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| Reception – Summer Term |
| Learning Outcomes | Vocabulary | Activities | Resources |
| To revise previous term’s workTo recognise and repeatvocabulary for farm animalsTo learn a simple story – Tillie la TortugaTo learn some family membersTo learn ‘Goldilocks’ in Spanish | la vaca (the cow)la oveja (the sheep)el cerdo (the pig)el pato (the duck)el caballo (the horse)¿Qué hace la vaca? (What does the cow do?)¿Qué animal es? (What animal is it?)la cabeza (the head)la cola (the tail)La vaca Lola, la vaca Lola,Tiene cabeza y tiene cola x 2Y hace muu(Lola the cow, Lola the cow,Has (a) head and has (a) tailAnd goes moo)El cerdo Pedro, el cerdo PedroTiene cabeza y tiene colaY hace oinkla tortuga (the tortoise)se llama (is called)se levanta (gets up/is getting up)se sienta (sits down/is sitting down)camina (walks/is walking)come (eats/is eating)rápido (quickly)lento (slowly)verduras (vegetables)ahora (now)‘¿Qué hace Tillie? (What does Tillie do/what is Tilly doing?)Mi mamá (My mum)Mi papá (My dad)Mi abuela (My grandmother)Mi abuelo (My grandfather)Mi hermana (My sister)Mi hermano (My brother)Me llamo… (My name is…)X es mi mamá, etc.Ricitos de oro (Goldilocks)el bosque (the forest)la casa (the house)la sopa (the soup)la silla (the chair)la cama (the bed)los osos (the bears)papá oso (daddy bear)mamá oso (mummy bear)bebé oso (baby bear) | QuizTeach the animals by holding up the plastic animals/pictures and saying each word, which pupils repeat.Ask pupils to make the noise each animal makes, when you say: ¿Qué hace la vaca? In reverse, you make the noise and ask pupils: ¿Qué animal es?Place the animal pictures on the board in random order. Invite 2 pupils to the board and give each a fly swat. Say one of the animals and the pupils who swats it first gets a point. Hold the plastic cow up and point to the head, saying ‘la cabeza’ and to the tail saying ‘la cola’. Pupils repeat.Introduce the YouTube song: La vaca LolaTeach the words using mime/actions with the plastic cow.When pupils see and hear the video clip, they can stand up, sway to the music and join in with the ‘muu’.Other verses can be made up and sung without the video clip as in example.Tillie la tortua cuddly toy introduces itself with ‘Me llamo…’ and asks pupils their names. ¿Cómo te llamas?Introduce new vocabulary using the cuddly toy and actions, e.g. Tillie se levanta, Tillie come…Pupils repeat.Ask ‘¿Qué hace Tillie? whilst making Tillie, e.g. walk. Pupils respond (Tillie) camina (lento)Place 3 or 4 picture flashcards of vocabulary on board. Two pupils stand at back of class with backs turned. Another pupil removes one and when the two pupils face the board again, the first to say the missing item of vocabulary gains a point.Introduce the family members with picture flashcards/puppets of an animal family. One of the members – the son or the daughter – introduces her/himself and the rest of the family.Introduce the key nouns in the story with picture flashcards and pupil repetition.Place 5 flashcards on the board and number 1-5. Say a number and pupils say the word and vice versa.Do the same with the others, but this time number 6-10.Read/click on sound files from slide 3 of the abridged story of ‘Goldilocks’ from the power point – using actions, tones of voice and pupils’ knowledge of story in English to ensure pupils comprehension. | Gold coin team game – power point nos. 1-10. Team with 3 gold coins wins. Pupils have to say a number and answer a question – say their name/how they are – or name a word in English/Spanish – before number and blue box are clicked.Plastic animals and picture flashcardsFly swatsLa vaca Lola song<http://tinyurl.com/oxu4kha>Cuddly toyPower pointPicture flashcards of vocabulary – see power pointPicture flashcards of an animal family/puppetsPower pointPicture flashcards |

Reception – Summer Term (approximate pronunciation of vocabulary)\*

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| --- | --- |
| vaca | bah-cah |
| oveja | oh-beh-hah |
| cerdo | thare-dough |
| pato | pah-toh |
| caballo | cab-eye-yoh |
| hace | ah-thay (‘th’ like in ‘thin’ in English) |
| cola | coh-lah |
| tortuga | tor-too-gah |
| se llama | seh/yam-ah |
| se levanta | seh/leb-an-tah |
| se sienta | seh/see-en-tah |
| camina | cam-een-ah |
| come | com-eh |
| rápido | RAP-e-dough |
| lento | len-toh |
| verduras | bear-dur-ass |
| ahora | ah-or-ah |
| mi | me |
| mamá | mam-AH |
| papá | pap-AH |
| abuela | ab-well-ah |
| abuelo | ab-well-oh |
| hermano | air-man-oh |
| hermana | air-man-ah |
| Ricitos de oro | ree-thee-toss/deh/or-roh (‘th’ like in ‘thin’ in English) |
| bosque | boss-keh |
| casa | cass-ah |
| sopa | soap-ah |
| silla | see-yah |
| cama | cam-ah |
| osos | aw-sauce |
| bebé oso | beb-EH/aw-sow |

\*N.B. ‘b’ and ‘v’ sound the same in standard Spanish