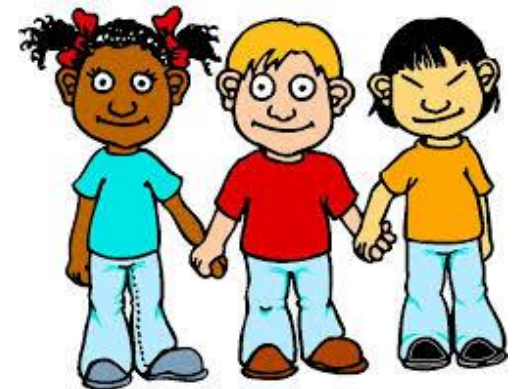


Scheme of work - Spanish Year 1

Compiled by Liverpool PMFL Team



<u>Learning Objectives</u>	<u>Content/Vocabulary</u>	<u>Suggested teaching activities</u>	<u>Points to note</u>
<p>Framework Objectives in bold</p> <p><u>Greetings</u></p> <p>O.4 To copy language modelled by the teacher</p> <p>O.3.3 Perform simple communicative tasks using single words, phrases and short sentences</p> <p>O.3 To understand the conventions of turn taking</p> <p>IU3.3 Identify social conventions at home and in other cultures</p> <p>IU3.4 Make indirect or direct contact with the country where the language is spoken</p>	<p>Hola Buenos días Buenas tardes Buenas noches Adiós Hasta luego Cómo te llamas ? Me llamo... Qué tal ?</p>	<ul style="list-style-type: none"> • As in Reception, use familiar routines/ songs to reinforce greetings and introductions • Use a puppet to demonstrate the Spanish custom of greeting somebody familiar with kisses on each cheek • Ask question and chn tag on end of answer <i>Y tú?</i> • <i>Pilote</i> [CD1]: Contains videos of Spanish children greeting one another 	<p>Children should now be encouraged to make individual responses to these familiar questions and to speak confidently and clearly, whilst maintaining eye contact</p> <p>Chn take turns in a conversation through asking <i>¿y tú?</i></p> <p>ICU: Remind children that Spanish people usually kiss each other or shake hands when they greet a friend or family member. Use a cuddly toy to demonstrate this.</p>

<p>Recycle greetings learnt in Reception plus;</p> <p>Say the names of others</p> <p>Ask and say how one is feeling</p>	<p>Cómo se llama... ? El/ella se llama....</p> <p>Estoy cansado/a Estoy triste Estoy excelente Mal Fatal Y tú ?</p>	<ul style="list-style-type: none"> • Use TV character toys/ celebrities' photos to elicit the names of others. Sing the question around the room to the tune of, 'Nice One Cyril.' <p><i>¿Cómo se llama? [x3] Cómo se llama él/ella ?</i></p> <ul style="list-style-type: none"> • Say the phrase, the pupils do the action. Do the action, the pupils say the phrase • Show different images and ask how the person in the picture is feeling 	
<p>Ask and say where you and others live</p>	<p>Dónde vives? Vivo en</p> <p><i>¿Dónde vive él/ella?</i> Vive en.... en Inglaterra</p>	<ul style="list-style-type: none"> • Introduce the question, <i>¿Dónde vives?</i> Sing it to the tune of the Westminster Chimes, with actions. Elicit individual answers from children around the class • Mix and match pictures of celebrities/ TV character toys with place names on cards, asking, <i>¿Dónde vive él/ella?</i> • Mouth different questions for children to identify and answer 	
<p>O.5 To sing songs and recite short finger rhymes</p>	<p>Pulgarcito, ¿dónde estás ? Dos pajaritos La araña pequeña</p>	<ul style="list-style-type: none"> • Recycle rhymes learnt in Reception • Sing the new rhymes together whilst doing the actions • Encourage pupils to perform the rhymes in small groups 	<p>Singing and reciting rhymes accustoms children to the sounds and rhythms of the language and helps them to link words which have the same sound</p>

Animals

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

Un gato
Un perro
Un caballo
Una vaca
Una oveja
Un cerdo
Un pez
Un conejo
Un pato

Practise doing the **j** sound and the **rr** sound (Perro)

Songs : *Sancho pancho tiene un rancho/En la granja de mi tío, La vaca Lola, Vengan a ver mi granja, Adivina cuál es el animal, Los pollitos dicen*

- Use gestures, pictures, cuddly toys to introduce the new animals – use lots of repetition
- Children point to the animal you say
Muéstrame un gato
- Children mime the animal you say *Haz una acción para una oveja*
- Pass an animal around for the count of 10 – child number 10 is asked to change the animal for a different one
Ahora James, cambia el perro para el caballo
- Put one animal in a cloth bag. Pass it around to a Spanish music CD. When the music stops the child holding the bag feels inside and guesses the animal
- Children put their hands up / sing *Olé* or clap when they hear the **j** or **rr** sound
- Children sing a familiar song about animals (*Sancho Pancho tiene un rancho*) with actions
- Give the first phoneme of an animal. The children identify which animal it is
Este animal empieza con v, ¿ Qué animal es?
- Play *¿ Qué falta?* One child closes their

PE: Chn hold the parachute edge. Each is given one of four animal nouns to remember [eg: *perro, oveja, vaca*]. When an animal is called out, all chn given that animal name run under the parachute and change places with one another

PE: Children follow instructions: *Bailad como un gato, andad como un elefante* etc.

<p>Story telling/ O3.1 Listen and respond to simple rhymes, stories and songs</p> <p>O3.2 Recognise and respond to sound patterns and words</p> <p>To recognise key vocabulary and join in with repetitive elements</p>	<p>El pequeño elefante ¿Porqué estás triste? Madre Padre Hermano/a</p> <p>1-20</p> <p>Song : <i>10 elefantes bailan, Un elefante se balanceaba, Los pollitos dicen</i></p>	<p>eyes, whilst an animal is removed. The missing animal must be identified</p> <ul style="list-style-type: none"> Hide the animals behind a line of children's backs. Sing: <i>¿Quién tiene el gato? [x2]</i> <i>¿Quién tiene, , quién tiene , quién tiene el gato?</i> [Farmer in His Den tune] Children guess who has which animal <i>Caliente/Frío</i>: If pupils have difficulty pronouncing a particular animal, hide it for one child to find. The class must continually repeat the hidden animal's name until found [louder when the seeker is close to the animal, quieter when far away] Introduce the sounds animals [previously learnt] make in Spanish Tell the story of <i>El pequeño elefante</i>, with visuals as an aid to comprehension. Encourage the pupils to join in Dramatise the story using pupils as animal characters Sing <i>1,2,3....10 elefantes bailan/cantan</i> etc [tune-Ten Little 	<p>Not all animal sounds are the same in Spanish as in English</p> <p>Literacy: Storytelling and drama</p> <p>Animals/ verbs in the song are interchangeable</p>
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Colours

To recognise colours

La Primavera story

azul

amarillo

Rojo

Verde

Violeta/lila

Rosa

Marron

Naranja

Blanco

Negro

Gris

Song : ¿De qué color es ?

Sounds : **j** and **rr**

Indians/ Michael Finnegan Begin Again] while counting round the class. Child number ten has to do the action for the verb. The children can change the animal

- Children compose own version of song using different animals
- Recycle the colours using objects or flashcards. It is useful to associate each colour with something concrete.
azul.(sneeze) Marron (motorbike)
Rojo (red like heart/heartbeat)
amarillo (the sun)
- Sing a colour song to the tune of *Frère Jacques (Amarillo, negro)*
- Sing a colour song to the tune of *Westminster Chimes (rosa, lila)*
- Sing a colour song to the tune of *Here we go round the mulberry bush (blanco, rojo, verde, azul)*
- Children compose their own version by changing the colours and/ or order
 - Hide the animals you have been learning in a bag. *¿De qué color es el pez?*
 - Memory game: Put colour cards face down. A child guesses the

Numeracy: Counting skills

Music: composing own lyrics

- PE: Put a cuddly toy in the middle of the parachute. When the teacher calls a colour the pupils bounce the toy onto that colour on the parachute
- PE: Los semáforos: Chn move around the hall following the instructions linked to the colour called out
Rojo-stop!
Naranja- change direction
Verde - go

Extension

Add more colours and instructions eg:
Amarillo -saltad
Azul -bailad

<p>Numbers to 30 To count up to 30 in sequence</p> <p>To recall numbers to 30 out of sequence</p> <p>To match number symbols with the spoken word</p>	<p>Numbers 1-30 Más Menos Me gustaría Por favor</p>	<p>first card's colour. Reveal colour. If wrong, turn card face down again and ask for another child to take over. If correct, second child continues to guess the colours until wrong, then a third child has a turn, starting from the beginning</p> <ul style="list-style-type: none"> • Child holds an undisclosed colour card on head and guesses colour <i>¿Es rojo?</i> Class replies <i>sí/ no</i> Continue until correct • Chn hold colour cards up. Point to correct colour whilst singing <i>¿De qué color es?</i> <ul style="list-style-type: none"> • Count in chorus using fingers <i>Contad conmigo</i> • Chant numbers adding body actions for each number <i>Contad con las acciones</i> • Repeat body action chant <i>como un robot/ un bebé</i> etc 	<p>Children quickly learn to count in sequence in chorus, but it takes longer to recognise numbers out of sequence and to relate the words to their symbols. Ensure pupils are secure in counting in order before moving to random order</p>
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To ask politely for a number

- Count objects together (animals/ toys etc). Estimate the amount before you count. *¿Cuántos gatos hay? Once? Trece? Contad conmigo*
- Play ping pong to 30 [teacher v class, teacher v pupil, pupil v pupil]
- Mexican Wave to 30
- Chn count how many claps the teacher does
- Play the *sí / no* game with the number symbols. Show the symbol and say a number. The children agree or disagree *¿Es quince, sí o no?*
- Say a number and the first of two chn to tap it, wins. Alternatively, children show the number on a number fan
- Use number tiles for children to step upon as they call numbers aloud. Encourage the children to stand on random numbers called out by the teacher
- Draw a number on a child's back for him/ her to identify. Chn repeat exercise in pairs
- Show or say a number- the

Some chn may still be unable to match numbers to symbols in English, so judge carefully whether your class is ready for number fan work

It is good practice to introduce small group/ pair work

- PE: The children throw a ball randomly across the circle to one

<p>IU3.3 identify social conventions at home and in other cultures</p>	<p>Song : Pequeños peces, venid, pasad 1, 2, 3...</p> <p>1-30</p>	<p>children must give the next number or the preceding number</p> <ul style="list-style-type: none"> • A child holds a number card above their head and guesses the number whilst the class gives clues <i>más/ menos</i> • Use a target board, or write a few numbers on the board. Give the pupils coloured bean-bags and ask them to aim a certain colour at a number. This could be made more competitive by seeing who can hit the highest numbers using three turns • Las matemáticas: Eg: <i>10 más 2</i> <i>20 menos 1</i> • Modify and sing counting songs eg: <i>Dos manitas, diez deditos</i> • Tres en Raya: Chn ask for numbers politely <i>Me gustaría cinco por favor</i> • ICU: Two children hold hands above, forming an archway. They sing to the little fish [other chn] as they file under their arch 	<p>another, whilst counting to 30. Whoever catches the ball on 30, is out</p> <ul style="list-style-type: none"> • PE: Put a cuddly toy in the middle of the parachute and count how many bounces it takes to knock the toy off • Keep mental Maths simple to allow majority of pupils to calculate then translate answers into Spanish within a reasonable time frame • Discuss similarity to British game, 'Oranges and Lemons'
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<p>To play a traditional Spanish playground game</p> <p>Body parts</p> <p>To recognise and recall body parts</p> <p>To join in with a new song about the body</p>	<p>As in Reception but in addition:</p> <p>La mano El brazo La pierna El dedo El estómago La espalda</p> <p>Suggested songs: <i>Juan Dedo/Pequeño</i> <i>Tengo dos ojos</i> <i>Tía Mónica</i></p>	<p><i>Pequeños peces, venid, pasad 1.2.3...</i> On the secretly preselected number, they lower their arms and trap the 'fish' below. Trapped fish [chn] form extra archways and a new number is selected for the next game.</p> <ul style="list-style-type: none"> Recycle songs from Reception eg: <i>Cabeza, hombros, rodillas, pies; Pajarito saltas tú; La clase baila</i> so pupils can internalise the previously learnt language Toy Story <i>Señor Patata</i> figure with detachable body parts: Chn attach correct body parts as directed. Repeat with body parts positioned in wrong places Point to each part of the body and repeat the new vocabulary. Pupils repeat the words whilst touching the correct body part Repeat, but chn only copy action when it matches the words spoken <i>Simon dice</i> game Pictionary: One child draws a body part on the board for the class to identify. Alternatively, all chn draw body parts required on mini whiteboards 	<p>PE: Lay several hula hoops on the hall floor. Teacher calls out <i>las rodillas en azul</i> etc and the last child to put their knees in the blue hoop is out</p>
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O3.4 Listen attentively and understand instructions, everyday classroom language and praise words

To listen and respond to classroom instructions

Recycle Reception commands plus :

Repetid
Copiad
Silencio
Escuchad
Mirad
Bailad
Tocad
Adverbs:
Rápido
Lentamente

Baila el hokey pokey
Si juntamos las manitas

- Children sing a body song eg:

Tengo dos ojos

La tía Mónica

Baila el Hokey-Pokey

- Use gestures to define the meaning of commands
- Children copy the actions and repeat the words
- Children only copy the gesture if it matches the instruction
- Link commands with adverbs and appropriate actions
- Boy v girl, first to react appropriately to command [with adverb], wins
- Recycle song *Salto brinco* incorporating new verbs
- Learn new song *Si juntamos las manitas*
- *Simon dice* game

PE: Chn move around hall and respond to instructions called out. Combine with traffic light game [see colours section of planning] or animals eg: *Camina lentamente como un elefante*

Story-telling**O.1 Develop listening and attention skills****O.2 Listen with sustained concentration****O3.1 Listen and respond to simple rhymes, stories and songs**

To join in with the repetitive elements of a story/ song
[Oso Marron]

Oso Marrón: Powerpoint / book/ velcro animal kit

Animals nouns
Recycle colours

- Read *Oso Marrón* using the velcro apron kit to demonstrate the story
- Consolidate the animals and colours by using many repetition games. Eg: repeat if true/ swap the bear for the horse etc
- Chn cross their arms if the teacher calls out an animal, or touch their heads if a colour is called
- Questions: ¿ *Qué animal falta?*
¿ *Qué animal es rojo?* ¿ *De qué color es el gato?*
- Read my lips game
- Sing the story with the pupils responding to the names of animals by doing actions
- Pupils can join in with the story by coming up to the person with the

Exposure to stories will enhance the children's understanding that stories have a shape and a sequence

They will learn to pick out familiar words from a narrative

Music: Singing the story to music will aid memory

Literacy: To re-enact a simple story/ rhyme from memory

<p>Christmas O.4 Copy language modelled by the teacher</p> <p>To recognise the names of nativity and Christmas characters</p>	<p>Un regalo Feliz Navidad Feliz Año Nuevo Los Reyes Magos Jesús Papá Noel El reno Una estrella</p>	<p>apron and placing their animal on it when it is mentioned in the story</p> <ul style="list-style-type: none"> • Get pupils to re-enact the story remembering the animals involved and the order in which they come <ul style="list-style-type: none"> • Revise colours by showing presents wrapped in different coloured wrapping paper. <i>¿De qué color es?</i> • Pass round sack of presents. When the music stops a child pulls out a present and states its colour. • Line up presents on floor and a child calls out colours in order. If incorrect, another child takes over, from the beginning • Child holds an undisclosed present above their head and guesses the colour <i>¿Es un regalo rojo?</i> <ul style="list-style-type: none"> • Introduce Christmas characters with actions • Put characters in a bag and pass around. Sing: <i>¿Qué hay en la bolsa,</i> <i>¿Qué hay en la bolsa,</i> <i>¿Qué hay en la bolsa,</i> 	<p>ICU: Share some simple Spanish Christmas customs eg: Tell the chn how in Spain, children receive presents from Los Reyes Magos on 6 January</p> <p>RE: Naming some nativity characters</p>
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To sing familiar songs in Spanish		<p><i>Vamos a ver</i></p> <p>Child opens bag and names character</p> <ul style="list-style-type: none">• Songs: <i>Navidad, Navidad</i> (extended version), <i>Feliz Navidad, Noche de paz</i> (simple version)• Make simple Christmas cards	
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