

Language

Core language

(Yo) <i>nado bien</i>	I'm good at swimming
(Yo) <i>leo bien</i>	I'm good at reading
(Yo) <i>bailo bien</i>	I'm good at dancing
(Yo) <i>canto bien</i>	I'm good at singing
(Yo) <i>juego bien al fútbol</i>	I'm good at playing football

¡bravo/estupendo/fenomenal/guai! well done/super/fantastic/cool!

¡Soy un campeón / una campeona! I'm a star (literally 'champion')

¡Eres un campeón / una campeona! You're a star!

¡Feliz cumpleaños! Happy birthday!

<i>en</i>	in
<i>enero</i>	January
<i>febrero</i>	February
<i>marzo</i>	March
<i>abril</i>	April
<i>mayo</i>	May
<i>junio</i>	June
<i>julio</i>	July
<i>agosto</i>	August
<i>septiembre</i>	September
<i>octubre</i>	October
<i>noviembre</i>	November
<i>diciembre</i>	December

(Yo) *sé* I can (ie know how to)
 ¿(Yo) *puedo?* Can I? (ie asking permission)

(Yo) *quiero* I would like

por favor please

Additional language for this unit

<i>saltar</i>	to jump
<i>tirar la pelota</i>	to throw the ball
<i>coger la pelota</i>	to catch the ball
<i>correr</i>	to run
<i>saltar a la comba</i>	to skip

¡Bingo! Bingo!

Mi cumpleaños es en (enero) My birthday is in (January)

Additional language for teachers

<i>Responded/Responde con un gesto</i>	Respond (plural/singular) with an action
<i>Coged/Coge una carta</i>	Take (plural/singular) a card

¿(Tú) *nadas bien?* Are you good at swimming?
 ¿*Qué te gustaría hacer?* What would you like to do?

los meses del año the months of the year
 ¿*Cuándo es tu cumpleaños?* When is your birthday?

Vamos a jugar al bingo We're going to play Bingo

Vamos a escribir una invitación para la fiesta We're going to write a party invitation
¡Ven a mi fiesta! Come to my party!
el nombre name
la fecha date

¡Saltad/Salta! Jump! (plural/singular)
¡Saltad/Salta a la cuerda! Skip! (plural/singular) (with a skipping rope)
¡Tirad/Tira la pelota! Throw the ball! (plural/singular)
¡Coged/Coge la pelota! Catch the ball! (plural/singular)
¡Corred/Corre! Run! (plural/singular)

una carrera a race
un salto a jump

Unit 3 ¡Vamos a celebrarlo! (Celebrations)

About the unit

In this unit children learn language relating to celebrations of special occasions and of their achievements in activities and games. They also learn to say the month of their birthday.

Where the unit fits in

If Units 1 and 2 have already been covered, this unit consolidates language-learning strategies such as practising new language with a friend and repeating new words rhythmically. It provides opportunities for children to say more about themselves. Children add to their repertoire of games to play in Spanish.

Prior learning

It is helpful if children already know:
 • how to play party games such as Musical Statues and Stations.

New language

- Making simple statements (about activities)
- Expressing praise
- Months of the year
- Writing an invitation
- Asking permission
- Regular -ar and -er verbs: yo form
- Simple adverbs
- Position of simple adverbs
- *poder*: ¿(Yo) *puedo?* (asking permission)
- *saber*: (yo) *sé* + infinitive
- *ser* (yo) *soy*, (tú) *eres*
- *en* + month
- Phonic focus: *d* making the sound *th*, as in 'although'; consolidation of *j*, *ll*, *ñ*, *v* and *z*

Resources

- Picture flashcards for verbs, eg (Yo) *nado bien* (see Section 1)
- Two sets of text flashcards for verbs (see above) – one large set (to go on the wall) and a smaller set (to go in a feely bag)
- DVD clip or still image of birthday celebrations
- Picture flashcards for months of the year
- Song or rhyme for the months of the year
- Feely bag
- Music for playing party games
- Writing frame for party invitation on interactive whiteboard
- Mini-whiteboards and pens
- Pen, paper and pencils for party invitations
- Skipping ropes and large balls

Links with other subjects

Primary framework for literacy: speak clearly and audibly with confidence (foundation stage); write with consistency in the size and proportion of letters and spacing within and between words

PE: consolidate existing skills and learn new ones

PSHCE: listen to other people, and play and work cooperatively; recognise their worth as individuals by identifying positive things about themselves and their achievements; identify and respect the differences and similarities between people

Expectations

At the end of this unit

most children will:

state what activities they can do well; recognise and respond to instructions; understand and use praise words; say the month of their birthday; write a party invitation from a model

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

respond with an action, *si/no* or single words to questions about activities they can do well; understand instructions with prompting and/or visual support; say the month of their birthday when prompted; copy a party invitation

some children will have progressed further and will:

write and say phrases from memory, with clear pronunciation and meaning; spell most of the key vocabulary in a party invitation accurately

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 1. Look at me

- to recognise and respond to sound patterns and words (O3.2)
 - to hear main word classes (KAL)
 - to use gestures to show they understand (LLS)
- Discuss with the children in English what activities they are able to do and feel they are good at, both in and out of school.
 - In Spanish, introduce some activities that you are good at, using picture flashcards, eg (Yo) *nado/leo/bailo/canto bien* (I'm good at swimming/reading/dancing/singing), (Yo) *juego bien al fútbol* (I'm good at playing football).
 - Say the phrases again and invite children to make up an action for the verbs. Then children repeat after you, with actions.
 - Ask individual children to perform the action when you say the sentence.
 - Teach the class some praise words, eg *¡bravo, estupendo, fenomenal, guai!*, to congratulate children on their mimes.
 - Introduce the question *¿(Tú) nadas bien?* (Are you good at swimming?) to elicit *sí*. Repeat with other verbs.
 - Children then extend their answers to *Sí, (yo) nado bien*.
 - Extension: Model the sentence *Sí, (yo) nado muy bien* (I'm very good at swimming) with a thumbs-up gesture and ask children to guess what you are saying. Repeat with other verbs and encourage children to join in.
 - Extension: Introduce the negative response by modelling *No, no en absoluto* (No, not at all).
 - Children practise the gestures, actions and responses.

- recognise and say some action verbs
- repeat words modelled by the teacher
- use physical response, mime and gesture to show they understand a sequence of language

- 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 that it is the verb ending which indicates the subject of the verb. (Where included here, the personal pronoun is shown for reference.)
- As an alternative to using picture flashcards, you could bring in clothing or other items to represent each action verb.
- Some children may respond to questions by simply making a gesture.
- Follow-up: Play the actions game in Spanish as a PE warm-up or cool-down activity.
- Follow-up: Children could practise questions with a talk partner and/or family members at home.
- Link with literacy work: Children will have had experience of asking questions with a talk partner in year 2.
- Follow-up: Throughout the week, use the praise words when appropriate.
- Follow-up: Play Change the Word. One child leaves the room. The class agree on one familiar praise word. The child comes back in and gives a praise word of their choice. If this matches the class choice, the child chooses the next person to leave the room. If not, he or she has another turn.

Section 2. Happy birthday

- to listen and respond to simple rhymes, songs and stories (O3.1)
 - to recognise and respond to sound patterns and words (O3.2)
 - to use actions and rhymes, and play games to aid memorisation (LLS)
- Show a DVD clip or still image of birthday celebrations.
 - Invite children to sing *Cumpleaños feliz* to the tune of 'Happy Birthday to You' (see 'Points to note').
 - Introduce the months of the year with picture flashcards plus a song, rhyme, DVD clip or story so that children can hear the words.
 - Say the months of the year again and group children into birthday months.
 - Each birthday group practises saying their month by chanting it softly.
 - Ask each group to sit down / stand up as you call out their month.
 - Model the phrase *Mi cumpleaños es en ...* (My birthday is in ...) and children repeat. Each birthday group then uses the phrase to chorus *Mi cumpleaños es en ...*
 - Hold up flashcards for the months in random order and the relevant birthday group says their sentence.

- join in with a simple song
- recognise their birthday month when they hear it
- chorus, in groups, their birthday month

- The words for *Cumpleaños feliz*:

*Cumpleaños feliz
Cumpleaños feliz
Te deseamos todos
Cumpleaños feliz.*

- Children are not expected to memorise all the months of the year at this stage.
- Provide less confident children with a picture flashcard of their birthday month, so that they can hold this up when their month is called.
- Follow-up: Try the traditional and well-loved Spanish song *San Fermín*. This counts down the months to the bull-running festival in Pamplona on 7 July. Young men race the bulls through the streets and try to avoid being gored (not always successfully):

*Uno de enero, dos de febrero,
Tres de marzo, cuatro de abril,
Cinco de mayo, seis de junio,
Siete de julio, ¡SAN FERMIN!
A Pamplona hemos de ir,
Con una bota, con una bota,
A Pamplona hemos de ir,
Con una media y un calcetín.*

(First of January, second of February,
Third of March, fourth of April,
Fifth of May, sixth of June,
Seventh of July, SAN FERMIN!
To Pamplona we are going,
With a boot, with a boot,
To Pamplona we are going,
With a stocking and a sock.)

- Follow-up: Some children or parents may sing the 'Happy Birthday' song in other languages spoken by children in the class.
- Follow-up: In literacy work, compare and contrast the English and Spanish names for the months to look for patterns.
- Follow-up: Children illustrate a picture for each month to be displayed in class or shown during a video conference.
- Follow-up: Children could make birthday cards and copy *Cumpleaños feliz*.
- Follow-up: Investigate name days and their place within other cultures. You could use the internet to find information about name days in Spanish-speaking countries. Alternatively, children could use a digital content provider to find out about such celebrations.
- Follow-up: Award Spanish birthday stickers to children with a birthday and sing *Cumpleaños feliz*. Ask the child *¿Cuántos años tienes?*
- Follow-up: The months of the year (and, later, the days of the week) could be revised every day at register time by doing the date in Spanish. **Continued over**

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 3. Party games

- to make links between some phonemes, rhymes and spellings and read aloud familiar 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 imitate pronunciation (KAL)
 - to play games to help remember (LLS)
- Revise birthday months and *Mi cumpleaños es en ...*
 - Explain to the children that they are going to play some party games in Spanish.
 - Play Musical Statues using verbs from Section 1. Play the music and, when it stops, call out a sentence, eg *Yo nado bien*. The children freeze as a statue to show the verb.
 - Play the game again and, when you call out a sentence, show a large text card at the same time.
 - Draw attention to the *d* in *nado*. Can the children hear what sound it makes? Do we have this sound in English? Can they think of any English words containing that sound? Contrast this with words such as *días*, *dos*, *diez* and *doce*. Tell children that they are going to be 'language detectives'. Over the next few lessons, they should try to work out the rules for the two ways to pronounce *d*.
 - Play the game Stations, by placing the text cards around the room. Read them out to the children as you stick them on the walls. Play the music. When it stops, children choose one of the cards to stand next to. Using a second, smaller set of cards, ask a child to choose one and read it out. All children standing next to that sentence card are out.
 - Play Pass the Parcel. Put the small text cards in a feely bag and play some music. Children (sitting in a circle) pass the bag around and, when the music stops, the child with the bag pulls out a card, reads it out and chooses another child to mime the action.

- understand and take part in a simple party game
- understand and respond to simple words and sentences in the written form
- read aloud familiar words

- The party games are best played in the hall or a large space.
- When placing text cards around the room in the game Stations, ensure that these are placed high up, so that they can be easily seen and not obscured by children standing in front of them.
- Follow-up: Throughout the week, play Pass the Parcel and ensure that, as far as possible, every child is chosen.
- Follow-up: Invite native speakers or foreign language assistants to talk about children's birthday celebrations in their country. Use a digital content provider to access information and video clips about birthday celebrations in other countries.
- Follow-up: Label picture flashcards for a display.
- Follow-up: Play the party games again as a PE warm-up or cool-down session.

Section 4. Come to my party

- to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
 - to experiment with the writing of simple words (L3.3)
 - to compare new words with known words in English or another language (LLS)
- Revise the verbs introduced so far, with a flashcard game.
 - For further consolidation, play Bingo (see 'Points to note').
 - Explain to the children that they will be creating a party invitation. Using a writing frame on the interactive whiteboard, model how to complete the invitation. Ask children to copy *Tengo ocho años* for the front of the invitation and also the date of the party. They can add in their name.

¡Ven a mi fiesta!

Nombre:

Fecha:

- Extension: Using the picture flashcards of verbs as prompts, see how many sentences such as *(Yo) bailo bien* some children can write from memory. Children may also use a whiteboard screen to drag pictures into a grid and read out the sentences they have constructed.

- copy words and simple sentences accurately
- complete simple details on a party invitation

- Play Bingo by asking children to choose three of the verbs and quickly draw them on a mini-whiteboard. You call out the sentences, eg *(Yo) bailo bien*, saying each sentence two or three times. Children cross out the picture if you say one of their sentences. The first one to call out *¡Bingo!* when all three of their pictures have been marked off is the winner. To check, the child says the three sentences to you in Spanish. The class congratulate the winner. In the next round, the winner can be the caller.
- Write a date for children to copy, for example *el diez de febrero*. Note that the months are written in lower-case letters.
- Follow-up: Decorate the party invitations.
- Follow-up: Create a party invitation in Spanish using ICT. Alternatively, download electronic greetings cards from the internet and model with the children how to complete them.
- Follow-up: Throughout the week, children read their invitations to the class.
- Follow-up: Play Bingo to practise common phonemes. Give the children bingo cards containing four pictures, illustrating words they have met in the first three units, eg *oveja* (sheep), *castaña* (conker), *veinte* (twenty) and *mantequilla* (butter). Call out sounds (eg *ll, j*) and the children cross off a picture if it contains that sound. (This could be made easier by adding the words below the pictures.)
- Follow-up: Revise the verbs by playing games.

Section 5. Sports day

- to recognise and respond to sound patterns and words (O3.2)
 - to perform simple communicative tasks using single words and short sentences (O3.3)
 - to hear main word classes (KAL)
 - to engage in turn taking (KAL)
 - to use a physical response (LLS)
- Introduce *(Yo) sé ... (I can ...)* (see 'Points to note').
 - By doing the actions, introduce some verbs connected to sports day activities, eg *(Yo) sé saltar, correr, saltar a la comba, tirar la pelota, coger la pelota* (I can jump, run, skip, throw the ball, catch the ball). For each new verb, children devise their own mime. You say a verb and children mime it, and vice versa.
 - Perform a Mexican Wave (see 'Points to note') to practise pronunciation.
 - Play *Juan dice* (Simon Says) with the new verbs.
 - In the hall, introduce a selection of sports day activities, eg:
 - simple running races
 - standing long jump
 - in pairs or against a wall, throw and catch a ball up to 20 times without dropping it, counting in Spanish
 - skipping up to 12 jumps, counting in Spanish.

- understand a wider range of verbs
- use familiar praise words appropriately
- recall and pronounce well some of the newly learnt words

- Grammar point: To say 'I can do something' in Spanish, the verb *saber* is used (meaning 'I can / I know how to do something').
- In a Mexican Wave, children take turns in echoing you, saying the key word or phrase and combining this with a physical action such as standing up or waving their arms in the air. You can vary the speed, voice tone or pitch with each round.
- Follow-up: Create an activity circuit where children have to jump five times, skip with a rope three times, throw and catch a ball four times, etc. Give the instructions and encourage children to do the counting in Spanish. Children can praise each other in Spanish.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 6. We are the champions

- to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
- to experiment with the writing of simple words (L3.3)
- to ask someone to clarify or repeat (LLS)
- to compare new words with known words in English or another language (LLS)

- Set up the same sports day activities as in Section 5. Revise the response (Yo) *sé correr* (I can run). Children chorus this. Repeat with the other verbs.
- Introduce how to ask permission to do something and practise this, eg *¿(Yo) puedo correr?* (Can I run?) (see 'Points to note'). Indicate that you are asking a question through your body language and facial expression. Repeat with the other verbs, with children chorusing.
- Explain that it is also polite to say *por favor* (please) and practise the above activity again, with this addition.
- In pairs, children decide on which activity they would like to ask to do and practise their response.
- Ask children to listen carefully to the word *puedo*. Which letter do they think is making the *th* sound (as in 'although')? Compare this with *nado* and add a page for this sound in the word bank.
- Introduce the question *¿Qué quieres hacer?* (What would you like to do?) Ask this to some individual children, to elicit responses such as *¿(Yo) puedo saltar?* (Can I jump?) Less confident children could simply show a picture card in response to the question *¿Qué quieres hacer?*
- Ask children to sit by their chosen activity and ask some individual children in turn *¿Qué quieres hacer?* to elicit the response *¿Puedo ... ?* (Can I ... ?)
- Each group in turn carries out their activity while the rest of the class encourage with words of praise.
- If there are winners from each group, they are congratulated by the class with *¡Eres un campeón / una campeona!* (You're a star!)
- Children then copy a sentence using the construction (Yo) *sé* + infinitive, eg *Sé nadar. ¡Soy un campeón / una campeona!* (I can swim. I'm a star!) to label a drawing of themselves swimming, running, skipping, etc.
- Extension: Some children could be encouraged to ask permission to do things, such as *¿(Yo) puedo ir al servicio / comer / abrir la ventana?* (Can I go to the toilet / eat / open the window?)

- understand the question *¿Qué quieres hacer?*
- copy familiar sentences with accuracy

- Grammar note: When asking permission to do something in Spanish, the verb *poder* (to be able to) is used.
- Follow-up: Finish labelled drawings and use them to create a celebration display.
- Follow-up: Encourage children to look through the word bank during the week. They choose a phoneme each and then use ICT to create a poster illustrating that sound, eg the title *ñ* with labelled pictures of a man (*señor*) and a woman (*señora*), a chestnut (*una castaña*), a hut (*una cabaña*) and a map of Spain (*España*). The posters could form part of a display.
- Link with literacy work: Children should be familiar with writing captions and labels from their own year 1 work, when they composed and wrote simple sentences including captions and labels.
- Follow-up: Introduce *¿(Yo) puedo?* questions for everyday requests in class (see Extension activity for ideas).

End-of-unit activity

- to apply the knowledge, skills and understanding in this unit

- With a digital camera, children take photographs of each other doing some of the activities covered in this unit. They use these to prepare a short presentation about the things they do well.

- use Spanish for real purposes, to introduce themselves in oral and written form

- If the school has handheld video cameras or handheld learning devices such as personal digital assistants, the children can record each other and save their work onto their secure area on the learning platform as evidence of their progress and to celebrate with parents and relatives.
- If the school has a Spanish-speaking partner school, the information can be shared through email.