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| Reception – Spring Term | | | |
| Learning Outcomes | Vocabulary | Activities | Resources |
| To revise previous term’s work  To say how one is feeling and to ask someone how they are feeling  To learn body parts and accompanying song ‘Head, Shoulders…’ song in Spanish  To learn to say some names of fruits  To listen and respond to action instructions  To do a simple role-play using ‘please’ and ‘thank you’ | ¿Cómo estás?  Bien, gracias  Puppet 1: Hola.  Puppet 2: Hola  Puppet 1: ¿Cómo estás?  Puppet 2: Bien, gracias, ¿y tú?  Puppet 1: Bien, gracias  Puppet 1: Adiós  Puppet 2: Adiós  Tocad (touch)  (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  Cabeza, hombros, piernas, pies  Piernas, pies x2  Ojos, orejas, boca y nariz  Cabeza, hombros, piernas  y pies  Piernas, pies  Una fresa (a strawberry)  Un limón (a lemon)  Una manzana (an apple)  Una naranja (an orange)  Una pera (a pear)  Un plátano (a banana)  ¿Qué es en la bolsa mágica?  Sí/no  Caminad (walk)  Corred (run)  Saltad (jump)  Nadad (swim)  Aplaudid (applaud)  Bailad (dance)  Por favor (please)  Gracias (thank you)  Una pera, por favor (A pear, please)  Gracias | Quiz  Model a conversation with 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.  Pupils do role play in pairs  Use actions to teach new words.  Ask pupils to touch the body parts, e.g to whole class ‘Tocad los pies’.  Teach song ‘Head, shoulders…’ song with actions  Introduce the fruits with plastic fruits/picture flashcards with choral/group/individual repetition.  Play the ‘What is in the magic bag?’ game, where you put one of the plastic fruits/picture flashcards in a bag and pupils have to guess which one it is, e.g. ‘¿una manzana?’ Teacher says ‘sí’ or ‘no’.  Teach action instructions – addressed to whole class – and an action to go with each. Tell pupils that each action will go with a fruit, e.g. ‘Caminad’ will go with una fresa, etc. Teacher says a fruit in Spanish and pupils do the action linked with it. Teacher does an action and pupils say the fruit that goes with the action.  Revise ‘gracias’ and teach ‘por favor’ for simple fruit role play. Pupils practise in pairs with props. Pupil 1 asks for a fruit and pupil 2 hands it over. Pupil 1 says ‘thank you’. Pupils then swap roles.  Additional known words/ questions and answers can be incorporated into the role play, e.g. ‘Hello’, , ‘How are you?’, etc., depending on ability of pupils. | 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 in Spanish – or name a word in English/Spanish – before number and blue box are clicked.  Puppets  Take 10 en español (or sing without)  Plastic fruit/fruit picture flashcards  <http://tinyurl.com/2dzpqov>  (pronunciation at link)  Click on words  ‘Magic’ bag  Plastic fruit |

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

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| ¿cómo estás? | CAW-moh/es-TAS |
| bien, gracias | bee-en/grath-e-ass |
| tocad | tok-ath |
| cabeza | cab-eh-thah (‘th’ like in ‘thin’ in English) |
| hombros | om-bross |
| piernas | pea-air-nass |
| pies | pea-es |
| ojos | aw-hoss |
| orejas | or-eh-hass |
| boca | bok-ah |
| nariz | nar-ith |
| ¿Qué…? | keh |
| bolsa mágica | ball-sah/MA-he-cah |
| caminad | cam-een-ath |
| corred | cor-eth |
| saltad | sal-tath |
| nadad | nah-dath |
| aplaudid | ah-plough-deeth |
| bailad | buy-lath |
| por favor | pour/fahv-or |

\* Pronunciation of fruits in internet link above.