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| Yr 1 – Spring Term |
| Learning Outcomes | Vocabulary | Activities | Resources |
| To revise previous term’s workTo revise parts of the bodyTo learn how to say their age To learn the names of some large items in the classroomTo learn the days of the weekTo learn the names of some small classroom items.To listen to a story in Spanish | (la)cabeza (the) head(los)hombros (the) shoulders(las)piernas (the) legs(los)pies (the) feet(los)ojos (the) eyes(las)orejas (the) ears(la)boca (the) mouth(la)nariz (the) nose¿Cuántos años tienes?Tengo cinco/seis años.(How old are you?I am five/six years old)Puppet 1: ¿Cuántos años tienes?Puppet 2: Tengo cinco años. ¿Y tú?Puppet 1: Tengo seis años.la computadora (the computer)la pizarra (the board)la mesa (the table)la puerta (the door)la ventana (the window)la silla (the chair)el armarío (the cupboard)la luz (the light)lunesmartesmiércolesjuevesviernessábadodomingoun estuche (a pencil case)un bolígrafo (a biro)un sacapuntas (a pencil sharpener)un lápiz (a pencil)una regla (a ruler)una goma (a rubber)una pluma (a fountain pen)tijeras (scissors)¿Qué falta? (What’s missing?)la vaca (the cow)la oveja (the sheep)el cerdo (the pig)el pato (the duck)el caballo (the horse)Tengo frío (I am cold)la gallina (the chicken)el conejito (the little rabbit)el pollito (the chick)el ratoncito (the little mouse)la bufanda (the scarf)Translation of words in story:Es invierno. Carla tiene frío.(It’s winter. Carla is cold)Carla tiene una bufanda larga violeta.(Carla has a long, purple scarf)Tengo calor.(I’m hot)Llega un pollito.(A chick arrives)¿Puedes compartir conmigo un poquito de bufanda?(Can you share a little bit of your scarf with me?)Claro(Of course)Tenemos calor, los tres(We are hot, the three of us)La bufanda es demasiado corta(The scarf is too short)Imposible(impossible)Lo siento, ratoncito(Sorry, little mouse)Ahh… un poquito(Ah…a little bit)Gracias, mis amigos(Thank you, my friends)Tenemos calor(We are hot) | QuizPlay Simon says – Simón dice: tocad…Model a conversation between 2 puppets.Use facial expression to help convey meaning of new question and answer. Ask pupils if they can tell you what puppet 1 has asked puppet 2.Throw soft ball to pupils asking the new question and give a choice of answer to begin with.Pupils practise the new question and answer in pairs.The conversation can begin with the puppets greeting each other and end with them saying goodbye to each other and the 2 other known questions and answers – name, well being – depending on ability of pupils.Point to the items in the classroom and say the words. Pupils repeat. Ask pupils to point to the items when you say them: Señalad la luz, etc.This can then be a team game where the first pair of team members to point first gains the point.Classroom labels can be made in Spanish.Introduce the days with an action for each. Say a day and pupils do action. Do an action and pupils say day. Place word cards of the days on the board in random order. Say one in Spanish and ask a pupil to come to the board to touch the one he/she thinks it is. Introduce the items with real objects with choral repetition, girls/boys/rows of pupils saying in different tones of voice, etc.Say an item and pupils pretend they are holding and using an imaginary one.Play ¿Qué falta? team game. Put all the items in a bag. Without pupils seeing, take one out and hide. A team member comes to the front and holds the bag. He/she has to ask the question in Spanish. The first pupil ‘in the audience’ to guess which item is missing, by saying it in Spanish, gets a team point.Teach song about pencil case items by giving each pupil a picture flashcard of one of items – 8 cards x 4.Go through words to song orally in Spanish and English.When song is played – just first verse and chorus – pupils hold up their card at the correct time.Words to the song can be shown on the iwb for further support.Revise farm animals from summer term of Reception with picture flashcards and noises:¿Qué hace la vaca? (What does the cow do?)/¿Qué animal es? (What animal is it?) Introduce the new animals that will be in the story with silent actions, e.g. hopping for ‘conejito’. A pupil comes to the front and does an action and pupils say the animal in Spanish.Teach the word for scarf, with a real one, and explain to the pupils that the story takes place in winter. Show the power point, which has sound files, which you click on, and use mime/gesture to support comprehension, asking pupils after each slide to say what it is about.Pupils can act out parts of the story. | Gold coin team game – power point nos. 1-20. Team with 3 gold coins wins. Pupils have to say a number and answer a question – say their name in Spanish, say how they are – or name a word in English/Spanish – before number and blue box are clicked.Pronunciation of body parts here:<http://tinyurl.com/hkpwewf>(Click the Spanish words)PuppetsSong<http://tinyurl.com/h97uzuc>Word cards of daysDays in Spanish do not start with a capital letter like in EnglishPencil case items – real/picture flashcardsA bagEspañol Español pg 8 (1.15) ‘En mi estuche’ – just first verse and chorus.Picture flashcards – class set – small.Picture flashcardsPicture flashcards of animals and scarfPower point – Tengo frío‘Morado’ and ‘violeta’ can both be used for purple |

Yr 1 – Spring Term (approximate pronunciation of vocabulary)\*

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| tocad  | tock-ath |
| ¿Cuántos años tienes? | KWAN-toss/an-YOHS/tea-en-es |
| tengo | teng-go |
| la computadora | la/com-pute-ah-dor-ah |
| la pizarra | la/peeth-are-ah |
| la mesa | la/mess-ah |
| la puerta | la/pwear/tah |
| la ventana | la/ben-tan-ah |
| la silla | la/see-yah |
| el armarío | el/are-mar-EE-oh |
| la luz | la/looth |
| un estuche | oon/es-too-chay |
| un bolígrafo | oon/bol-EE-grafo |
| un sacapuntas | oon/sac-ah-pun-toss |
| un lápiz | oon/LA-peeth |
| una regla | oona/ray-glah |
| una goma | oona/gom-ah |
| una pluma | oona/ploo-mah |
| tijeras | tea-hair-ass |
| ¿Qué falta? | KEH/fal-tah |
| vaca | bah-cah |
| oveja | oh-beh-kah |
| cerdo | thare-dough |
| pato | pah-toh |
| caballo | cab-eye-yoh |
| la gallina | la/gah-yee-nah |
| el conejito | el/con-eh-he-toe |
| el ratoncito | el/rah-ton-thee-toe (like ‘th’ in ‘thin’) |
| la bufanda | la/boo-fan-dah |
| el invierno | el/in-bee-air-noh |
| Tengo frío | teng-go/FREE-oh |

\* Pronunciation of body parts are through internet link above.