children again practise giving their name and asking others using a new question form: '**¿Y tú?**'.

NOTES:

Part 2: 15 minutes

Teaching Sequence

Pupil Activity

Collect pictures of some famous characters. Children can be 'interviewed' at the front of the class. They hold the picture card so that the rest of the class can see it and respond to the teacher:

- **Buenos días**
- **Buenos días**
- **¿Cómo te llamas?**
- **Me llamo Bugs Bunny.**

Encourage children to speak loudly and clearly and ensure correct pronunciation of 'Me llamo'.

Children listen attentively. Some will speak in front of the class.



Attach large text cards on the board for 'Me llamo...' Allow children a few seconds to practise saying the phrase with the written words as you trace a line under each. Then obscure one word with a cuddly toy. Can children guess which word is hidden?

Repeat this activity using large text cards for the question form: '¿Cómo te llamas?' If appropriate, draw the children's attention to the sound of the double L.

Children focus on the written word and work out which word is hidden by subvocalising the phrases they have been practising orally.

Spend some time practising the phrases again as children focus on the written word. Try to ensure that seeing the words written down does not become a barrier to correct pronunciation.

Make pin figure flashcards of teachers in school. Introduce the titles **Señor, Señora, Señorita** and allow children to guess which teacher is on each card. This could be played as a team game with points allocated. Show children the abbreviations for each title – **Sr., Sra., Srta.**

Children look at the drawings and guess the teacher: **¿Es el Señor Jones?** They learn the abbreviations for each title.

Part 2: 15 minutes (continued)

Teaching Sequence

Pupil Activity



To introduce children to Spanish names, place a line of cuddly toys at the front of the class with name cards on string around their necks. Boys: **Juan, Felipe, Antonio, Manuel, Ricardo, Alejandro, Cristobal, Mateo, Guillermo, Miguel, Pablo, Paco, Gonzalo, Ignacio.** Girls: **María, Carmen, Isabel, Ana, Carlota, Lucía, Emilia, Margarita, Lola, Eva, Luisa.** Ask children what they think the English equivalents are. Explain that most, but not all, Spanish names have an English equivalent. You could ask children to find out one boy's name and one girl's name for homework. More able children could also research typical Spanish surnames. This will be useful for display work to follow.

Play clip 4 from Early Start Spanish.

Children contribute any names they already know. They will all be keen to know their name in Spanish! This can prove difficult, so be prepared. Children will have a research homework – and can begin thinking of the names of famous Spanish people – footballers' names will help them make a start.

**NOTES:**

Parts 3 & 4: 30 minutes

Teaching Sequence

Pupil Activity

Brainstorm with the class three groups of names: Girls' names, Boys' names, surnames and collect a list on the board.

Children contribute names they have collected for homework.

Then tell the children that you have done your own research and collected the names of pets. Show common pet names: Dogs: **Sultán, Faraón, Tobi, Dido, Galán.** Cats: **Félix, Misifuf, Meterete.** Rabbits: **Tambor, Bolita.**

Children enjoy practising the names of the pets.



Explain to the children that they can create their own family for display. The family may comprise adults, children and pets and each figure in the drawing will have a speech bubble stating: '**¡Hola! Me llamo + name**' (You may wish to take some time over this task and link to cross curricular work in history or R.E. You could also use this work to form a wall frieze which could be extended as children learn new language.)

Children work on their own imaginary family. They are encouraged to copy correctly when writing the short phrases.

NOTES:



Lesson Five, Year 3

4 x 15 minutes

Learning Outcomes

- Read and revise 0-10, and extend with numbers 11-15
- Participate in chorusing a finger rhyme 'Dos pequeños pájaros'
- Understand and respond to the question: **¿Cuántos años tienes?** (How old are you?)
- Rehearse a song to present in assembly

Framework Objectives

Oracy

O3.1: To listen and respond to simple stories, finger rhymes and songs

Literacy

L3.1: To recognise some familiar words in written form

L3.2: To make links between some sounds, rhymes and spellings and read aloud familiar words

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Core Vocabulary

Los números	0-10
¿Cuántos años tienes?	How old are you?
Tengo... años	I'm... years old

Resources



- Flashcards: **¿Qué tal?** With smiley face
Number flashcards
Number poster
OHT of finger rhyme: **Dos pájaros pequeños**
Text cards for ages
OHT with words of song: **¿Cómo te llamas?**
¿Cuántos años tienes?



- Canta en español I, Track 6, song: **¿Cómo te llamas?** **¿Cuántos años tienes?**
- Soft ball
Mini whiteboards
Finger puppets



- **Dos pájaros pequeños**
¿Cuántos años tienes?
¿Cómo te llamas?
Song: **¿Cuántos años tienes?**

Knowledge about language

- Imitate pronunciation of sounds
- Recognise how sounds are presented in written form
- Notice the spelling of familiar words

Language and Learning Strategies

- Use gesture or mime to show understanding
- Repeat words rhythmically
- Play games to help to remember
- Practise with a friend
- Try to use the language outside of the classroom



Part I: 15 minutes

Teaching Sequence

Pupil Activity

Using a soft ball, practise counting 0-10 around the class.

In pairs children count 0-10. They have one minute to practise and then present their work to the class audibly and clearly.

Divide the class into three groups of ten. Then give each child a number between 1-10 ie: there will be three number ones, three number twos etc. Then hold a number flashcard in figures at the front of the class. The children who have been allocated that number must stand as quickly as possible and shout the number in Spanish. You can make this as competitive as you wish, awarding points to teams etc.



This activity can be extended if appropriate. You could write simple sums on the board e.g. $2+1=3$. On reading the sums, (which could be presented in figures or written using Spanish words), the three children whose individual number is the answer to the sum, must stand and call out their number. If children are adept at this, remove the visual support from the board and simply say the sums aloud. Subtractions can also be practised.

Alternatively, any child may stand and call out the answer in Spanish, regardless of whether it is his/her number!

Children throw the ball to one another counting in Spanish.

Children focus on the number flashcard held by the teacher and work out how to say it in Spanish. They join in the game by calling out their own number when it matches the number card held by the teacher.

Children quickly work out the calculation and stand and shout their number if it matches the answer to the sum.

**NOTES:**

Part 1: 15 minutes (continued)

Teaching Sequence	Pupil Activity
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Refer children to the figures and the written words displayed in the classroom:

0 – **Cero**

1 – **Uno** etc

To encourage children to read and copy the words correctly, play a game using mini whiteboards. As you call a number in Spanish, children must write it out on their whiteboards and hold above their heads. This could be played individually or in pairs.

Children refer to the number chart on the wall. They practise reading the words in Spanish and match the phoneme to the grapheme. More able children spell the written words accurately when writing on mini whiteboards.

If children have remembered 0-10 easily, extend by adding numbers 11-15. These can be practised using techniques from lesson 1.

If time, play Early Start Spanish video/ DVD, clip 6.

NOTES:

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



Use two finger puppets – (resembling birds!) at the front of the class.

Demonstrate the following finger rhyme:

Dos pequeños pájaros

Two little birds

Sentados en una rama

Sitting on a branch

Me llamo Carlos I'm called Carlos

Me llamo Ana I'm called Ana

Hola Carlos Hello Carlos

Hola Ana Hello Ana

Adiós Carlos Goodbye Carlos

Adiós Ana Goodbye Ana

Give appropriate actions to the words and end by placing Carlos behind your back and then Ana!

Repeat the rhyme with the same actions. Repeat the rhyme and encourage children to join in, holding up fingers to represent the two birds.



Display the rhyme on the OHP and read aloud with the class. Ask the children which words they recognise. See if they are able to guess the meaning of 'rama'.

Children can either make or use finger puppets to practise the rhyme in pairs. They chorus the first two lines together and then one takes the role of Carlos and one takes Ana. Leave the rhyme on the OHP for reference.

Children can perform their rhyme to the rest of the class.

Children listen to the rhyme and notice the rhythm. They will recognise some words and phrases that they have already met. They learn the actions to the rhyme before they attempt the words.

Children repeat words rhythmically and use gesture and mime to show they understand.

Children recognise some familiar words in written form. Demonstrate the meaning of 'sentados' 'pájaros' 'pequeños' using actions.

Children enjoy the rhythm of the poem and read familiar words. They use mime to show they understand the words. They practise reading aloud with a friend.

NOTES:

Part 3: 15 minutes

Teaching Sequence

Pupil Activity



Begin this section by revising greetings and introductions: *Hola*, *Buenos días*, **¿Qué tal?**

Children revise familiar greetings vocabulary and phrases.



Use warm up activities to start the session. You may need to use smiley face flashcards or paper plates again to prompt answers to **¿Qué tal?**

Place cuddly toys in a row at the front of the class. In front of each place a flashcard with a birthday cake and candles. Stand behind each toy in turn and ask: **¿Cuántos años tienes + name?** Respond for the toy by stating: **'Tengo... años.'**



Ask children to have a guess at what you are asking. Then attach text cards to the board with the name and age of each toy e.g. **Felipe – 4 años**. See 'Text cards for ages' in the resource CD.

Children deduce meaning of **4 años** and practise pronouncing the new word. They learn about a new accent and practise drawing it.

Practise reading **4 años** – and ask children what effect the accent has on the **n**. Allow children to see the difference it makes in pronunciation. They can come to the board and practise drawing it.

Children chorus the new phrase and then attempt to say it individually.

Repeat the phrase **'Tengo 4 años'** and then add the text card **Tengo** in front of **'4 años'**.

Practise asking the question **'¿Cuántos años tienes?'** to individual children and encourage a full sentence answer: **'Tengo 8 años.'**

Spend some time practising the question form to prepare children for the next activity. You could encourage children to clap rhythmically as you chorus the phrase together. Remember to emphasize the correct intonation for the question form.

Children chorus the phrase rhythmically.

Part 3: 15 minutes (continued)

Teaching Sequence

Pupil Activity

Distribute paper plates with birthday cakes and candles to all the children. They must then walk around the class asking the question: '¿**Cuántos años tienes?**' to each other and respond according to the number of candles on the birthday cake on their paper plate. After 30 seconds, you can instruct them to swap paper plates by stating: "**Cambiad los platos**".



Play Chinese whispers. Divide the class into two halves. Place a piece of paper face down on the desk of the first child in each half. When you give the signal, the children must turn over the paper, read the phrase (e.g. **Tengo 7 años**) and then begin the whisper chain. The last child to hear it must raise his/her hand and give the phrase or write it on a whiteboard. The two halves compete to be first to finish.

Children ask and answer the question form as they move around the classroom.

Children whisper the phrase to one another and enjoy participating in a team game.

**NOTES:**

Part 4: 15 minutes

Teaching Sequence

Pupil Activity



Play Canta en español I, Track 6, song:
¿Cómo te llamas? ¿Cuántos años tienes?

Children will be able to identify some previously learned language and will enjoy listening to the tune.

Play Canta en español I, Track 6 **¿Cómo te llamas? ¿Cuántos años tienes?**

Children listen to the song again and imitate the gestures. Some will begin to join in with key phrases.

Encourage the children to join in singing. Decide on actions to accompany the song:

E.g.:

¿Cómo te llamas? – (raising arms in question pose and then pointing to partners etc).

¿Cuántos años tienes? (raising arms in question pose and then showing 7 and 8 fingers)



Display the words of the song on the OHP and play the song again repeat the actions.

Children identify and read short simple words and phrases. They manage to follow the text as they hear it.

Then trace your finger under the words as you play the song again.

Children deduce meaning using context and previous knowledge to help understanding.

Ask the children which word/phrase they recognise. Ask them about any new language contained in the song.

Children could practise this in preparation for presenting in assembly.

Play the song again encouraging all children to join in the actions and the singing. They can pretend to be meeting one another and shake hands as they listen to the song.

Children revise a finger rhyme as they chorus it with the teacher.

To complete the session practise again the finger rhyme **Dos pequeños pájaros**, introduced during section 2. Encourage the children to join in the actions as they chant the rhyme with you.

Lesson Six, Year 3

4 x 15 minutes

Learning Outcomes

- Warm up for a PE lesson by performing the actions to Spanish song
- Understand and say the names of eight colours in Spanish
- Know how to pronounce the letter **j** in Spanish

Framework Objectives

Oracy

03.2: To recognise and respond to sound patterns and words

03.1: To listen and respond to simple stories, finger rhymes and songs

Literacy

L3.2: To make links between some sounds, rhymes and spelling and read aloud familiar words

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Core Vocabulary

rojo	red
azul	blue
blanco	white
negro	black
amarillo	yellow
verde	green
naranja	orange
rosa	pink

Resources



- Snails' pace race grid on OHT
Word cards: **rojo**, **naranja**, **debajo**
OHT with words of songs:
¡Hola! and **¿Es azul o es rojo?**



- Canta en español I, Track 7,
action song: **¡Hola!** and Track 8,
song: **¿Es azul o es rojo?**

- Coloured cubes
Mini whiteboards
Box and coloured items for game to
accompany colours song
Pass the parcel bag and coloured items



- **Coloread la flor**
Matching colours & Reveal colour game
Snail game
Song: **¿Es azul o es rojo?**
Song: **¡Hola!**

Knowledge about language

- Recognise how sounds are represented in written form
- Imitate pronunciation of sounds
- Identify specific sounds, phonemes and words, linking sounds to meanings

Language and Learning Strategies

- Use gesture or mime to show understanding
- Use a physical response
- Look at the face of the person speaking and listen attentively
- Play games to help to remember
- Practise saying new words aloud



Los Colores

Part 1: 15 minutes

Teaching Sequence

Pupil Activity

As an introduction to Spanish after the holidays, give children the opportunity to perform a 'warm up' routine to a song. This could be done as an introduction to a PE lesson.

Begin without the music and encourage the children to walk on the spot as you state the Spanish:

Children listen to the instructions and respond with an appropriate action. They move slowly/quickly in response to '**despacio**' and '**rápido**'.



'Caminad, caminad, caminad.' Slow this down by adding: '**despacio**' and speed up again with '**¡más rápido, más rápido!**' Practise this for a couple of minutes. Then encourage the children to turn on the spot in response to '**girad, girad, girad**'. This can again be done slowly and quickly.

Add '**saltad, saltad**' (jump, jump) and '**dando palmas**' (clap, clap).



Play *Canta en español 1*, Track 7: **¡Hola!**

Children listen to the song and perform the actions. They join in singing as they become familiar with the words and the tune.



If you are using the song at the start of a PE lesson you may choose to extend the warm-up by adding – '**tocad la cabeza, tocad los pies**' (touching head and toes) – slowly, quickly, etc.

The song can again be played at the end of the lesson or at the end of the day to reinforce the tune and new vocabulary.

NOTES:

Part 2: 15 minutes

Teaching Sequence

Pupil Activity

Using coloured cubes or other objects introduce the names of colours in

Spanish:

rojo (red)

azul (blue)

amarillo (yellow)

It is useful to find a tune to sing for the colour '**amarillo**'. This helps children to learn this word.

Play repetition games with the three colours. Repeat slowly/quickly in different sequences. Hide one colour behind your back and ask the children '**¿Es azul o es rojo?**' Encourage a response and correct any errors in pronunciation. Add '**verde**' (green) to the other objects and practise the pronunciation of this word.

Place multi link cubes or Lego pieces on the tables. The children can work in pairs or groups of three.

Sing a sequence of colours just once initially:

E.g. **rojo, verde, amarillo.**

Pause to allow children time to hold the sequence in their heads and then repeat the sequence aloud.

This activity can be repeated several times to reinforce the vocabulary.

Add '**rosa**' (pink) and '**naranja**' (orange) and '**negro**' (black) to the list of colours learned. Play with the pronunciation of '**naranja**', emphasising the **j** sound. Write the word on the board so that children can see how the sound is represented in written form.

Play 'Only repeat if it's True' by holding up the coloured objects and stating the Spanish.

Children look at the objects, listen to the Spanish and chorus the new vocabulary.

The children listen to the sequence of colours and arrange the cubes into the correct order, according to the sequence they hear.

Children practise the new colours.

The children look at the object and repeat the Spanish colour if it matches the object. If not they remain silent.

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

Brainstorm with the children any colours they can recall from the previous session. As they offer colours, show them an object of the same colour and write the colour on the board/flip chart. Allow children some time to practise saying the word aloud as they focus on the written word. Underline **j** in **rojo** and **naranja**, and **z** in **azul** and **ll** in **amarillo**. (If you feel this is too many, choose just one or two sounds to focus on.)

Children recall colours from the previous session. They are introduced to the written words for colours and practise the sounds from the letters – **j**, **z**, **ll**.

Write the word '**blanco**' (white) on the board. Ask children to guess which colour this is.



Then play the song: '**¿Es azul o es rojo?**' From *Canta en español I*, Track 8. Allow children to hear the song a few times.

Children listen to and join in singing the song.



The lyrics for the song can be found on the resource CD.

Then give the children the instructions to a game. They form a circle with one child in the centre holding a box containing six colours. The child in the centre of the circle hides a colour under the box. The child in the centre points to each child in the circle until one guesses the colour. The winner comes to the centre, puts a colour under the box and the game starts again.

Children play the game and speak individually to the rest of the group. More able children should be encouraged to use the correct intonation and raise their voice as they ask the question – '**¿Es azul?**'.

Play Pass the parcel with a bag containing coloured items. This could be done as a 'Circle time' activity. When the music stops, the child holding the bag pulls out a coloured item and says aloud to the group '**¿Es azul?**' If correct, the others chorus '**¡Sí, es azul!**'; if incorrect, they state '**No, es rojo!**'. It will probably be helpful to leave the written words on the board for reference. Encourage children to pronounce the colours correctly.

Part 4: 15 minutes

Teaching Sequence

Pupil Activity



Play 'Snails' Pace Race' with six new colours. This can be done using an OHT grid and six cut out coloured snails or an interactive whiteboard. Six snails are placed on a grid and race each other to the finish line. Each snail is a different colour. Children record on their whiteboard or on paper the colours of the two snails they think will win the race. Then a bag is passed around the room containing six coloured objects. As a colour is pulled from the bag, the child states the colour aloud and the snail on the grid moves forward one square. Children 'win' the race if they have on their boards the colour of the first snail to reach the winning post.

Write three words on the board featuring the letter **j** – **rojo**, **naranja**, **debajo**. Ask for a volunteer to have a go at saying one of the words. Again, play with the pronunciation of the letter **j**. Then give each child three pieces of card with each word written on. Play the song again, (**¿Es azul o es rojo?**), and encourage children to join in singing and to wave the card in the air as they hear the word in the song.

Finally, ask children to work in pairs to see how many colours they can say in Spanish. Give them two minutes to recall all the colours they have learned and then ask a pair to present their list to the class.

Children watch the snails moving across the grid. They revise the six new colour words and state a colour individually as they pull an object from the bag.

Children join in singing. They hold three words on cards and listen for them to occur in the song. Their attention is drawn to the sound of the letter **j**.

Children reflect on the words they have learned and work in pairs to recall the names of the eight colours learned this lesson.

Lesson Seven, Year 3

4 x 15 minutes

Learning Outcomes

- Understand and be able to say 11 colours in Spanish
- Write a short sentence in Spanish to accompany display work

Framework Objectives

Oracy

O3.2: To recognise and respond to simple stories, finger rhymes and songs

O3.3: To recognise and respond to sound patterns and words

Literacy

L3.1: To recognise some familiar words in written form

L3.3: To experiment with the writing of short words

Core Vocabulary

As for lesson 6 +

marrón	brown
gris	grey
morado	purple
es	is

Resources



- Coloured cards for colour game
Cards for jumbled up sentences activity
OHT with words of song: **¿Cuál es tu color favorito?**



- Canta en español I, Track 9, song: **¿Cuál es tu color favorito?**

- Materials for display work
Cuddly toy/poster/picture of Elmer
Six pieces of coloured card/paper



- Song: **¿Cuál es tu color favorito?**



Knowledge about language

- Hear main word classes
- Imitate pronunciation of sounds
- Notice the spelling of familiar words
- Recognise how sounds are presented in written form

Language and Learning Strategies

- Use gesture or mime to show understanding
- Repeat words rhythmically
- Play games to help to remember
- Compare new words with known words in English or another language

Part I: 15 minutes

Teaching Sequence

Pupil Activity

Starter activity – give children three minutes in pairs to note all the colours they can remember on mini whiteboards or paper. Spellings may be approximate.

Children brainstorm the colours they remember in Spanish.

Play a form of Chinese whispers with the words for colours. Divide the class into five teams. They then form five lines facing the front of the room. The five children at the back of each line are then given a word (a colour) on a piece of paper. They must all read it at the same time and then trace the word on the back of the child in front of them in the line. It is passed on down the line to the person at the front who must then write the colour on the board. (You may decide that the names of colours need to be displayed for reference during this activity so that children can copy write.)

Children work out the word that is written on their backs through recognising the spelling. They can refer to the word if it is displayed. The activity encourages them to copy write correctly.

Teach three new colours using repetition techniques, **marrón** (brown) **gris** (grey) **morado** (purple).

Children chorus the new vocabulary.



23 Introduce the question: **¿Cuál es tu color favorito?** Some children may be able to respond in a full sentence saying **'Mi color favorito es el verde'**. Throw a beanbag to individuals to encourage a response.

Children practise saying a short phrase in Spanish

If time allows play the song from lesson 6: **'¿Es azul o es rojo?'**. Children will recognise the tune and can join in with the words/phrases they remember.

Children participate in singing.

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



Play *Canta en español 1*, Track 9, song: **¿Cuál es tu color favorito?** The words of the song are on the resource CD.



Play a game for enjoyment and to revise colour vocabulary. Ideally, a large space will be available for this activity. Place six sheets of coloured paper around the room – e.g. three down each side of the room. The children must select a colour and stand next to it, so that there are children standing next to each of the colours. At the front of the room hold up a bag containing pieces of coloured cards and take one from the bag, saying the word aloud in Spanish. All the children standing next to this colour are 'out'. The game continues with the remaining children until only one child wins. (It will give individual children practice in producing the colour vocabulary if you give the task of selecting the colour and saying the Spanish to children who have been knocked out of the game).

Children revise colours and demonstrate their understanding of the Spanish.

Children play a 'Stations' type game, whereby they select a colour and stand next to it. They listen attentively to hear which colour has been pulled out of the bag and sit down if this corresponds to the colour they have selected.

**NOTES:**

Teaching Sequence

Pupil Activity

Introduce Elmer to the children. Most children will be very familiar with Elmer from stories they have met. Either show a cuddly toy of Elmer, or a poster or picture. Ask the children: '**¿De qué color es Elmer?**' Encourage the children to give you the names of all the colours they can see. Ask the children: '**Normalmente, ¿de qué color son los elefantes?**' Encourage answers in Spanish.



7 Jumbled sentence game. See 'Cards for jumbled up sentences'. Give out cards each with a word describing Elmer's colour: '**Elmer es rojo y azul y amarillo y naranja y verde y blanco y negro y morado...**' Then read the line aloud. Each child holding a card must come to the front when his/her word is read, and stand in the line. When all the children are at the front re-read the sentence. The children must hold their card high as it is read.



Draw children's attention to '**Elmer es**' – Elmer is.

Add other words, using cognates

Elmer es diferente
Elmer es multicolor
Elmer es fenomenal



Record these sentences on the board, in addition to the sentence describing Elmer's colours.

The children can now complete display work. They invent their own bizarre multi coloured animal, colour it appropriately, give it a name and write a short sentence to describe it e.g. '**Coco es rojo y azul y amarillo**'.

Children focus on the visual image of Elmer. They demonstrate understanding to the questions you ask, and respond in Spanish.

Children read the words on each card. Some will be physically involved in the activity.

Children focus on the verb 'is' and encounter some adjectives.

Children produce a short sentence in Spanish describing the animal they choose to create. They practise copying correctly. More able children may extend their sentence by adding adjectives.

Lesson Eight, Year 3

3 x 15 minutes; 1 x 25 minutes

Learning Outcomes

- Encounter the phrase '¿Te gusta/te gustan?'
- Understand and say the names of six fruits in Spanish
- Understand and respond to the question '¿Es bueno para la salud?'

Framework Objectives

Oracy

O3.2: To recognise and respond to sound patterns and words

O3.3: To perform simple communicative tasks using single words, phrases and short sentences

O3.4: To listen attentively and understand instructions, everyday classroom language and praise words

Literacy

L3.2: To make links between some sounds, rhymes and spellings and read aloud familiar words

25

Core Vocabulary

las naranjas	oranges
las peras	pears
las ciruelas	plums
las fresas	strawberries
las manzanas	apples
los tomates	tomatoes
los plátanos	bananas
es bueno/es malo	it's good/bad

la coca-cola	coca cola
la limonada	lemonade
el helado	ice cream
la pizza	pizza
el chocolate	chocolate
los caramelos	sweets
las patatas fritas	crisps
las piruletas	lollipops
el queso	cheese
el jamón	ham

Resources



- OHT with words of song: ¿Te gusta? Sentences from song ¿Te gusta? on cards Flashcards and text cards of food items Flashcards and text cards of fruits core vocabulary Pelmanism cards – fruit OHT with words of song: ¡Es bueno para la salud!



- Canta en español I, Track 10, song: ¡Es bueno para la salud!



- Food game Food vocabulary matching game Food game with ladybird Song: ¡Es bueno para la salud! Song: ¿Te gusta?



Knowledge about language

- Identify specific sounds, phonemes and words, linking sounds to meanings
- Recognise questions and negatives
- Notice the spelling of familiar words
- Recognise that some words occur in both English and the foreign language although they may sound different – e.g. El chocolate

Language and Learning Strategies

- Repeat words rhythmically
- Use context to determine meaning
- Say words to a rhythm
- Analyse and compare the language with English
- Practise with a friend

Part I: 15 minutes

Teaching Sequence

Pupil Activity



8 Sing the song '¿Te gusta...?' to the tune of 'Oh my darling Clementine'. Repeat. Then write the phrases '¿Te gusta?' and '¿Te



26 gustan?' on either side of the board, and practise pronouncing the phrases with the children. Ask the children to listen to the song again and point to each phrase as they hear it.



26 (Use the sound CD, Track 26 should you need to practise the phrases of the song.)

This is probably a good time to discuss the upside down question mark in Spanish and to allow children time to come to the board to practise drawing it.



8 Sing the song again and hold up the food items (real items or flashcards) as the Spanish word occurs in the song... (**coca cola, limonada, helado, pizza, fresas, queso, jamón**).

Give children a card with the name of a Spanish food item or phrase from the song. Sing the song again. As children hear their word/phrase they must wave the card in the air.

Explain the meaning of 'te gusta' and 'te gustan' and see if they can work out the difference for themselves.



8 Children work in pairs. Give out the lines from the song cut up. See 'Sentences from song: ¿Te gusta? On cards'. As children listen to the song, they put the lines into the right order.

Children listen to a new song in Spanish. Their attention is drawn to the difference in spelling and pronunciation of **gusta** and **gustan**, and they listen attentively to hear the key words as the song is sung.

Children listen again and make connections between the Spanish word in the song and the image they see. They will begin to understand what the song is about.

Children listen carefully for key words. They match phoneme to grapheme and respond with a physical action.

Some children may recognise that plural forms of words take gustan.

Children listen carefully to the song and attempt to read the phrases and sequence them. Some children will need to hear the song a few times to complete this activity.

Part 2: 15 minutes

Teaching Sequence

Pupil Activity

Ask children if they can recall any food or drink items mentioned from the song. Collect their ideas on the whiteboard.

Children work in pairs to recall previous vocabulary.

Listen to the song again. Encourage children to count how many foods and drinks are mentioned in the song. Some children will be able to add to the list on the board after hearing the song again.

Children listen to the song for specific details. They count food and drink items as they occur in the song.



Display the words of the song on OHT. Children will now join in singing. Pause the CD occasionally and see if they can continue singing.

Children focus on the written word. Some will use this support as they join in singing.

Ask the children to close their eyes. Cover up one word on the OHT. Can children guess/recall the missing word? You could give clues by writing the word in the air etc.

Children try to recall specific words from the song. Some will be able to volunteer an answer orally.



Introduce '**¿Es bueno para la salud?/ ¿Es malo para la salud?**' Is it good/bad for your health? Using the real items or flashcards, ask children collectively whether the food and drink items are healthy/unhealthy

Children listen to two phrases:

Es bueno

Es malo

They consider whether certain food and drink items are healthy/unhealthy and respond to teacher prompts by stating '**Es bueno/es malo**'.



E.g. '**¿El helado, es bueno o malo para la salud?**' You can use thumbs up/thumbs down to convey meaning or explain the phrase in English if necessary.

NOTES:

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

Explain to the children that they should be able to say the names of six items of fruit by the end of the session.

Introduce the fruits two at a time, with lots of repetition and reinforcement.

Do a Mexican wave activity with the new vocabulary. Use four of the words to begin with. In a sequence children must say the name of the fruit aloud. You could do this in groups around the class or complete as a whole class activity adding challenge by timing the activity and seeing if children can 'beat the clock'.

Say a sequence of the words e.g. '**manzanas, fresas, peras**' pause and then ask children to chant it back to you. Repeat using different moods e.g. angry, sad, happy, timid etc. Extend the list of words as appropriate.

Revise colours by asking the children '**¿De qué color es?**', as you hold up an item of fruit.

Children chorus the new vocabulary.

Children listen to the sequence and respond by saying a word aloud. This reinforces turn taking and allows children time to hear the words several times.

Children listen to the sequence and respond by saying a word aloud. This reinforces turn taking and allows children time to hear the words several times.

Children recall colour vocabulary and offer answers individually.

**NOTES:**

Part 4: 25 minutes

Teaching Sequence

Pupil Activity

Play fruit salad as a class. Give each child in the class the name of a fruit. As you say '**manzana**' everyone allocated this fruit must change places. Occasionally call '**Macedonia de frutas.**' This means that all the children must swap places.

Children listen carefully to hear 'their' fruit called and then respond by quickly changing places with other children.

Play Pelmanism with the names of the fruits. This again provides the opportunity for children to see the written word.

Children work in pairs and read the words of the key vocabulary.



Children play in pairs matching the word and picture. They place cards face down on the table and take it in turns to select a matching pair.

Reinforce the notion of healthy eating by writing the six names of the fruit scattered on the board and the name of other food items amongst them:

El helado

Las pizzas

El chocolate

La coca cola

La limonada

El queso

Give children two minutes to discuss which foods are healthy/unhealthy and then point to each food in turn asking: '**¿Es bueno o malo para la salud?**'

Children consider healthy eating and respond to teacher prompts with a short phrase:

Es bueno/es malo



A song entitled: '**¡Es bueno para la salud!**' Is available on *Canta en español I*, Track 10, at the discretion of the teacher.



The lyrics of the song are on the resource CD.

Lesson Nine, Year 3

4 x 15 minutes

Learning Outcomes

- Make up a rhythm and chant a list of food items in Spanish
- Consolidate numbers 0-12 and revise pronunciation of **c** and **z** and the letter string **ie**
- Listen and respond to an authentic Spanish poem and an extended text

Framework Objectives

Oracy

O3.1: To listen and respond to simple stories finger rhymes and songs

O3.2: To recognise and respond to sound patterns and words

Literacy

L3.2: To make links between some sounds, rhymes and spellings and read aloud familiar words

Intercultural understanding

IU3.3: To identify social conventions at home and in other cultures

IU3.4: To make indirect or direct contact with country of the target languages

25

28

Core Vocabulary

Revision of names of food items

Revision of numbers 0-12:

cero	zero
uno	one
dos	two
tres	three
cuatro	four
cinco	five
seis	six
siete	seven
ocho	eight
nueve	nine
diez	ten
once	eleven
doce	twelve

Resources



- Flashcards and text cards of fruit vocabulary
- Flashcards and text cards of food items
- OHT with words of poem: **A la una**
- 'A la una' in strips
- Translation of the poem



- Canta en español I, Track 11, poem: **A la una**

- Soft ball for number counting
- Story: **La pequeña oruga glotona** by Eric Carle (see resources list).



- **A la una** poem



Knowledge about language

- Imitate pronunciation of sounds
- Hear main word classes
- Identify specific sounds, phonemes and words, linking sounds to meanings
- Recognise how sounds are represented in written form

Language and Learning Strategies

- Use gesture or mime to show understanding
- Repeat words rhythmically
- Recognise words which the teacher mouths silently
- Practise with a friend
- Record themselves

Part 1: 15 minutes

Teaching Sequence

Pupil Activity



Attach flashcards of fruit and other food items to the board. Hold up text card to accompany each and invite volunteer to place correctly alongside flashcard.

Children recall familiar vocabulary. They read the written word and match it to the illustration.

Children practise playing 'ping pong' with the key words. You call a word aloud and children say it back to each other in pairs. Call a different word every ten seconds. Demonstrate the activity first with two children.

Children repeat the key words in pairs. They imitate the teacher's pronunciation and speak clearly and confidently.

Explain that the children will now work in pairs/groups to make a rhythm using the names of food items. They can use as many or as few as they like, but they should try to make a 'rap' with a distinctive beat. Demonstrate some possibilities and emphasise the creative nature of the task – there are many ways of using the words.

Children listen attentively to the examples you give. They work in pairs clapping a rhythm to the list of food items. They use the written word for support as necessary.

Plátano plátano
Uno uno
Plátano plátano
Helado helado

Or

Peras fresas
Fresas peras
Pizzas uvas
Uvas pizzas

Ask some children to present their work to the class.

Children speak clearly and audibly and perform confidently in front of others.

Part 2: 15 minutes

Teaching Sequence

Pupil Activity

Count numbers 0-10 by bouncing a soft ball on the floor. Stop occasionally and see if children are able to provide the next number in the sequence.

Children recall numbers 0-12.

Repeat the activity counting backwards.

Add on two new numbers, **once** and **doce**. Practise the pronunciation of the two new words, emphasising the sound of the letter **c**, which is similar to **th** in English.

Children learn two new words: **once**, **doce** and learn the correct pronunciation of each.

Ask two children to count in pairs from 0-12.

Show the two new words on the board: **once**, **doce** and practise their pronunciation again.



Play the poem on Canta en español I, Track 11: **A la una**.

Play the poem again and encourage children to join in with the numbers.

Children listen to the Spanish poem and recognise numbers 1-10 as they occur in the poem.



Give each pair of children an envelope containing each line of the poem. See '**A la una** in strips' on the resource CD. Children listen to the poem again and place the lines in the correct order.



Show OHT of the poem so that pupils can check the order they have against the OHT. See 'OHT with words of the poem' on resource CD. Play the poem again and pause the tape. Can children provide the next word?

Children match sound to the written word. They read the lines of the poem and try to place them in the correct order.



Discuss the meaning of the poem. A translation of the poem is provided in the resource CD.

Children focus on the words of the poem and check their own work. They attempt to follow the words of the poem as they listen to the CD.

Ask children if they can spot any words with the **ie** sound. Children should identify **siete** and **diez** amongst any others that occur.

Children study the words of the poem and spot the letter string. They could clap to the syllables of each word.

Draw children's attention to the pronunciation of **c** and **z** as they occur in individual words.

Children revise pronunciation of these letters and their attention is drawn to the changing nature of the sounds they make.

Finally, devise some actions to accompany the words and all join in chanting the poem with actions.

Children perform a physical action as they join in singing.

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

To begin a discussion on Spanish food, ask the children whether they can name any typically Spanish foods? Mention 'paella' and ask if any children know what it is. Explain to the children that each country tends to have 'typical food'. Explain what paella consists of and ask whether any children have ever tried it. Next the children can discuss in pairs or groups the kind of food which they think is typical in the UK. Discuss how Spanish children think that we eat a lot of fish and chips and roast dinners!

Next discuss how eating habits vary in the UK from family to family. Ask the children to list three or four meals that they enjoy at home which they can then compare with their partner and with others in the group. As the children compare their lists, they may notice that not all families in England eat exactly the same meals. However, there are some similarities in the type of food eaten and this is the case in Spain too. Ask whether the children have ever been to Spain and ask them to think about any differences they noted.

Outline to the children the differences that are most notable:

Breakfast usually consists of cereal or bread or small buns. Spanish children would never eat a cooked breakfast.

Lunch is eaten much later in Spain at around 2pm. At weekends Spanish children may not eat lunch til 3 or 4pm. This is because they tend to go to bed much later at weekends and therefore sleep later and have all their meals later.

The evening meal may not be eaten until 9pm.

Children consider eating habits and home and abroad. They reflect on the eating habits of their own family and compare their favourite meals with others in the group. They listen to information from the teacher about typical foods and eating habits in Spain. Some children may watch a DVD showing typical Spanish food and some children may listen to a presentation from a native speaker.

Part 3: 15 minutes (continued)

Teaching Sequence

Pupil Activity

Typically Spanish children eat more seafood and fish than in England. They eat more rice and salad and desserts tend to be simpler: mousse, yoghurt, fruit, ice cream. The breakfast cereals tend to be very similar to those eaten in England.

Fast food outlets are becoming more common in Spain although they are much less popular than in England. Both main meals of the day in Spain are often bigger than in England and certainly are considered family occasions when all the family sit down to eat together.

Ideally this information could be presented by a foreign language assistant or native speaker. You may also like to make use of DVD material from the Early Start Spanish files.

**NOTES:**

Part 4: 15 minutes

Teaching Sequence

Pupil Activity



Using the book: **La pequeña oruga glotona**, read the story in full. Try to avoid providing translations in English during the first reading of the text. Allow children to see the pictures and to enjoy hearing the language at text level. Some children will spontaneously join in choring phrases that are repeated throughout the text:

- **Comió**
- **Pero todavía tenía hambre**

As the food items occur encourage the children to join in counting as you point to the illustrations.

Read the story for a second time. This time actively encourage the children to join in the two repeated phrases with an action e.g. rubbing their tummies for '**todavía tenía hambre.**'

Also, for the second reading, pause before supplying the word for the food items the children have already met and see if they can supply the Spanish word. Then supply the Spanish word. (You may choose to add actions for caterpillar, small, cocoon, big and butterfly).

Children are introduced to the story in Spanish.

They work at text level by listening to continuous Spanish and spot key vocabulary they have recently learned as it occurs. They begin to chorus phrases that are repeated in the text and respond with a physical action. They join in counting food items as they occur.

As they hear the story for a second time they listen out for key words and contribute items of vocabulary. Some children will respond to questions about the meaning of specific words: big, small, cocoon, caterpillar.

**NOTES:**

Lesson Ten, Year 3

4 x 15 minutes

Learning Outcomes

- Participate in reading a story in Spanish and give a physical response to phrases/words
- Match sound to the written word and re-order sentences from the text
- Copy-write individual words correctly
- Know the days of the week in Spanish

Framework Objectives

Oracy

O3.1: To listen and respond to simple stories, finger rhymes and songs

O3.3: To perform simple communicative tasks using single words, phrases and short sentences

Literacy

L3.1: To recognise some familiar words in written form

L3.2: To make links between some sounds, rhymes and spellings and read aloud familiar words

L3.3: To experiment with the writing of short words

30

Core Vocabulary

Los días de la semana days of the week

lunes Monday

martes Tuesday

miércoles Wednesday

jueves Thursday

viernes Friday

sábado Saturday

domingo Sunday

(NB – days of week in Spanish do not have capital letters)

Resources



- Flashcards and text cards of food items
- Hungry Caterpillar sentences
- Hungry Caterpillar jumbled up sentences game
- Flashcards of days of the week
- OHT of days of the week



- Canta en español I, Track 12, song: **Los días de la semana**, and Track 13: the days of the week

- Recommended resource: Early Start Spanish video clip 11



- Days of the week
Song: **Los días de la semana**



Knowledge about language

- Identify specific sounds, phonemes and words, linking sounds to meanings
- Imitate pronunciation of sounds
- Recognise how sounds are represented in written form
- Notice the spelling of familiar words

Language and Learning Strategies

- Use gesture or mime to show understanding
- Use a physical response
- Play games to help to remember

Part I: 15 minutes

Teaching Sequence

Pupil Activity



Distribute flashcards of food items from '**La pequeña oruga glotona**' amongst the children. Display the corresponding text cards on the board. The vocabulary children have formally learned in previous lessons is intended as productive vocabulary; they should simply recognise and understand the additional food items.

Children listen to the story again. They listen for key words and respond by bringing forward a flashcard.



Read the story. As each food item is mentioned, the child holding the card must come to the front and stick the flashcard onto the board.

Children read the text card and match it to the illustration on the board.

Next, play Pass the parcel. When the music stops the child with the 'parcel' comes to the front, selects a text card and places it under the corresponding flashcard.



Instruct children to close their eyes – '**Cerrad los ojos**'. Choose two text cards and turn them over. Encourage children to recall the words from memory. Instruct to open eyes: '**Abrid los ojos**'.

Children recall vocabulary.

Play Loto. Children study the images on the board and select four to write down on paper. Encourage them to copy correctly. You call out names of food items and as soon as they have all their words crossed out, they call 'Loto!'.

Children practise copying single words correctly. They listen carefully to the teacher and respond to individual words.

NOTES:

Teaching Sequence

Pupil Activity



Distribute individual sentences on card from the story amongst the children. Several children should hold the same sentence and each child should have two or three sentences. On hearing the text, children read their sentences and listen carefully for them. On hearing their sentence read aloud, they wave the corresponding card vigorously in the air!

Children's attention is focused on key sentences from the text. They read the sentences and listen carefully to hear them in the text. They demonstrate their ability to match sound to written word with a physical response.



Take six sentences from the text with which the children will now be very familiar (cards for this are provided, see 'Jumbled up sentences game' on the resource CD). The children now play a jumbled up sentence game. The six sentences are placed around the room. Children are divided into 6 groups of 4 or 5. Each group stands with a pile of jumbled up cards. On your instruction children must rearrange the sentence into the correct order. When you clap three times they must reshuffle the sentence for the next group and move onto the next sentence. This is repeated until each group has attempted to re-order each sentence.

Children recall key sentences from the text. They work in groups to re-order the sentences (some may need visual support for this activity and you may choose to provide the sentences on the board at first, and then gradually withdraw the support).

NOTES:



Part 3: 15 minutes

Teaching Sequence

Pupil Activity



Read the days of the week in a list. Ask the children if they can guess what the words mean. Do they recognise any of them?

Some children may be able to recall the days of the week from the story.

Show the children the words in a list on OHT or using PowerPoint and practise pronouncing each word.

Children practise pronouncing the new words as they read them from the list.



Play *Canta en español 1*, Track 12 and sing the days of the week with the children.

Children join in a finger rhyme with actions. Thumb touches each finger in turn for Monday-Thursday, thumbs up for Friday, wave arms in the air for Saturday, head resting on hands for Sunday.

Children work in groups. They pass around a cuddly toy as they say the days of the week in sequence.

Children chorus the new words and learn actions for each word.

Next, children must continue to pass the cuddly toy around but must change direction when you give the signal.

Next, children pass the toy around and continue to say the days of the week in sequence. However every second person in the group must stay silent when they have the toy and not say their word aloud.

Children work in groups taking turns to say new vocabulary in Spanish.

e.g. **lunes** _____ **miércoles** _____
viernes _____ **domingo** _____

Children revise the days of the week. They say the words in their heads as the toy is passed around the group.

Finally, play 'Hide the Flashcard'. Arrange the flashcards, each with the name of a day of the week, on a desk at the front. Then select a child to leave the room. Decide on a card to hide. The child re-enters the room, identifies the missing card and races the clock to try to find it. The rest of the class chorus 'caliente' (hot) and 'frío' (cold).

Children read the words for the days of the week and spontaneously call hot/cold in Spanish.



Part 4: 15 minutes

Teaching Sequence

Pupil Activity



Play the song again track 12 and listen to track 13. Play some further games to consolidate the days of the week:

Play **Macedonia de frutas** (Fruit Salad). Sit the children in two groups facing each other: Give the same word to several children. Call out a word – ¡**viernes!** – The '**viernes**' get up and swap places. The last one to sit down could become the teacher:

Other idea: Prepare a list of well-known words (**pera, lunes, chocolate, rojo, amarillo, martes, manzana, miércoles, pescado, azul**). Children listen and look out for the days of the week within your list of words. Children sit, stand, put their hand up or write down how many times they hear a day of the week. For a quiet game: Pin the days of the week on a board. Ask the children to have a good look at the board. Hide the board or ask the children to close their eyes: '**Cerrad los ojos**'. Remove one day. The children must recall which card is missing when they open their eyes or when you show the front of the board again.

If time, watch Early Start Spanish video/ DVD clip 11.

NOTES:

Lesson Eleven, Year 3

4 x 15 minutes

Learning Outcomes

- Understand the twelve months of the year in Spanish
- Say the months of the year with accurate pronunciation
- Recognise the months of the year in written form

Framework Objectives

Oracy

O3.3: To perform simple communicative tasks using single words, phrases and short sentences

O3.2: To recognise and respond to sound patterns and words

Literacy

L3.2: To make links between some sounds, rhymes and spellings and read aloud familiar words

Intercultural understanding and contact

IU.3: To identify social conventions at home and in other cultures

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Core Vocabulary

enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	July
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December

Resources

- Flashcards of months of the year
Text cards of months
Pelmanism of months of the year
- Canta en español I, Track 14,
song: **Los meses del año**
Track 15: **Los meses del año**
- Recommended resource:
Early Start Spanish: Unit 8
- Birthday Bar Chart
Months of the year
Song: **Los meses del año**



Knowledge about language

- Imitate pronunciation of sounds
- Recognise how sounds are represented in written form

Language and Learning Strategies

- Repeat words rhythmically
- Play games to help to remember
- Use context to determine meaning
- Analyse and compare the language with English

Part I: 15 minutes

Teaching Sequence

Pupil Activity

Do a 'warm up' question and answer sequence with children asking how they are etc.

Individual children offer responses in Spanish.

Chant the months of the year in Spanish. Encourage children to guess what you are doing/saying.

Children listen to the new vocabulary and recognise the months of the year.



Play the song from *Canta en español I*, Track 14: **Los meses del año**.



Use flashcards showing pictures for the months of the year to practise the first six months. Play flashcard games introduced in previous lessons.

Children practise pronouncing the words for the first six months. They chorus the new vocabulary and imitate your pronunciation.

Perform a Mexican wave activity around the class using the first six months. Divide the class into two halves to see which half completes the sequence first.

Children say a month in turn and perform an action.


NOTES:

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



Revise the six months of the year practised last lesson using picture flashcards. Begin by chanting the months and clapping rhythmically, encouraging children to join in. Then repeat the sequence but pause suddenly and see if children can provide the next word in the sequence.

Children chorus the months of the year and clap to the rhythm.

Place the six flashcards and the text cards on the board and invite a volunteer to match up the picture and word.

Children see the written word and match the phoneme to the grapheme.

In pairs children can practise saying the months of the year with written words for support.

Children work in pairs and practise saying individual words.

**NOTES:**

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

Continue to teach months of the year using flashcards for the last six months.

Play the 'Birthday Months' game. You state a month of the year and all the children with a birthday in that month must stand and call out the month in Spanish.



Play *Canta en español 1*, Track 15: **Los meses del año**. Listen to the native speakers and then encourage children to copy the typically Spanish sounds they hear.



Pairwork card game. Children have pictures of the months and corresponding written word on small cards. They must place all 24 cards face down and one child must pick up 2. If they match the cards are kept. The winner has the most pairs of cards at the end of the game.

Draw children's attention to the – **ie** sound in **septiembre** and **diciembre** (practised in earlier lessons), the **j** sound at the start of **junio** and **julio**, and the **c** and **z** sound in **diciembre** and **marzo**. Ensure children are aware that lower case is used in Spanish for months of the year.

Children listen to the Spanish and respond with a physical action. They repeat words imitating pronunciation.

Children listen to the native speakers stating the months in Spanish and imitate their pronunciation of key sounds.

Children play in pairs. They practise saying the months in Spanish as they turn over the cards.

Children focus on the written word and note the pronunciation of the letter string – **ie** and key letter sounds.

NOTES:



Part 4: 15 minutes

Teaching Sequence

Pupil Activity

Drama: Miming game

Ask two children to come to the front of the room. Show them a card representing a month of the year. They must present a short mime to represent the month whilst other children guess the month in Spanish.

For the remainder of this section take time to discuss how special events occur in all countries at different times of the year. Begin the discussion by asking the children what they associate with November, for example. There are detailed notes provided in the Early Start Spanish file explaining what is seen month by month on the video of Spain. You may feel it is appropriate to share some of the key points from this section with children to give them the opportunity to consider customs and traditions in their own country and how these compare with events in Spain as depicted in the video. As the summer holidays approach, time could be spent researching typical summer holiday activities in Spain.

If time show the video/DVD from Unit 8 on the Early Start Spanish CD.

Children mime activities to the rest of the class. Individuals recall key vocabulary and offer responses in Spanish.

Children have time to reflect on the changing seasons and the months of the year. They recognise how months of the year are associated with key events and traditions (e.g. Bonfire Night). They begin to consider how traditions differ in other countries.

**NOTES:**

Christmas Lesson One, Year 3

4 x 15 minutes

Learning Outcomes

- Follow a short nativity dialogue
- Perform a role in a class nativity play
- Join in singing a Spanish Christmas carol

Framework Objectives

Oracy

- O3.3: To perform simple communicative tasks using single words, phrases and short sentences
O3.1: To listen and respond to simple stories, finger rhymes and songs

Literacy

L3.2: To make links between some sounds, rhymes and spellings and read aloud familiar words

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Core Vocabulary

Characters in the nativity:

María	Mary
José	Joseph
Jesús	Jesus
los pastores	shepherds
las ovejas	sheep
los Reyes	kings
un ángel	angel
el posadero	innkeeper
los niños	children

Belén	Bethlehem
el bebé	baby
un regalo	present
una estrella	star
un establo	stable
una habitación	room

Resources



- Flashcards of characters in nativity play
Script for nativity play; each scene on separate OHT
OHT with words of song: ¡Ven mira!



- Canta en español I, Track 16, song: **¡Ven, mira!**
Props for nativity play



- Christmas nativity characters
Nativity script
Song: **¡Ven mira!**



Knowledge about language

- Imitate pronunciation of sounds
- Recognise how sounds are represented in written form
- Recognise questions and negatives

Language and Learning Strategies

- Use context to determine meaning
- Practise saying new words aloud
- Practise with a friend
- Try to use the language outside the classroom

Part I: 15 minutes

Teaching Sequence

Pupil Activity



Explain to the children that over the next few sessions they will be preparing a short nativity play in Spanish, which they may perform to other classes or in assembly. Introduce the characters in the nativity play in Spanish through flashcards or OHTs. Say the Spanish and then allow children to give the corresponding English word. Start with words that are similar to English. See core vocabulary.

Children are introduced to the characters of the play. They chorus the new vocabulary and pronounce it accurately.



To reinforce the names of the characters, select individuals or groups of children who will come to the front of the class. If possible, provide them with a prop to illustrate who they are. Then, as you call a character e.g.: '**¡María!**', Mary must step forward and wave to the class and call: '**¡Buenos días!**', to which the rest of the class must reply: '**¡Buenos días, María!**' Repeat this as all the characters are introduced. You could then conduct a mini interview at the front of the class with the children standing at the front of the class: '**Buenos días. ¿Quién es usted?**' (Who are you? – formal language/**¿Quiénes son ustedes?**' (plural). Each child can respond individually in Spanish: '**Buenos días. Soy María.**' (Hello, I'm Mary). A group (e.g. the shepherds) may collectively respond: '**Buenos días. Somos los pastores**' (Hello, we are the shepherds).

Children participate by taking a role or by calling a greeting to others. They hear again the names of the characters to reinforce new vocabulary.



Children can now be introduced to a Spanish Christmas song: '**¡Ven, mira!**' which they will sing for others when they perform their play. Play the song twice through to allow children to listen to the tune.

Children enjoy listening to a Spanish carol. They will have the opportunity to join in singing the song in subsequent sessions.

Canta en español I, Track 16. The words are provided on the resource CD.

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



36 Show a card stating 'Escena 1'. Then show the dialogue on the screen.

José: ¿Qué tal, María?

María: Estoy bien, gracias.

(after walking again a little while)

José: ¿Qué tal, María?

María: Estoy regular, gracias.

(after walking again a little while)

José: ¿Qué tal, María?

María: No estoy bien

José: Vale.

Show a card: 'Escena 2'

Display the dialogue on OHT:

José: Buenas tardes. Me llamo José

María: Buenas tardes. Me llamo María.

José: Por favor, ¿Tiene una habitación?

El posadero 1: No, lo siento.

Repeat with second innkeeper. Third innkeeper will respond:

Posadero 3: No, lo siento. Pero tengo un establo... Por aquí.



CI Next select children for each of the roles so far. Run through the dialogue for the first two scenes, using written prompts to help children on the OHP.

Play the carol once again and encourage children to join in singing the chorus.

NOTES:

Children read the dialogue which is displayed on OHT and demonstrated by the teacher. They are familiar with all of this vocabulary. Then they practise the conversation in pairs and two are asked to present it to the class.

Children practise the dialogue in groups of three. One group presents their work to the rest of the class.

Part 3: 15 minutes

Teaching Sequence

Pupil Activity



Continue preparing the nativity play using the dialogue for scene 3 and explain the meaning of the words to the children:

Pastor 1: ¡Mirad!

Pastor 2: ¡Increíble!

Children can practise role playing with the phrases supplied and acted out for them by the teacher and assistant if possible. They either work in pairs or groups to practise saying the dialogue. Most of the phrases in the script have been introduced in previous lessons so the children will be revising prior learning.

Angel: ¡Hay que ir a Belén!

And for scene 4:

Pastor 1: ¡Vamos! ¡Rápido!

Pastor 2: Buenas tardes María. Buenas tardes, José. Buenas tardes, bebé.

After the children have practised scene 5, you could practise reading the script aloud as a class. Then ask for volunteers to read the parts. This will give the children some practice in reading aloud familiar words.

And for scene 5:

Rey 1: Tengo un regalo para el bebé

María: Gracias.

Rey 2: Tengo un regalo para el bebé.

José: Gracias.

Rey 3: Tengo un regalo para el bebé.

María: Muchas gracias a todos.

Los niños: ¡Bienvenido pequeño bebé!

**NOTES:**

Part 4: 15 minutes**Teaching Sequence****Pupil Activity**

Use the 15 minutes here practising the carol and the play ready for a performance to another class or for an assembly. Using props will support understanding for any prospective spectators!

Children practise the nativity play and carol in preparation for a presentation to other children.

Some schools may choose to extend the nativity play and organise an evening of 'Coffee and Carols' for parents. The play could form part of the evening, along with children playing music, singing carols in Spanish and serving drinks and mince pies.

Christmas Lesson Two, Year 3

4 x 15 minutes

Learning Outcomes

- Know some details of how Christmas is celebrated in Spain
- Know five typical items of vocabulary for presents
- Write a letter to Father Christmas

Framework Objectives

Oracy

O3.1: To listen and respond to simple stories, finger rhymes and songs

Literacy

L3.1: To recognise some familiar words in written form

L3.2: To make links between some sounds, rhymes and spellings and read aloud familiar words

L3.3: To experiment with the writing of short words

Intercultural understanding

IU3.3: To identify social conventions at home and in other cultures

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Core Vocabulary

un juego	a game
un libro	a book
la ropa	clothes
un dvd	a DVD
un balón de futbol	a football

Querido(s)	Dear
Quisiera	I would like
Muchas gracias	Many thanks
El Papá Noel	Santa Claus
Los Reyes Magos	The Three Kings

Resources



- Notes for Christmas in Spain
Vocabulary for presents
OHT with letter to The Three Kings
OHT with words of song: **En el silencio**
OHT with words of traditional Christmas song: **La marimorena**
Display materials



- Canta en español I, Track 17, song: **En el silencio**, Track 19, song: **La marimorena**



- Letter to the Three Kings
Song: **En el silencio**
Song: **La marimorena**



Knowledge about language

- Imitate pronunciation of sounds
- Recognise how sounds are presented in written form
- Recognise the centrality of language in communication

Language and Learning Strategies

- Use context to determine meaning
- Practise with a friend
- Try to use the language outside the classroom

Teaching Sequence**Pupil Activity**

Begin this lesson by discussing the main characteristics of our festive celebrations: ie. Father Christmas, advent calendars, Christmas food, Boxing Day. Use the information on the resource CD to give some basic information about typical Spanish customs over the festive season. See 'Notes for Christmas in Spain'. It is probable that children will be particularly surprised by the different food eaten in Spain at Christmas time: seafood, fish and all types of meat. This can lead into a discussion about food consumed in the UK and typical food in Spain at Christmas time. Children can identify the similarities as well as the differences.



Introduce the word '**turrón**' to the children and explain that this is the dessert eaten on special occasions in Spain. The nearest thing we have to it is nougat, although **turrón** comes in many different flavours and types. See information on the resource CD 'Notes for Christmas in Spain'. See also the sound CD, Track 39, for the pronunciation of some typical words.

**NOTES:**

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



Teach either or both of the Christmas carols: **En el silencio** or **La marimorena**. The words of both songs are included on the resources CD. **La marimorena** is a traditional Spanish carol with a lively tune and well known in Spain. **En el silencio** is a quieter carol which would be an appropriate choice for the ending of the nativity play. Both are on *Canta en español 1*, Tracks 19 and 17.



Children learn and practise one or two carols in Spanish. They participate in singing and may present the carols during a Christmas performance to an audience.

NOTES:



Teaching Sequence

Pupil Activity

Explain to children that they are going to need to do some planning for a short written activity to follow next session. The activity will be to write a letter to Los Reyes Magos (The Three Kings). In order to compose the letter children will need to have decided what to ask for. Prepare a handout of key items of vocabulary they may want to use in their letter. It is impossible, of course, to cover all possibilities and toys that are in vogue change year by year. However, prepare a short list of items (5 or 6), which children can use for reference. Say a word from the list and see if children can find it on the list and provide the English translation. Repeat this a few times to give children some exposure to the pronunciation of the words.

Children use a reference sheet and are introduced to new vocabulary that they have not yet formally learned. They notice how the new vocabulary is written with the Spanish on one side and English on the other. They try to find the Spanish word as you read it aloud and trace its English equivalent.



Then display the OHT of a letter to the Three Kings.



Queridos Reyes Magos,

**Me he portado muy bien
Quisiera..... por favor.
Muchas gracias.**

Sara

(Dear Three Kings,
I've been very good.
I would like..... please.
Many thanks.
Sara)

Explain the meaning of the letter and read it aloud to the children. Read again and ask children to identify what you have asked for, as you fill in the gap. Repeat.

Children study the layout of the short letter. They recognise some familiar words in written form (e.g. Gracias). They listen to the letter read aloud and try to follow the text.

Then show some possibilities for presents using real items and label them in Spanish.

Children see the presents labelled and hear the pronunciation of each item once again.

Part 3: 15 minutes (continued)

Teaching Sequence

Pupil Activity

Give children one minute to read the letter to themselves.

Children sub-vocalise the words in the text.

Then allow two minutes for children to practise reading the letter to each other, filling in the gap with an item of their choice.

Children work in pairs as they practise reading the letter. They substitute an item of vocabulary into the gap.

Find the Spanish! Distribute mini whiteboards and then ask children to find and write out:

Children scan the text for items of vocabulary and phrases. They practise copying correctly.

Dear
I would like
Please
Many thanks

Children will be able to see the OHT displayed as they attempt this activity and some will manage to copy correctly.

NOTES:

Part 4: 15 minutes

Teaching Sequence

Pupil Activity

Give out display materials, stencils etc. and display the OHT letter to The Three Kings. Then give children time to compose and decorate their own letter for display.

Children experiment with the writing of a short text, with visual support.

NOTES:



Easter Lesson One, Year 3

4 x 15 minutes

Learning Outcomes

- Understand that different countries have different ways of celebrating events such as Easter and Christmas
- Understand that for Christians Easter is a significant festival, widely celebrated in Spain with regional variations
- Learn and recite a finger rhyme from memory
- Learn three weather conditions and associate these with musical sounds

Framework Objectives

Oracy

O3.1: To listen and respond to simple stories, finger rhymes and songs

Literacy

L3.1: To recognise some familiar words in written form

Intercultural Understanding

IU3.3: To identify social conventions at home and in other cultures

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Core Vocabulary

los corderos	lambs
los pájaros	birds
las flores	flowers
hace sol	it's sunny
está lloviendo	it's raining
un arco iris	a rainbow
hay	there is/there are

Resources



- Text cards for three weather conditions
Flashcards and text cards for lambs, birds, flowers
OHT of finger rhyme
Pass the parcel task cards
OHT with words of song: ¡Es la fiesta!



- Canta en español I, Track 20, song: ¡Es la fiesta!
- Percussion instruments
Hoops and mats



- Easter: Games and texts
Song: ¡Es la fiesta!

Knowledge about language

- Recognise how sounds are presented in written form
- Imitate pronunciation of sounds

Language and Learning Strategies

- Use gesture or mime to show understanding
- Use a physical response
- Play games to help to remember
- Compare new words with known words in English or another language



Teaching Sequence

Pupil Activity



Ask the children what comes to mind when they think of Easter. Explain that Easter eggs are not traditional in Spain. Children in Spain eat '**monas de Pascua**' – a type of Easter cake which is typical from the region of Catalonia. The rest of Spain have **torrijas** (thick slices of bread soaked in milk or wine, dipped in egg, fried and then drenched in spiced honey), **huesos de santo** (similar to marzipan covered in syrup), **buñuelos de viento** ("doughnuts of air" made with flour and sugar and dipped fried in hot oil – traditionally they had nothing inside, hence their name: **de viento**)

Spain is a country that tries hard to hold onto its traditions and resist outside influences. Contrast this with our country, where supermarkets are stocked with all kinds of Easter eggs from February onwards. Easter Sunday is normally celebrated in Spain with a family meal. There are religious processions all over the country, candlelit during the evenings. In the north of Spain, they tend to be more serious and solemn. In the south they tend to be more noisy and lively, but these are nevertheless significant religious events, commemorating the events of Holy Week and Christ's Passion. Often, in Andalucía, large and heavy statues of the Virgin Mary are carried along the streets by the men of the parish. These statues are very ornate. Mary is dressed in robes, often using velvet and gold – this is in sharp contrast to statues in the UK which are never covered in clothing. During Holy Week Spaniards in the processions wear a penitent dress or **traje de nazareno**. To celebrate Easter, in most regions, children dress in traditional regional costumes (**el traje de la región**).

Children reflect on Easter traditions and compare and contrast with traditions in Spain and elsewhere.

Part I: 15 minutes (continued)

Teaching Sequence

Pupil Activity

Explain that Easter bonnets are an English tradition and that Easter bunny is an American one.

Emphasise to children that in both Spain and in England Easter is associated with renewal and rebirth and Springtime. We associate Spring with flowers, chicks, lambs, flowers.



Teach the children the following finger rhyme:

En el jardín



Hay un pollo pequeño
Hay un conejo pequeño
Hay unas flores
Hay unos huevos

Children practise a new finger rhyme. They chant the rhyme in chorus with the teacher and use their hands to demonstrate meaning. They enjoy performing the rhyme to other children in the class.

Run one finger around the palm of the hand for the garden then make a beak shape with the thumb and forefinger of both hands for the chick. Wriggle two fingers in the air for the rabbit and then form an arch with both hands from the centre and wiggle fingers to represent flowers and use forefinger and thumb of both hands to form an egg shape.

Practise and repeat the rhyme several times. One half of the class could perform it to the other half for extra practice.

NOTES:



Teaching Sequence

Pupil Activity



Find an open space (ideally in the hall/ gym) for this session. Introduce three types of weather associated with Spring:

Está lloviendo – it's raining

Hace sol – it's sunny

Hay un arco iris – there is a rainbow

Use a different musical instrument to represent each of the weather conditions. When the children hear the sound, they must chorus the Spanish and copy the action you make with your hands. Repeat this several times until the children clearly associate the sound with the appropriate weather condition.

Next, play a game with different coloured hoops and some mats on the floor.

Blue – it is raining

Yellow – it is sunny

Green – there is a rainbow

Children run or jump around the room until they hear a musical sound. Then they must step into a hoop or on the mat and chorus the corresponding Spanish phrase after you have counted to 3.

To add interest and challenge you could add certain conditions e.g.:

Only 3 people allowed in a hoop/on a mat. Then gradually remove mats/hoops and anyone not on a mat or in a hoop is 'out'.

Children will enjoy playing the game repeatedly and will acquire the three new phrases. You can play the percussion instruments yourself to make the sound or use volunteers.

Children are introduced to three weather conditions in Spanish.

Children reflect on the sound made by the percussion instrument and liken it to the weather condition. They chorus the new phrases and perform actions as they do so.

Children actively join in a game which involves them listening for key sounds and choring new phrases. They enjoy competing with others in the group.

Part 3: 15 minutes

Teaching Sequence

Pupil Activity



Repeat the finger rhyme 'En el jardín...'
Practise the actions again with the children. Show the rhyme on an OHT and underline the word '**hay**' (pronounced as 'I'). Ask for a volunteer to read the word. Place great emphasis on the pronunciation of this word. It is a key word which children will encounter repeatedly, and is so often read incorrectly.

Children perform the finger rhyme with the appropriate actions. Their attention is drawn to the pronunciation of the word '**hay**'.

Next underline the word '**huevos**' and again ask the children to discuss in pairs for half a minute how the word is pronounced. Emphasise to the children that, typically, the '**h**' at the start of the word is not pronounced. Give other examples: **el hamster** (hamster), **el hombre** (man), **el helado** (ice cream).

Children learn a key pronunciation rule.

During the months following Easter, Spaniards enjoy '**fiestas**'. Explain what this means: eating good food, dancing in the streets, dressing up in regional costumes, staying up late and so on. Then play the song: '**Es la fiesta**' from Canta en español I, Track 20 and give children time to learn the tune. Then explain the meaning of the song and encourage children to join in singing. The lyrics of the song are available on the resource CD.

Children learn how festivals are celebrated in Spain and join in singing a lively song about festivals.



NOTES:

Part 4: 15 minutes**Teaching Sequence**

You may wish to organise an Easter egg or chocolate hunt in the last week of term. Alternatively, it could be easier to organise a game in groups where children 'win' mini eggs or chocolates and also have the opportunity to revise structures/vocabulary they've learnt so far. Organise the children into groups of 6. Then in the middle of each group place a bowl of mini eggs/sweets and a set of cards face down on the table. Play Spanish music and instruct the children to pass a teddy or other object around the group. When the music stops, the child holding the teddy turns over a card, completes the task (e.g. say your name in Spanish) and wins a goodie. It is ideal to have more than one adult in the room to offer support to children during this activity.

Pupil Activity

Children take turns passing an object around the group. They listen to music as they do so. They take turns individually to complete a set task which involves them recalling vocabulary and phrases they have learned so far.

NOTES:

Easter Lesson Two, Year 3

1 x 1 hour

Learning Outcomes

- Produce an Easter card with drawings labelled in Spanish and verse written in Spanish

Framework Objectives

Literacy

L3.1: To recognise some familiar words in written form

L3.3: To experiment with the writing of short words

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Core Vocabulary

As for part 1

Resources



- OHT with Easter card text
- Materials for making Easter cards



Knowledge about language

- Recognise how sounds are represented in written form
- Notice the spelling of familiar words

Language and Learning Strategies

- Try to use the language outside the classroom

Teaching Sequence**Pupil Activity**

Children will need some ideas for the design of their Easter card. As you want the card to be written entirely in Spanish, they will need to know how to address it and end it.

Children are introduced to the layout of a greeting card in Spanish. They learn how to write a card to a standard format. Their work can be used for display and then taken home for parents.

Use the OHT to refresh their memory of new vocabulary and discuss designs for the front.



E2 On flip chart or white board show how the inside of the card could look.



45 Para Mamá (y Papá)

¡Felices Pascuas!

Con cariño

Ana

Para – To/for

Con cariño – Love from

NOTES:

Review Lessons, Year 3

Learning Outcomes

- Identify vocabulary/phrases/new ideas and concepts learned in Y3

Language and learning strategies

- Discuss language learning and share ideas and experiences

To provide the opportunity to consolidate and celebrate learning in Spanish this year, teachers may consider allowing time for children to complete some of the following activities:

- Making a mind map of some of the vocabulary covered this year
- Playing a game whereby the teacher calls out a category e.g. colours, numbers, days of the week, names and the children work in pairs to recall vocabulary
- Making a tape or video to record...
 - A finger rhyme
 - A song
 - A short presentation
 - A question and answer sequence with a partner
 - A list of vocabulary
- Making a display of all the words and phrases learned in Y3 for a review board
- Preparing a presentation for an assembly to demonstrate some of the learning in Spanish
- Performing a favourite song for a group of listeners
- Identifying the favourite lesson or activity and discussing why it was memorable
- Making a presentation individually or in groups to deliver to the rest of the class which recaps some of the learning from Y3. This could be a topic area, a pronunciation rule, a rhyme or song, an aspect of intercultural understanding
- Making a board game or quiz
- Discussing how the children feel about language learning
- Preparing a parents' evening with the children during which refreshments are provided and the children perform songs and rhymes for the parents and teach them some of the language they have learned