

Language

Core language

<i>¡Buenos días!</i> or <i>¡Buenas tardes!</i>	Good morning! or Good afternoon/evening!
<i>¡Hola!</i>	Hello! Hi!
<i>¿Qué tal?</i>	How are you?
<i>Bien/Mal. ¿Y tú?</i>	I'm fine / not well. And you?
<i>¡Adiós!</i>	Goodbye!
<i>señor/señora</i>	Sir/Madam, Mr/Mrs
<i>Sí / No</i>	yes/no
<i>(Yo) me llamo ...</i>	My name is ...
<i>¿Cómo te llamas?</i>	What's your name?
<i>Éste/Ésta es ...</i>	Here is (m/f) ...
<i>uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez</i>	1–10
<i>¿Cuántos años tienes?</i>	How old are you?
<i>Tengo siete/ocho años</i>	I'm seven/eight years old

Additional language for this unit

<i>mi madre</i>	my mother
<i>mi padre</i>	my father
<i>mi hermana</i>	my sister
<i>mi hermano</i>	my brother

Additional language for teachers

<i>¡muy bien, estupendo, fenomenal!</i>	super, great, very good!
<i>Escuchad/Escucha</i>	Listen (plural/singular)
<i>Venid/Ven aquí</i>	Come here (plural/singular)
<i>Enseñadme/Enséñame</i>	Show me (plural/singular)
<i>Repetid/Repite</i>	Repeat (plural/singular)
<i>Repetid/Repite si es verdad</i>	Repeat (plural/singular) if it's true
<i>Tocad/Toca el dibujo</i>	Touch (plural/singular) the picture
<i>Volved/Vuelve a empezar</i>	Start (plural/singular) again
<i>el Tres en raya</i>	Noughts and Crosses
<i>la familia</i>	the family
<i>Ésta es la familia Simpson</i>	Here is the Simpson family
<i>Ésta es mi madre, etc</i>	Here is my mother, etc

Unit 1 Yo (All about me)

About the unit

In this unit children learn to greet others, say how they are and introduce themselves. They begin to respond to and ask questions about name and age. They discuss linguistic diversity within their class. They understand that Spanish is spoken in Spain and elsewhere.

Where the unit fits in

This is a suitable unit for introducing the teaching of Spanish. It encourages children to listen attentively to new sounds and to start to make sound and spelling links. It reinforces opportunities for children to work cooperatively.

Prior learning

It is helpful if children already know:

- how to speak audibly and clearly
- how to work with a talk partner.

New language

- Simple greetings
- Making simple statements (about name and age)
- Asking simple questions (about name and age)
- Numbers 1–10
- *llamarse*: *yo* and *tú* forms (*yo me llamo*, (*tú*) *te llamas*)

- Possessive adjective: *mi*
- Phonic focus: *j*, *ll*, silent *h*, *ñ*, *e*

Resources

- Maps, globes and atlases
- Flags to show on a class display where Spanish is spoken
- Song to practise greetings
- Small mirrors
- Song *José se llamaba el padre*. You can find this song by using an internet search engine
- Outlines of body shape for language portraits
- DVD clip of children introducing themselves in Spanish
- Images of a famous family, eg The Simpsons
- Picture and text cards for family members
- Digit cards, dice or number fans for numbers 1–10
- Resources for Bingo
- Song to practise numbers
- Picture of birthday cake, balloon or card for a seven- or eight-year-old

Links with other subjects

Primary framework for literacy: speak with clarity; listen to others in class, ask relevant questions and follow instructions; listen to a talk by an adult, remember some specific points; read high- and medium-frequency words independently and automatically (year 2)

Primary framework for mathematics: represent data as a pictogram (year 2)

Geography: use of atlases; globes and maps at a range of scales; locate places

ICT: share and exchange information in a variety of forms

PSHCE: develop good relationships and respect differences between people; think about the lives of people living in other places, and people with different values and customs; appreciate that differences and similarities between people arise from a number of factors; listen to other people; play and work cooperatively

Expectations

At the end of this unit

most children will:

understand about linguistic diversity in their class and that Spanish is spoken in Spain as well as elsewhere; greet others with confidence and understand the differences in social conventions when people greet each other; reply to the questions *¿Cómo te llamas?* and *¿Cuántos años tienes?*; present members of their family; understand and use numbers 1–10; begin to recognise and pronounce the sounds of Spanish

some children will not have made so much progress and will:

respond to simple questions with support from a spoken model or visual clue; recognise numbers 1–10; discriminate sounds and identify meaning when items are repeated several times

some children will have progressed further and will:

say and write short phrases from memory; have clear pronunciation; initiate conversations when working with partners; take part in speaking tasks of two or three exchanges; show understanding of a short written text containing familiar language

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 1. Languages we speak

- to listen attentively and understand everyday classroom language (O3.4)
- about the different languages spoken by children in the class (IU3.1)
- to locate the country/countries where the language is spoken (IU3.2)
- to recognise that many languages are spoken in the UK and across the world (KAL)
- to practise new language with a friend in and outside the classroom (LLS)

- Tell the class about languages that you speak or have contact with.
- Invite children to have a similar discussion with their talk partner and report back to the class.
- Ask children where in the world English is spoken and show them where some of these places are.
- Explain that they will be learning Spanish and ask if they know where this is spoken. Show them where some of these countries are.
- Introduce *¡Buenos días!* (Good morning!) and *¡Hola!* (Hello! or Hi!) as you shake children's hands around the room. Consolidate with a song or DVD clip. Encourage children to go around the room greeting others.
- Tell the children that *Hola* starts with a silent letter and ask them if they can work out which one. Show the written form and explain that *h* is always silent in Spanish. Think how some English names or words would be pronounced, eg 'hospital'. Does the same rule apply?
- Introduce the question *¿Qué tal?* (How are you?) and hold up your thumb or draw a smiley face on the board to illustrate the reply *Bien*. *¿Y tú?* (Fine. And you?) Practise saying this around the class. Encourage children to go around the room, greeting each other and asking how they are.
- At the end of the session, wave goodbye and say *¡Adiós!*

- understand that English is spoken in countries other than the UK
- understand that Spanish is a language spoken in Spain and elsewhere
- respond to and say *¡Buenos días!*, *¡Hola!* and *¡Adiós!*

- Some children will need to be encouraged to look carefully at the face/mouth of the person modelling the new language when new words are introduced. Using a DVD or video clip from a digital content provider provides a role model within an authentic context.
- Links with work in English: The first activity links with year 2 work on listening – listening to a talk by an adult, remembering some specific points and identifying what they have learnt. The second activity links to year 1 work on group discussion and interaction, taking turns to speak and listening to others' contributions.
- Follow-up: Create a class display showing flags and locations of countries where Spanish is spoken.
- Follow-up: Children use ICT to produce greetings in languages identified by the class for a display.
- Use lots of praise, eg *¡estupendo!* (great!) and *¡fenomenal!* (very good!).
- Follow-up: Give children opportunities to listen to songs or rhymes to practise the greetings.
- Follow-up: Take advantage of other opportunities during the week to greet children in Spanish.
- Follow-up: Encourage children to answer the register in a language other than English.
- Follow-up: As a warm-up activity for circle time, encourage children to go around the circle greeting each other in Spanish.

Section 2. Language portrait

- about the different languages spoken by children in the class (IU3.1)
- to identify social conventions at home and in other cultures (IU3.3)
- to recognise that many languages are spoken in the UK and across the world (KAL)
- to practise new language with a friend in and outside the classroom (LLS)

- Revise *¡Buenos días!* and *¡Hola!* Children who know a greeting in another language can greet the class.
- Revise *¿Qué tal? Bien. ¿Y tú?* Introduce an alternative answer – *Mal* (Not well) – by showing your thumbs down or drawing a sad face on the board. Invite children to move around the class, shaking hands, giving a greeting and asking each other how they are.
- Explain that in other languages we use different sounds. Ask children to practise the *j* sound. Encourage them to look at the shape of your mouth and to look at their own in a mirror.
- Listen to the song *José se llamaba el padre* ('The father was called José'). (See 'Points to note' for the words.) When children hear a word with the *j* sound they raise a hand.
- Show the written name *José* on the board and pronounce it clearly. Can the children work out the first letter of *Josefa* and *Juan* when you say them?
- Teach *señor/señora*. Show a DVD clip of adults and children greeting each other in Spanish.
- Recap on the languages that you speak in order to introduce the idea of a language portrait. Use a blank outline of a body shape and model how you can colour it in to show the importance of these languages to you, eg 'I do my thinking in English, so I am colouring the head in blue. I know a little bit of French, so I'll colour the fingertips red. I speak Arabic with my grandmother, so I'll colour the heart yellow.' Label your portrait with the languages.
- Children complete their own language portraits or make labels for the languages spoken by class members and add these to a world map.
- Focus on the sound *ñ* and create an action to imitate the sound (eg moving your hand in a wavy line). Show the children a written word containing this sound (such as *señor* and *señora*), drawing attention to the *ñ* (called a 'tilde').
- At the end of the session wave goodbye and say *Adiós*. Encourage children to reply with *Adiós señor/señora*.

- appreciate the diversity of languages spoken within the class
- understand that other languages may have sounds that are different from English
- understand the differences in social conventions when people greet each other
- say *¡Buenos días!* and *¡Hola!* with accurate pronunciation
- say and respond to *Adiós*

- Tell children that Spanish people usually kiss each other on the cheeks when they greet a friend or family member. Two men or people who know each other less well shake hands.
- Text for *José se llamaba el padre*:

*José se llamaba el padre
Josefa la mujer
Y un hijo que tenían
También se llamó José.*

*Martín se llamaba el padre
Martina la mujer
Y un hijo que tenían
También se llamó Martín.*

*Juan se llamaba el padre
Juanita la mujer
Y un hijo que tenían
También se llamó Juanín.*

(The father was called José
The mother was called Josefa
And their son
Was also called José, etc.)

- To hear the tune of this song, type the title into a Spanish internet search engine. Spanish-language websites are a good source of words and tunes of traditional songs and rhymes.
- Many schools use digital content providers to access materials. Some, such as the BBC, are free, while others are on subscription. Free digital content providers can be accessed at home or in a public library.
- Children could also use a paint package to colour an image of a body whose elements are separated in outline.
- Follow-up: Complete language portraits for other family members and share these with the class. Make a display and invite visitors to the class to add theirs.
- Follow-up: Produce a bar chart to show languages children speak or come into contact with. Children could use an appropriate graphics software package for this.
- Follow-up: Answer the register with *Buenos días señor/señora*.
- Follow-up: Create a class word bank using a display book with a different-coloured sheet for each sound. Include *j*, *ñ* and *h* and ask children to suggest words to go on each page, eg *José* [JP1].

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 3. Names

- to recognise and respond to sound patterns and words (O3.2)
 - to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
 - to identify social conventions at home and in other cultures (IU3.3)
 - to recognise that some words occur in both English and the language being learnt, although they may sound different (KAL)
- Show a DVD clip of children greeting each other and introducing themselves. Some of these names will need to be similar to ones familiar to the children. Can they remember any of the names that they heard? Were any of the names similar/different to ones they know? Did they hear any names with the *j* sound?
 - Write a few of the Spanish names on the board as you pronounce them. Invite children to the board. Say one of the names and ask them to point to the one that you have said.
 - Share either your own name or the name of a member of your family. Explain why this was chosen.
 - Discuss name 'fashions', eg what names are popular today and why?
 - Replay the DVD clip to revise (Yo) *me llamo* (I am called). Ask the question *¿Cómo te llamas?* (What's your name?) around the room, so that children can respond individually.
 - Finish the session by waving and saying *Adiós* (Goodbye). Children respond.

- understand and respond to *¿Cómo te llamas?*
- have an understanding that some Spanish names may look the same as in English but sound different

- Grammar point: In Spanish, the personal pronoun (*yo, tú, etc*) is used only for emphasis. It is not normally used in everyday speech. It is important that children learn to notice that it is the verb ending that indicates the subject of the verb. (Where included here, the personal pronoun is shown for your reference.)
- Some children may respond to *¿Cómo te llamas?* by simply saying their name.
- Follow-up: Children can research the meaning of their own names.
- Follow-up: Combine text with graphics using clip art. Children find a suitable picture to illustrate *Me llamo* (I am called). Alternatively they can take digital photos of each other to illustrate the text.
- Follow-up: Investigate popular first names in Spanish-speaking countries.

Section 4. Families

- to recognise and respond to sound patterns and words (O3.2)
 - to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
 - to recognise some familiar words in written form (L3.1)
 - to recognise question forms (KAL)
 - to imitate pronunciation (KAL)
 - to play games to help remember (LLS)
- Model *¿Cómo te llamas?* and ask the children to repeat. Reinforce pronunciation by getting children to respond in different voice tones and speeds.
 - Reinforce the sound-spelling link. Show the written form of (Yo) *me llamo* and ask the children which letters are making the initial sound in *llamo*. Can they work out the start of the word *llamas?* Practise pronunciation of *ll* and create a new page in the class word bank.
 - Play a guessing game: One child sits with their back to the class and asks *¿Cómo te llamas?* Silently point to another child, who then disguises their voice and says *Me llamo* + the wrong name. The first child says *¿Es ...? (Is it ...?)* The class chorus a response with *Sí/No, me llamo ... (Yes/No, I am called ...)*
 - Using pictures of a famous family such as The Simpsons, point to one family member and say *Buenos días, me llamo ...* (Good morning, I am called ...) Encourage the class to add the character's name by hesitating or by the tone of your voice. Repeat with the remaining pictures.
 - Take on the role of one of the characters and list your family members, eg *Me llamo Lisa Simpson. Ésta es mi madre, éste es mi padre, ésta es mi hermana, éste es mi hermano.* (I am called Lisa Simpson. Here is my mother, here is my father, here is my sister, here is my brother.)
 - Show the written form of the four family words as you say them. See if children can identify the silent *h* in *hermano* and *hermana*. Ask the children which letter is producing the final sound in *madre* and *padre*. Can they use this information to help them spell the word *me?* Create a page for *e* in the word bank.
 - Play *Tocad el dibujo* (Touch the Picture). Place flashcards for the family members on the board. Divide the class into two teams. One child from each team comes to the board. Hold up a text card for one of the family members, eg *mi hermana* (my sister), and read it aloud. The first child to touch the correct picture wins a point for their team. Choose two new children for the next round.
 - Extension: Play Kim's Game (see 'Points to note') where children have cards for all the family members.
 - Finish the session by waving and saying *Adiós*. Children respond.

- understand the meaning of *mi madre, mi padre, mi hermana, mi hermano*
- begin to use the structure *Ésta es mi hermana, etc*

- Link with work in English: The third activity links to year 1 work on group discussion and interaction – asking and answering questions.
- If your Spanish lesson takes place in the afternoon, use *¡Hola!* (Hello!) or teach children *Buenas tardes* (Good afternoon). This also means 'Good evening'.
- Grammar point: 'Here is' followed by a masculine person or noun is *Éste es*. For a feminine person or noun it is *Ésta es*.
- Kim's Game is a useful activity for helping children to learn new vocabulary. Here, they put their picture cards of family members face up on their table. They study them for a few seconds and then, at your signal, turn them over (but keeping them in the same order). Invite them to select from memory the card that you ask for and hold it to their chest until you say *Enseñadme* (Show me). If they have guessed correctly, they put the card to one side. If they have not, they return the card face down, to the same place. The first child to have guessed them all correctly is the winner. You can invite the winner to come to the front and be the caller for the next round of the game. Kim's Game may also be done on an interactive whiteboard. Insert images of family members and cover each with a mask. Children guess who is behind each mask. Alternatively, use a blind or spotlight tool to focus on one element of a picture.
- Follow-up: Try another guessing game. Invite two children to leave the room. The class chooses an unusual name and one child volunteers to take this new name. The other two children return to the classroom. They have to find out who has the new name by asking *¿Cómo te llamas?* to individual children, who reply with *Me llamo* + their name. This continues until the new name has been discovered.
- Follow-up: Play guessing games during the week to recall the words for family members.
- Phonic practice: Play the phoneme-grapheme running game to practise sounds *j, ll, ñ* and *e*. This would be ideal as a PE warm-up. Place a card with a different letter string in each corner of the hall. The children jog around the hall. When a sound is called, they must move quickly to the corresponding card.

Section 5. Numbers up to 10

- to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
 - to recognise some familiar words in written form (L3.1)
 - to read aloud familiar words (L3.2)
 - to recognise question forms (KAL)
 - to imitate pronunciation (KAL)
 - to play games to help remember (LLS)
- Ask children to present their family members (real or imagined) to the class using photos or drawings.
 - Use large digit cards, dice, number fans or the interactive whiteboard to introduce numbers 1–10. Play *Enseñadme* (Show Me), *Tres en raya* (Noughts and Crosses) (see 'Points to note') and *Repetid si es verdad* (Repeat if it's True). For *Repetid si es verdad*, hold up a digit card and give a number. If the number corresponds to the digit card, the children repeat it. If not, they remain silent. Introduce a number song for extra practice.
 - In pairs, children practise numbers to six by taking turns throwing a die and saying the number.
 - Dictate individual numbers to 10 and ask children to write them on mini-whiteboards.
 - Play Bingo to reinforce numbers to 10.
 - Extension: Try some quick-fire calculations using number and subtraction facts to 10.
 - Finish the session by waving and saying *Adiós*. Children respond.

- present members of their family
- begin to know numbers 1–10

- When playing Noughts and Crosses (*Tres en raya*), move the elements in your nine-cell grid around after a game so that children do not get used to the numbers being in the same place.
- Follow-up: Throughout the week, play games to practise the numbers.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 6. How old are you?

- to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
 - to recognise some familiar words in written form (L3.1)
 - to read aloud familiar words (L3.2)
 - to recognise question forms (KAL)
 - to imitate pronunciation (KAL)
 - to play games to help remember (LLS)
- Invite a child to the front and ask them to hold a picture of a birthday balloon, card or cake for a seven- or eight-year-old. Introduce the question *¿Cuántos años tienes?* (How old are you?) Ask the class to suggest the meaning of the question. Ask the question again to elicit the reply *siete u ocho* (seven or eight). Model the sentence *Tengo siete años* (I am seven). Ask the question to the class and they chorus the reply. Ask individual children. Repeat with *Tengo ocho años*.
 - Some children may respond to the question *¿Cuántos años tienes?* by giving the number only or holding up a digit card.
 - Practise pronouncing the question with specific focus on the sound ñ. The children should do the accompanying action. *Años* can be added to the class word bank.
 - In groups of six, children pass the question on to the next child, who responds and then passes it on again.
 - Extension: Children practise a question-and-answer dialogue in pairs.
 - Play *¡Volved a empezar!* (Start again!) Display greetings and questions with a choice of answers on the board, eg *¿Cómo te llamas?* Read through them with the class. One child leaves the room. The class select a greeting and one answer for each of the questions. The child comes back into the room. The class chorus the greeting and the child responds. The class chorus the first question and the child chooses one answer as a response. If their answer matches the class's choice, they proceed to the next question. If their choice does not match, they have to start again with the greeting.
 - Give pairs of children cut-up strips of paper with written language from this unit. Ask children to order the strips correctly to make a simple conversation between two children. Invite some pairs to read their conversations aloud. Some children may need extra support to do this activity.
 - Finish the session by waving and saying *Adiós*. Children respond.

- understand and reply to the question *¿Cuántos años tienes?*
- put a simple written conversation into the correct order

- Use the interactive whiteboard to model a conversation by typing out the sentences in separate text boxes. Ask a child to use a pen or finger to move the elements of the conversation into the right order.
- Link with work in English: Children will have investigated asking and answering questions and making relevant contributions in their work on group discussion and interaction in year 1.
- Follow-up: Practise asking and answering the question *¿Cuántos años tienes?*
- Follow-up: Practise putting written conversations in order and read aloud with a partner.

End-of-unit activities

- to apply the knowledge, skills and understanding in this unit
- Children copy, adapt a model or write a short text about themselves or a famous person. They include their name and age and introduce their family members. They share and exchange this information in a chosen form, eg through email, a poster, musical composition or electronic presentation.
- If the school has a Spanish-speaking partner school, the information can be shared through email or posted.
- use Spanish for real purposes to introduce themselves in oral and written form
- Link with literacy work: This activity links to work on selecting different presentational features to suit particular writing purposes on paper and on screen when creating and shaping texts.
- Children can use handheld video cameras to record each other making short presentations. These may be incorporated into a presentation or edited to make a short film. Using a learning platform, these may be saved and possibly shared with a partner school.
- The website Global Gateway provides opportunities for finding partner schools abroad: www.globalgateway.org.