

Language

Core language

once, doce, trece, catorce, 11–20
 quince, dieciséis, diecisiete,
 dieciocho, diecinueve, veinte

¿Cuántos? How many?

(Yo) prefiero ... I prefer ...

Additional language for this unit

For the song *Tengo, tengo, tengo* see Section 1

un ganso a goose

el fútbol football
saltar a la comba skipping
jugar a la goma elastic skipping
jugar al corre que te pillo Tag
el escondite Hide and Seek
el escubidú Scoubidou
a jugar al tejo / a la rayuela to play Hopscotch

Additional language for teachers

la canción the song
Haced/Haz un gesto para ... Do (plural/singular) an action for ...

Vamos a jugar al tejo / a la rayuela We're going to play Hopscotch
Saltad/Salta Jump (plural/singular)
Decid/Di el número Say (plural/singular) the number

Dad/Da palmadas Clap (plural/singular) your hands together

If doing the game of Conkers in Section 4:

Necesitáis/Necesitas ... You need (plural/singular) ...
una castaña a conker
cuerda some string
un taladro a drill
Coged/Coge ... Take (plural/singular) ...
Haced/Haz un agujero en la castaña Drill (plural/singular) a hole in the conker
Enhebrad/Enhebra ... Thread (plural/singular) ...
Buscad/Busca una pareja (un niño/una niña) Find (plural/singular) a (boy/girl) partner
Golpead/Golpea Hit (plural/singular)
Golpead la castaña de vuestra pareja con vuestra castaña / golpea la castaña de tu pareja con tu castaña With your conker, hit your partner's conker (plural/singular)

Juan dice Simon Says
¿Qué prefieres ...? Who prefers ...?
¿Prefieres ...? Do you prefer ...?

ó or
¿Cuál es tu juego favorito? What is your favourite game?

Unit 2 Canciones y juegos (Songs and games)

About the unit

In this unit children listen and respond to a well-known Spanish song. The song used here is *Tengo, tengo, tengo* ('I have, I have, I have'), but you can substitute an alternative. Children learn or extend their knowledge of numbers to 20 and play familiar playground games. They follow simple instructions for making a game of Conkers, although you can choose a different activity in which children listen to instructions and respond to them. Children learn how to talk about their favourite games.

Where the unit fits in

If they have already done Unit 1, children consolidate and extend their number work, and combine numbers with nouns to make simple plurals. They recognise and respond to sound patterns and words. They play games to help them remember new language. They begin to experiment with the writing of familiar words. Children have opportunities to work cooperatively in pairs and small groups.

Prior learning

It is helpful if children already know:

- the numbers 1–10 (covered in Unit 1)
- playground clapping games
- how to play Simon Says (*Juan dice*).

New language

- Numbers 11–20
- Simple instructions
- Expressing preference
- Singular and plural nouns
- Phonic focus: *r*, *c* (*e/i*), *z*, *v* and *u*
- revision of *ll* and *ñ*

Resources

- Song and words for *Tengo, tengo, tengo* (see 'Points to note')
- Flashcards or props to represent characters in the song
- Digit cards 1–9
- Conkers, modelling clay, string and a tool to make a hole in the clay
- Picture cards for instructions on making a Conkers game (for children needing extra support)
- Flashcards for popular playground games
- Mini-whiteboards

Links with other subjects

Primary framework for literacy: extend their vocabulary, exploring the meanings and sounds of new words (foundation stage); read high- and medium-frequency words independently and automatically; listen to others in class, ask relevant questions and follow instructions (year 2)

Primary framework for mathematics: use bar charts to represent results

Music: identify and respond to sound patterns in language; listen with attention to detail and internalise and recall sounds with increasing aural memory

PSHCE: think about the lives of people living in other places and people with different customs

Expectations

At the end of this unit

most children will:

know a well-known children's song in Spanish; understand numbers 1–20 and use some of these out of sequence; begin to understand about simple plurals and pronounce these correctly; respond to spoken instructions to make a game; begin to develop skills in communicating in Spanish in pairs and groups; recognise some familiar words in written form; experiment with writing simple words; pronounce some sounds of Spanish

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

join in with a song or game by making a physical response or showing a flashcard; respond to questions or instructions with support from visual clues; recognise numbers 1–20; identify common nouns when these are repeated several times

some children will have progressed further and will:

sing a song from memory, with clear pronunciation; sequence number words to 20 and write some of them from memory; sequence written instructions; take the lead in using previously learnt language to devise a new game

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 1. A Spanish song

- to listen and respond to simple rhymes, stories and songs (O3.1)
- to recognise and respond to sound patterns and words (O3.2)
- to make direct or indirect contact with the country where the language is spoken (IU3.4)
- to use gesture or mime to show they understand (LLS)

- Play or sing *Tengo, tengo tengo* ('I have, I have, I have') and point to a flashcard or prop as each noun is sung (see next activity for words). Can children understand any of the words? Invite them to listen again and put their hands up every time they understand a word.
- Show a flashcard or prop as you say each new noun, eg *una oveja* (a sheep), *una cabaña* (a hut), *la leche* (the milk), *la lana* (the wool), *la mantequilla* (the butter), *la semana* (the week).
- Repeat, with children saying the words after you.
- Reinforce by playing games such as Kim's Game (see Unit 1, Section 4).
- Focus on the sound *ñ* (*cabaña*). Compare this with *señor/señora* and *años* and then add *cabaña* to the class word bank. Also focus on the *ll* sound in *mantequilla* and *j* in *oveja*. Compare these to previously learnt words containing those phonemes and add the new words to the word bank.
- Sing the song with children holding hands and going around in a circle as they sing. One half of the class can sing the first four lines and the other half can sing the last four.
- Extension: Draw pictures of the new vocabulary with labels for a class display.

- listen with care
- identify specific words
- identify sounds that are the same as or different from English
- know a well-known Spanish song

- There are different versions of this song in Spanish. You can find these by entering the title into a Spanish internet search engine. You can also download pictures to illustrate the song and incorporate them into an interactive whiteboard presentation. A foreign language assistant or native speaker could record the song into the presentation.
- One version of the song is:

Tengo, tengo, tengo
Tú no tienes nada
Tengo tres ovejas
En una cabaña
Una me da leche
Otra me da lana
Y otra mantequilla
Para la semana.

(I have, I have, I have
 You haven't got anything
 I have got three sheep
 In a hut
 One gives me milk
 Another gives me wool
 The other one, butter
 For the week.)

- Follow-up: Throughout the week, children can listen to the song and join in. They can act out the song.
- Accept physical responses from children who are not ready to respond verbally.

Section 2. Numbers 1–10

- to listen and respond to simple rhymes (O3.1)
- to recognise and respond to sound patterns and words (O3.2)
- to recognise and apply simple agreements, eg gender, singular, plural (KAL)
- to play games to help to remember (LLS)

- Introduce (or revise) pronunciation and aural recognition of numbers 1–10 through games, songs and activities such as asking children to make their whole body into the shape of a given number (see Unit 1 for more ideas).
- Recap the new words (eg *la mantequilla*, *una oveja*) from the previous session. Show the written form of *oveja* and ask the children what surprises them about it. Explain that *v* in Spanish is pronounced the same way as a *b* and create a page for this in the word bank.
- Teach *¿Cuántos?* (How many?) and combine numbers with nouns in the song, eg *tres ovejas*, *dos cabañas*. Highlight the pronunciation of plural words and compare with English.
- Play hopscotch with digit cards. Children say the numbers on which they land in Spanish.
- In small groups, children arrange digit cards (1–9) in a 3x3 grid on the floor. The first child jumps to a number and calls it out (then moves away). The second child jumps onto the first number and calls it out, then jumps to another number and calls it out (then moves away). The game continues with other children in the group following the sequence and adding their own number. If you don't have much space, children could play at their tables and point to the numbers.
- Show numbers to 10 in written form. Focus on the *v* in *nueve* and compare with *oveja*. Focus on the *c* in *cinco* and the *z* in *diez*. Explain that *z* in Spanish is always pronounced like *th* in 'think' and that *c* sometimes makes the same sound. The children can play detective over the next few lessons and work out when a *c* is pronounced *th* and when *k*. Create a page for *z* in the word bank.
- Extension: Children read and sequence number words to 10. They practise writing these from memory.

- pronounce numbers 1–10 accurately
- begin to recognise that, when simple plurals are made, the pronunciation of the noun remains the same
- use their knowledge of numbers 1–10 to play a game

- The *s* is pronounced at the end of plural nouns in Spanish.
- Follow-up: Play games throughout the week to reinforce knowledge of numbers 1–10.
- Follow-up: Ask children to suggest playground games that involve using numbers and encourage them to play these in Spanish.
- Follow-up: Ask quick-fire questions to send children out to play or lunch, for example hold up some pencils and ask *¿Cuántos lapices?* (How many pencils?)

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 3. Clapping games

- to listen and respond to simple rhymes, stories and songs (O3.1)
 - to recognise and respond to sound patterns and words (O3.2)
 - to perform simple communicative tasks using simple words, phrases and short sentences (O3.3)
 - to imitate pronunciation (KAL)
 - to repeat words rhythmically (LLS)
- Revise numbers 1–10 using games, songs and activities from previous sessions.
 - Ask children to talk about counting-out rhymes that they know and use in the playground. Invite a group of children to the front of the class and say the following rhyme (about counting geese) as you count around the group: *un ganso, dos gansos, tres gansos, cuatro gansos, cinco gansos, seis gansos, siete gansos*. The rhyme stops with the seventh ‘goose’ and that child is ‘out’. Highlight the significance of *siete gansos* by pointing to the child and saying *¡Eres tú!* (It’s you!)
 - Practise the sound *r* and ask the children if they know a number containing that sound (*tres, cuatro*).
 - Practise the rhyme as a class and in groups of seven.
 - Ask children to demonstrate clapping games they have played in the playground.
 - Show a simple clapping game with numbers to 10 in Spanish and teach it to the class. In pairs, children create their own clapping games and perform them to the class.
 - Extension: Children create their own counting-out games.

- pronounce numbers 1–10 accurately
- use newly learnt vocabulary to create a playground game
- perform their game with confidence

- When children play their own clapping games, ensure that they say the numbers out loud in Spanish.
- Follow-up: Children teach their clapping game to the class.
- Follow-up: If the school has a Spanish-speaking partner school, exchange counting-out rhymes.
- Follow-up: Play a circle game where a volunteer chooses an action and a number (in Spanish). The rest of the class repeat the action the corresponding number of times.

Section 4. Making a game of Conkers

- to listen attentively and understand instructions, everyday classroom language and praise words (O3.4)
 - to hear main word classes (KAL)
 - to use a physical response (LLS)
 - to use the context of what they see to determine some of the meaning (LLS)
- Invite children to listen as you demonstrate and give simple instructions for making a game of Conkers, using real conkers or modelling clay (see ‘Additional language for teachers’).
 - Call out some of the instructions, eg *Coged* (Take) and *Enhebrad* (Thread), and children do a mime. Then invite individual children to give an instruction for you and the rest of the class to mime.
 - Focus on the *ñ* sound in *castaña, cabaña*. Remind the children of the action for this sound (see Unit 1, Section 2) and add *castaña* to the *ñ* page of the word bank.
 - Play *Juan dice* (Simon Says) to practise instructions.
 - Using real conkers or modelling clay, children follow your instructions and make a conker on a string.
 - Provide extra support for children working with another adult, such as a teaching assistant, by making some picture cards with the instructions for making the Conkers game.
 - Extension: Children put a set of written instructions for making the game into the correct sequence.

- use physical response, mime and gesture to show they understand a series of instructions
- use clues such as mime to help them with meaning

- Instead of the game of Conkers, a different activity could be chosen where children listen and respond to instructions. The learning objectives and outcomes would remain the same.
- An interactive whiteboard presentation can show the steps involved in making the game. If a native speaker is available, he or she can record the instructions so that the children can listen as well as see pictures (taken with a digital camera).
- Link in with literacy work: The first activity links with year 1 and year 2 work on listening to instructions and following instructions accurately. The extension activity links with year 3 work on creating texts using the structures of non-narrative text types (instructions).
- Follow-up: Throughout the week, play *Juan dice* to practise instructions.

Section 5. Numbers to 20

- to recognise and respond to sound patterns and words (O3.2)
 - to imitate pronunciation (KAL)
 - to play games to help remember (LLS)
 - to practise saying new words aloud (LLS)
- Revise numbers 1–10 (see Unit 1, Section 5) and introduce numbers 11–20.
 - Practise pronunciation and discuss with children how numbers 16–19 are formed.
 - Practise counting up and down from 11–20.
 - Play Number Ping Pong where you ‘bat’ a number to the class and they ‘bat’ the same number or the number above or below back to you.
 - Some children may prefer to show recall of numbers by holding up a digit card.
 - Count up from 11–20 using odd and then even numbers only. Dictate numbers for children to write in the air with different body parts.
 - Discuss with children which numbers they find difficult to remember and their ideas for strategies that might help them.
 - Sing the song *Un kilómetro a pie* (One kilometre on foot). Remind the children of the letters that make the sound *th* (as in ‘think’) in Spanish (*z* and sometimes *c*) and together create an action for this sound. The children should listen for this sound in the song and perform the action every time they hear it.
 - Extension: Play Bingo with numbers 10–20.

- begin to know numbers 11–20 in sequential order
- understand that there may be different ways of writing a particular sound in Spanish, just as in English

- Follow-up: Use activities from previous sessions to reinforce pronunciation and recall of numbers 11–20.
- The words to *Un kilómetro a pie* are:

*Un kilómetro a pie ya hice, ya hice,
Un kilómetro a pie ya hice con mis pies,
1, 2, 3 ...*

*Dos kilómetros a pie, ya hice, ya hice,
Dos kilómetros a pie ya hice con mis pies,
1, 2, 3 ...*

*Tres kilómetros a pie ya hice, ya hice,
Tres kilómetros a pie ya hice con mis pies,
1, 2, 3 ...*

(One kilometre on foot, I did it, I did it,
One kilometre on foot, I did it with my feet, etc.)

- Use a Spanish internet search engine to find a recording with the melody of this traditional marching song.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 6. Favourite playground games

- 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 experiment with the writing of simple words (L3.3)
 - to use actions and rhymes and play games to aid memorisation (LLS)
 - to make indirect or direct contact with the country/countries where the language is spoken
- Practise counting from 1–20. Play *Enseñadme* (Show Me) with digit cards or number fans.
 - Introduce and display on the board the names of popular playground games, such as *el fútbol* (football), *saltar a la comba* (skipping), *jugar a la goma* (elastic skipping), *el corre que te pilla* (Tag), *el escubidú* (Scoubidou) and *el escondite* (Hide and Seek), through mimes or flashcards.
 - Model (*Yo prefiero ... el fútbol*) and invite children to repeat. Practise with other playground games.
 - Ask differentiated questions to ascertain children's favourite playground games: *¿Quién prefiere ...? ¿(Tú) prefieres el escondite o el fútbol? ¿Cuál es tu juego preferido?* (Who prefers ...? Do you prefer Hide and Seek or football? What is your favourite game?) Keep a tally of children's preferences and count the results in Spanish.
 - From children not ready to give a verbal response, accept a mime or holding up a digit card in response to your question.
 - Reinforce sound and spelling links by showing the written words for the playground games as you say them. Ask the children to predict the spellings, as they are phonetic. Remind the children of the words *uno*, *un* and *una*. Ask them to think about the letter making the initial sound (*oo*) and use that to help them write *fútbol*. Use a phoneme frame to write the word *escubidú* on the board together.
 - Give individual text cards to children needing extra support.
 - Children draw a picture to illustrate their favourite playground game and copy (*Yo prefiero el fútbol*, etc).
 - Extension: Children take part in a survey about their favourite playground games and create a bar chart of the results. Ask them questions about it, eg *¿Cuántos niños prefieren el fútbol?* (How many children prefer football?)
 - Show the written words for numbers 11–20 and focus on the *th* sound made by the letter *c*. The children can use these words for evidence in their detective work. Point out the *v* at the start of *veinte* and add this to the word bank under *v*.

- pronounce numbers 11–20 with increasing accuracy
- answer simple questions about favourite playground games
- recognise some familiar words when they see them written
- understand that words for some playground games occur in both Spanish and English, although they may not sound the same

- 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.)
- For the fourth activity, you could use a graphics package appropriate to year 3 to record children's preferences in Spanish.
- Follow-up: Throughout the week, practise numbers 1–20.
- Follow-up: Find out about playground games played in other countries by inviting foreign language assistants or speakers of other languages into the classroom.
- Follow-up: Share information about playground games with a partner school abroad.
- Follow-up: Play the phoneme–grapheme running game to reinforce the sound-spelling links. Stick large cards around the room with the letter(s) corresponding to the phonemes practised so far (*j*, *ll*, *ñ*, *z*, *r*, *u* and *v*). Call out a sound and the children must run to the corresponding card. Progress to calling out words containing those sounds.

End-of-unit activities

- to apply the knowledge, skills and understanding in this unit
 - Create a labelled display of playground games. Add bar charts comparing children's preferences of playground games. If the school has a link abroad, this information can be requested from the link school and included.
 - Children film playground games, clapping games and counting-out rhymes to send to a partner school.
 - Children perform or teach a playground game or counting-out game in assembly.
- use Spanish for real purposes to communicate information
- Children can use ICT to record, display and, if appropriate, send information. Handheld video cameras will record the games and be used to record children's achievements, as well as to share with a partner school abroad.