



PPA Cover Ltd

Spanish Scheme of Work &

Lesson Plan Examples

Spanish Whole Year Overview

Autumn Term	
Unit 1: Yo (All about me)	Unit 2: Canciones y Juegos (Songs and Games)

Spring Term	
Unit 3: ¡Vamos a Celebrarlo! (Celebrations)	Unit 4: Retratos (Portraits)

Summer Term	
Unit 5: Los Cuatro Amigos (The Four Friends)	Unit 6: Cultivando Unas Cosas (Growing Things)

Overview of Unit 2: Canciones y Juegos (Songs and Games)

In this unit children listen and respond to a well-known Spanish song, **Tengo, tengo, tengo** ('I have, I have, I have'). Children extend their knowledge of numbers to 20, learn to describe colours and play familiar playground games. They follow simple instructions to play games and create their own activities to reinforce new vocabulary. Children consolidate and extend their number work. They recognise and respond to sound patterns and words. They play games to help them remember new language and sing different songs to reinforce vocabulary. They begin to write some familiar words. Children have opportunities to work cooperatively in pairs and small groups.

New language introduced in this unit	Links with other subjects
<ul style="list-style-type: none"> - Numbers 11–20 - Simple classroom instructions - Colours - Singular and plural nouns - Phonic focus: r, c (e/i), z, v and u - Revision of ll and ñ 	<ul style="list-style-type: none"> - 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) - 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

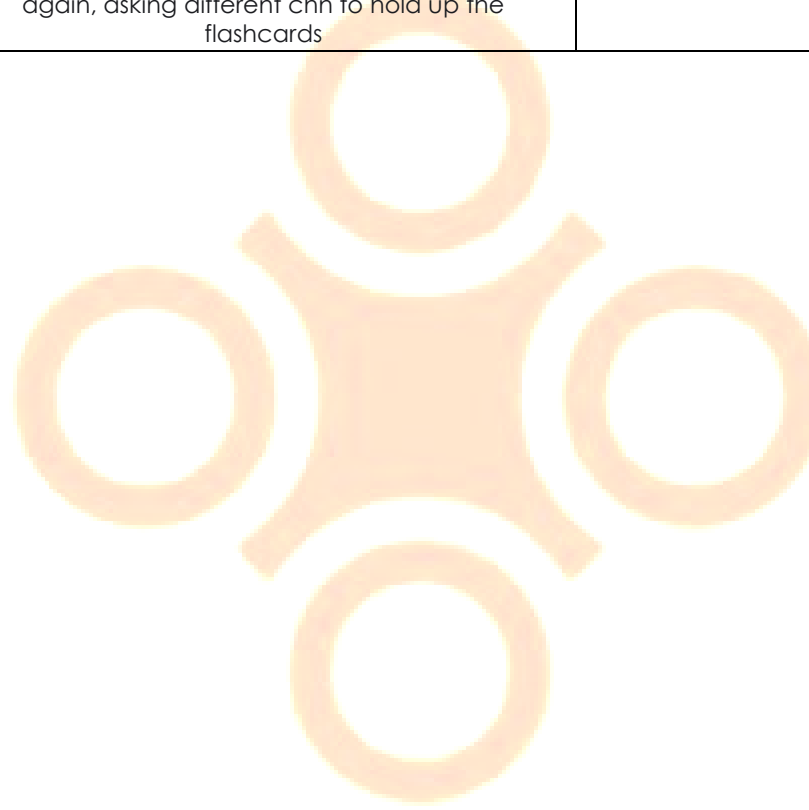
Expectations at the end of this unit:

<i>Most children will:</i>	Know a well-known children's song in Spanish; understand numbers 1–20 and use some of these out of sequence; 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.
<i>Some children will not have made so much progress and will:</i>	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.
<i>Some children will have progressed further and will:</i>	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.

Date:	Years 1 & 2, Unit 2: Songs and Games	Resources: - Lyrics for Tengo tengo tengo - Flashcards for butter, milk, sheep, hut & wool. - Internet access for website.
Duration: 45 mins – 1 hour	Lesson no: 1	
Lesson Objective: To listen and respond to a simple song.		
Learning Outcome: Children will be able to identify specific words in the song and respond vocally and with gestures.		

	Time	Content	Teaching Points	Group/ Independent activity	Notes
Focus Activity	10-15 mins	Identify specific words in an unknown text.	Tell chn that today we're going to listen to a song sung by children in Spain. Show chn the lyrics to the song Tengo tengo tengo on the WB and ask them if they recognise any words. Underline the vocabulary recognised from the previous unit (fengo, tú, fienes, no, una) Ask chn what they think the song could be about.	Chn talk to their partners about which words they recognise and guess what the song could be about.	.
Main Content	25-30 mins	Introduce the key vocabulary for the song oveja, cabaña, leche, lana, mantequilla	Introduce the key vocabulary for the song oveja, cabaña, leche, lana, mantequilla using flashcards. Decide on actions to help recall each word. Ask chn ¿Es una cabaña? encouraging the class to respond si/ no . Continue to ask yes/no questions. Then ask chn ¿Es una cabaña o una oveja? asking chn to choose one word. Finally ask chn ¿Que es? Mix the flashcards and keep asking the class, until they gain confidence.	Play Kim's game with the flashcards. Turn them face down on the table or floor and mix them up, and turn them over when the chn recalls a word. Play heads down, thumbs up. Give 5 chn a flashcard each. The others shut their eyes, and put their thumb up. The five with the flashcards walk round and squeeze the thumbs of one person each and return to the front. They then stand up and try to guess who squeezed them by saying what is on that person's flashcard. If they guess right, they take that person's card for the next round.	

Plenary	10-15 mins	Respond to a song vocally and with gestures.	Tell chn that there are different versions of this song and listen to Tengo, tengo, tengo to identify the tune. Show chn the lyrics we will be singing and ask chn if they can now decode what the song is about. Sing the song unaccompanied, pointing to each flashcard as each noun is sung. Then sing it again, asking different chn to hold up the flashcards	Chn join in the song by singing the key words and using actions. After several repeats, ask chn to try singing the whole song.	Tune at http://www.learn-spanish-online.de/exercises/level3_listen_comprehension/music/songs_for_jump_ropes/tengo_tengo/ten-go_tengo.htm
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Tengo tengo tengo flashcards








Lyrics to Tengo tengo tengo

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, have, have
and you have nothing
I have three sheep in a hut.
One gives me milk, another gives me wool
the other one butter
For the week.

Lesson Evaluation (To be completed by the teacher at the end of every lesson)

Objectives of module:

Were these achieved?

Cross Curricular links:

Lesson Evaluation: What worked well? What did not work as well?

Assessment of children; behaviour techniques/rewards and sanctions used:

Strategies for next lesson:

Date:	Years 1 & 2, Unit 2: Songs and Games	Resources: - Lyrics and flashcards from Tengo song. - Numbers as words flashcards. - Tres en raya board - Domino sheets - Scissors - Number cards 1-10 (1 per pair)
Duration: 45 mins – 1 hour	Lesson no: 2	
Lesson Objectives: Be able to recall numbers 1-10 quickly. Begin to recognise the written form of numbers to 10.		
Learning Outcome: Children can confidently recall numbers 1-10 in and out of sequence.		

	Time	Content	Teaching Points	Group/ Independent activity	Notes
Focus Activity	10-15 mins	Revise the key vocabulary for the song oveja, cabaña, leche, lana, mantequilla	Revise the new vocabulary learnt last week using the flashcards and playing heads down thumbs up. Remind chn of the tune of the song Tengo tengo tengo	Display the lyrics and sing Tengo tengo tengo together, using the gestures.	
Main Content	25-30 mins	Begin to recognise the written form of numbers to 10.	Revise the numbers 1-10 learnt in Unit 1 by playing number tennis. Swing an imaginary racket at the class as you say a number, and then they return the serve as they say the next number. Trace different numbers on the WB for chn to guess. Show chn the written form of numbers on flashcards and discuss how they look different to how we'd spell the words in English. Play tres en raya (noughts & crosses) using the words for numbers.	Chn to make and play number dominoes in pairs, matching the words and numbers. After 5 mins, change partners and play again.	
Plenary	10-15 mins	Recall numbers out of sequence	Play El hop hop chop chop on the IWB http://www.bbc.co.uk/schools/primaryspanish/start_here/im/	Children test each other in pairs on their recall of numbers, using numbers cards 1-10.	

Numbers as words flashcards

0 cero	1 uno	2 dos
3 tres	4 cuatro	5 cinco

<p>6 seis</p>	<p>7 siete</p>	<p>8 ocho</p>
<p>9 nueve</p>	<p>10 diez</p>	

Tres en raya

ocho	dos	uno
cinco	cero	nueve
siete	cuatro	tres

Number Dominos

uno	6
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cinco	7
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cuatro	10
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seis	9
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siete	3
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diez	8
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nueve	5
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tres	4
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ocho	1
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Lesson Evaluation (To be completed by the teacher at the end of every lesson)

Objectives of module:

Were these achieved?

Cross Curricular links:

Lesson Evaluation: What worked well? What did not work as well?

Assessment of children; behaviour techniques/rewards and sanctions used:

Strategies for next lesson:

Date:	Years 1 & 2, Unit 2: Songs and Games	Resources: - Lyrics and flashcards for Tengo song. - CD player - PPA Cover Spanish CD 1 - Connect 4 board - Bingo boards (1 per child) - Counters
Duration: 45 mins – 1 hour	Lesson no: 3	
Lesson Objective: Count to 20 in Spanish		
Learning Outcome: Children can confidently recall numbers 1-20 in and out of sequence.		

	Time	Content	Teaching Points	Group/ Independent activity	Notes
Focus Activity	10-15 mins	Practise the song Tengo tengo tengo	Remind chn of the lyrics and practise each line. Clap out a rhythm to ensure all words fit the tune.	Sing Tengo tengo tengo together, using the gestures for oveja, cabaña, leche, lana, mantequilla	
Main Content	25-30 mins	Introduce numbers 11-20 once, doce, trece, catorce, quince, dieciseis, diecisiete, dieciocho, diecinueve, veinte	Introduce numbers 11-20 with actions gradually. Consolidate understanding by playing a game by drawing different numbers on the board and the class counting silently, but calling out the missing digit. Then count to 20, saying the numbers <i>except</i> the numbers on the WB. Practise the actions by listening to the spoken recording of numbers to 20. Ask chn to do the actions in time. Then ask chn to join in. Play Connect 4, by dividing the class in half and asking each group to choose numbers to try and make four in a row in any direction.	Play numbers bingo (available on primary resources website) Explain that chn put counters on each number as it's called in Spanish. The first one to have all of their numbers covered is the winner and shouts Loto!	http://www.primaryresources.co.uk/mfl/pdfs/bingo_cards.pdf
Plenary	10-15 mins	Practise numbers 11-20 with a song.	Play the Numbers 0-20 song (Track 2) for the children to listen to, asking them just to do the actions. Drill chanting the numbers to the rhythm of the music.	Children practise singing the Numbers 0-20 song.	

Connect 4 Board

1	8	6	14	10
17	16	17	4	20
0	2	11	16	18
7	12	15	9	5
13	17	3	19	13

Lesson Evaluation (To be completed by the teacher at the end of every lesson)

Objectives of module:

Were these achieved?

Cross Curricular links:

Lesson Evaluation: What worked well? What did not work as well?

Assessment of children; behaviour techniques/rewards and sanctions used:

Strategies for next lesson:

Date:	Years 1 & 2, Unit 2: Songs & Games	Resources: - CD player - PPA Cover Spanish CD 1
Duration: 45 mins – 1 hour	Lesson no: 4	
Lesson Objective: Consolidate numbers vocabulary through rhythmic clapping games.		
Learning Outcome: Chn perform their game with confidence.		

	Time	Content	Teaching Points	Group/ Independent activity	Notes
Focus Activity	10-15 mins	Revise numbers 0-20 by singing.	Briefly recap the numbers and actions for all numbers to 20. Ask chn to practise the actions to the song Numbers 0-20.	Children sing the song and do the actions for numbers 0-20 (Track 2)	
Main Content	25-30 mins	Play rhythmic clapping games to consolidate vocabulary.	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!	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 using Spanish numbers and perform them to the class.	
Plenary	10-15 mins	Perform rhythmic clapping games with confidence to an audience.	Children perform their clapping games to the class. As a class, decide the 3 most successful games and give the chn 5 minutes to play them.	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.	

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Cross Curricular links:

Lesson Evaluation: What worked well? What did not work as well?

Assessment of children; behaviour techniques/rewards and sanctions used:

Strategies for next lesson:

Date:	Years 1 & 2, Unit 2: Songs and Games	Resources: - Cartoon character name cards - CD player - PPA cover Spanish CD 1 - Simón dice handout
Duration: 45 mins – 1 hour	Lesson no: 5	
Lesson Objectives: Recognise questions in Spanish and produce the correct response.		
Learning Outcome: Chn are able to say their name and age when asked.		

	Time	Content	Teaching Points	Group/ Independent activity	Notes
Focus Activity	10-15 mins	Revise greetings learnt in Unit 1.	Revise the conversation learnt in Unit 1 by asking different chn questions eg ¿Que tal? and ¿Como te llamas? Remind chn that they can have more fun by making up answers (Being 18 and having teacher's names)	Chn have 5 minutes to practise their conversation with other chn, making up new and different answers to questions.	
Main Content	25-30 mins	Understand that questions need the correct response.	<p>Briefly revise asking names using the name cards of cartoon characters from Unit 1. Sitting in a circle, chn go around the group asking the name of the person next to them. Remind chn that ¿Cuantos años tienes? means how many years have you, but really means how old are you, and the response is Tengo... años. Go around the group again, asking people's ages and encourage chn to make up a different answer.</p> <p>Tell chn that today's song asks 2 people their names and ages. Listen first to the whole song ¿Como te llamas? then on the second time, ask the chn to sing the questions and just listen to the replies. Then tell the class they are going to work out the rest of the song. If the man is singing, they know the person is a boy etc. Pause the track after each verse and note on the IWB whether it's a boy or girl, the age and name.</p>	<p>Ask chn to draw a poster based on the information on the song with the following success criteria:</p> <ul style="list-style-type: none"> - Draw a girl and a boy - Draw speech bubbles asking each other questions and their replies. - Check all of the information in the song is included. <p>Ask chn to use the visual aids they've made to sing Como te llamas one more time</p>	
Plenary	10-15 mins	Introduce more classroom instructions. Silencio, enseñadme, levantad el mano, mirad, repetid, silencio, dadme, levantaos, escuchad.	Introduce the classroom instructions on the handout to the class. Tell class they are going to play Simón dice . Remind chn that they are out if they do the wrong action.	Chn play Simón dice as a class. Reward those chn who respond most quickly.	

Name cards of cartoon characters

Bart Simpson	Mickey Mouse	Tom	Bugs Bunny	Batman	Charlie
Superman	Eeyore	Piglet	Donald Duck	Woody	Scooby Doo
Winnie the Pooh	Homer Simpson	Daffy Duck	Jerry	Tigger	Lola
Fred Flintstone	Popeye	Spiderman	Marge Simpson	Minnie Mouse	Spongebob Squarepants
Yogi Bear	Pink Panther	Buzz Lightyear	Cinderella	Prince Charming	Lisa Simpson

Simón dice (Classroom instructions)

COMMANDS



enseñadme



mirad



silencio



levantad la mano



levantaos



escuchad



repetid



dadme



sentaos

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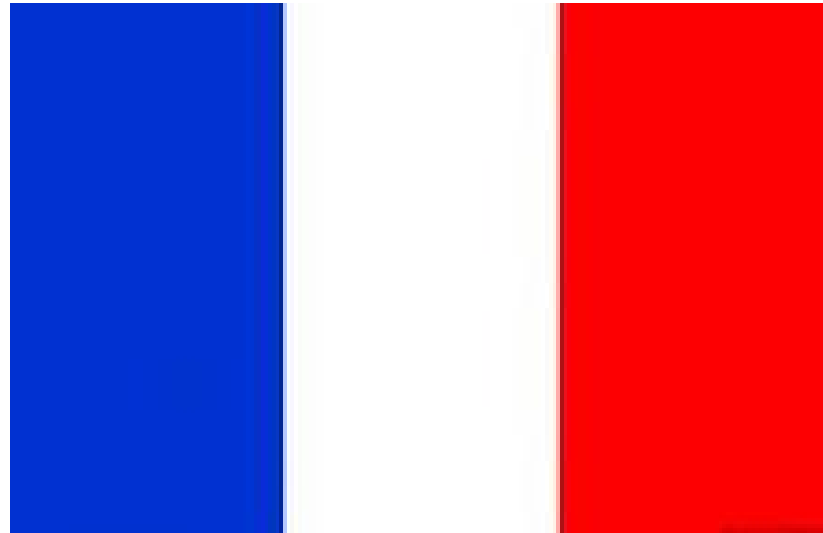
Assessment of children; behaviour techniques/rewards and sanctions used:

Strategies for next lesson:

Date:	Years 1 & 2, Unit 2: Songs and games	Resources: - CD player - PPA Cover Spanish CD 1 - Coloured pencils/pens - Flag handout - Bingo boards - Counters - Song boards
Duration: 45 mins – 1 hour	Lesson no: 6	
Lesson Objectives: Introduce colour vocabulary.		
Learning Outcome: Chn are able to recall some colours in Spanish.		

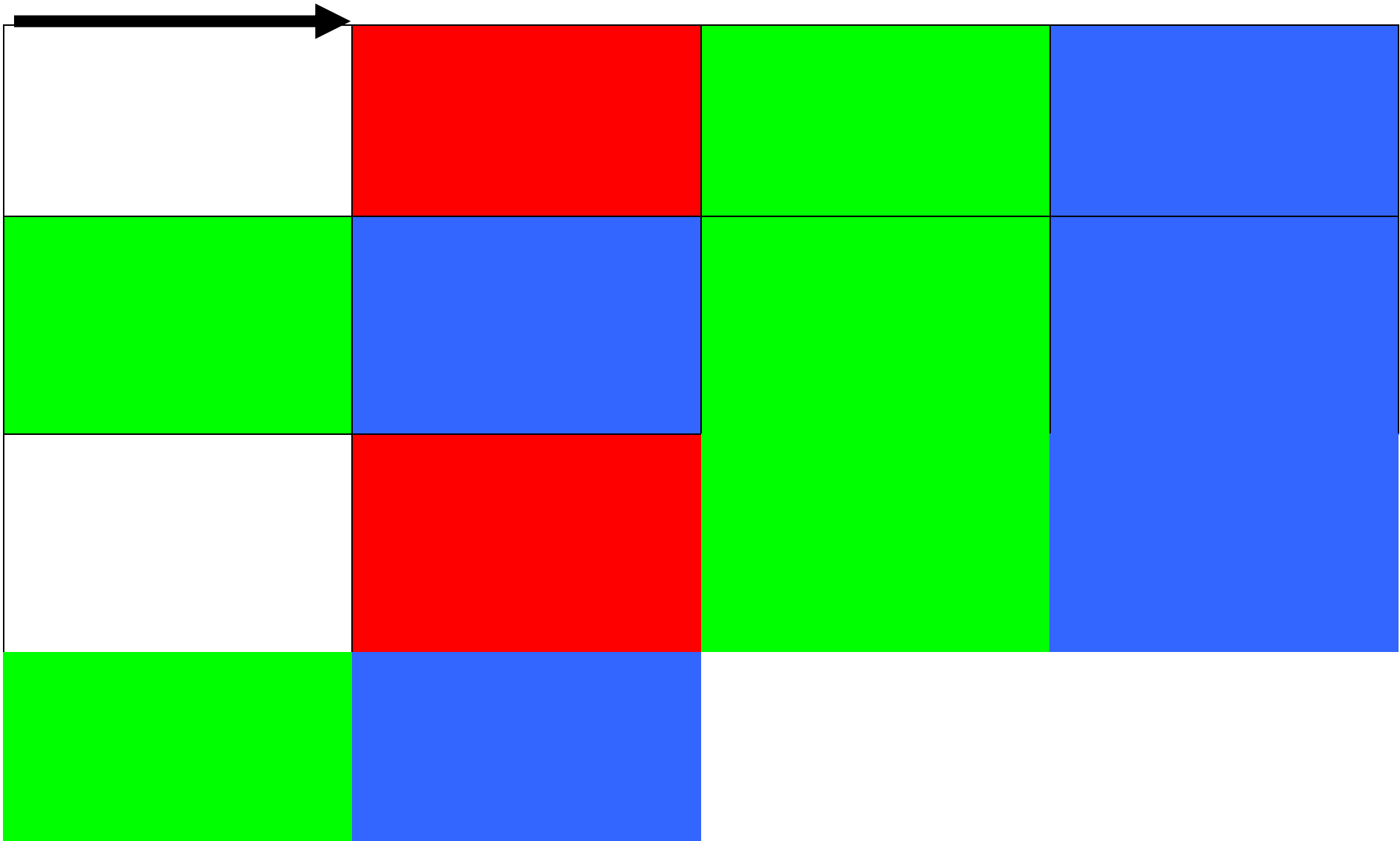
	Time	Content	Teaching Points	Group/ Independent activity	Notes
Focus Activity	10-15 mins	Practise asking and answering personal questions.	Tell chn you are going to ask them questions, but they must reply in the same way as you asked. Ask a child their name, whispering, Ask different chn their names and ages using a range of silly voices.	Chn sing the ¿Como te llamas? song (Track 3). Divide the class according to gender and they ask and respond to each other.	
Main Content	25-30 mins	Introduce colours blanco, negro, rojo, azul, verde, amarillo, purpura, rosa, marron & naranja	Tell class that today we are going to learn some colours. Introduce the words gradually in pairs, showing them different coloured pencils. Ask ¿Es rojo o amarillo? and ¿Que es? Mix the pencils and keep asking the class, until they gain confidence. Play Es Verdad with the class. Show them a pencil and say a colour. If it's correct, the chn say 'es verdad,' if it's incorrect, the chn must stay silent. Show chn a variety of flags and ask them to describe the colours in to their partners.	Remind chn of the rules for bingo and use bingo boards to revise colours.	
Plenary	10-15 mins	Practise colour vocabulary through songs.	Show chn the song board for Frère Jacques and explain that they are going to use their knowledge of colours to sing tunes they already know. Sing the colours to the tune of Frère Jacques and practise it with the class.	Sing the colours to the tune of Here we go Round the Mulberry Bush using the song board as a class.	

Flags



Song board for Frère Jacques


Song board for Here we go round the Mulberry Bush



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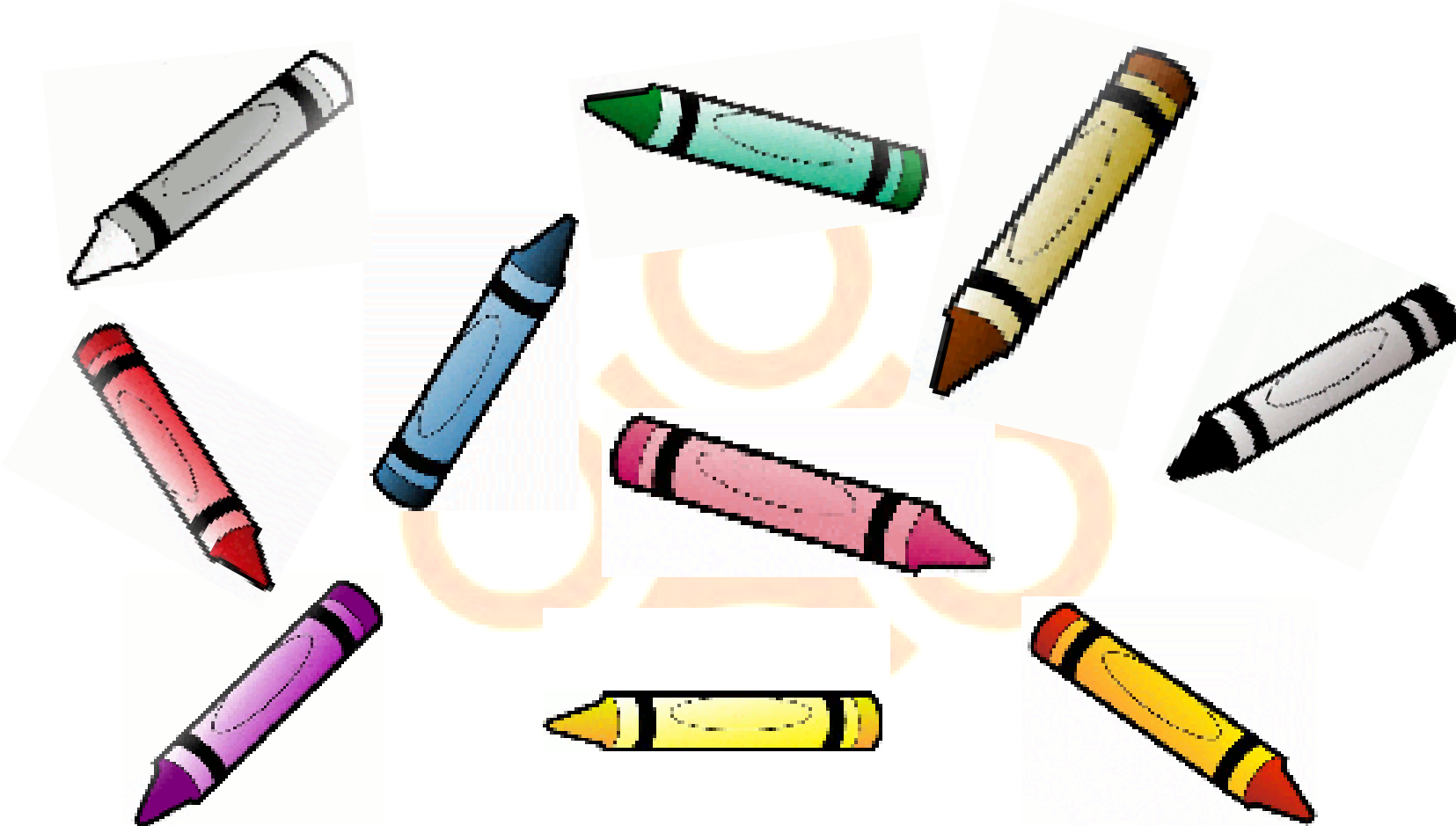
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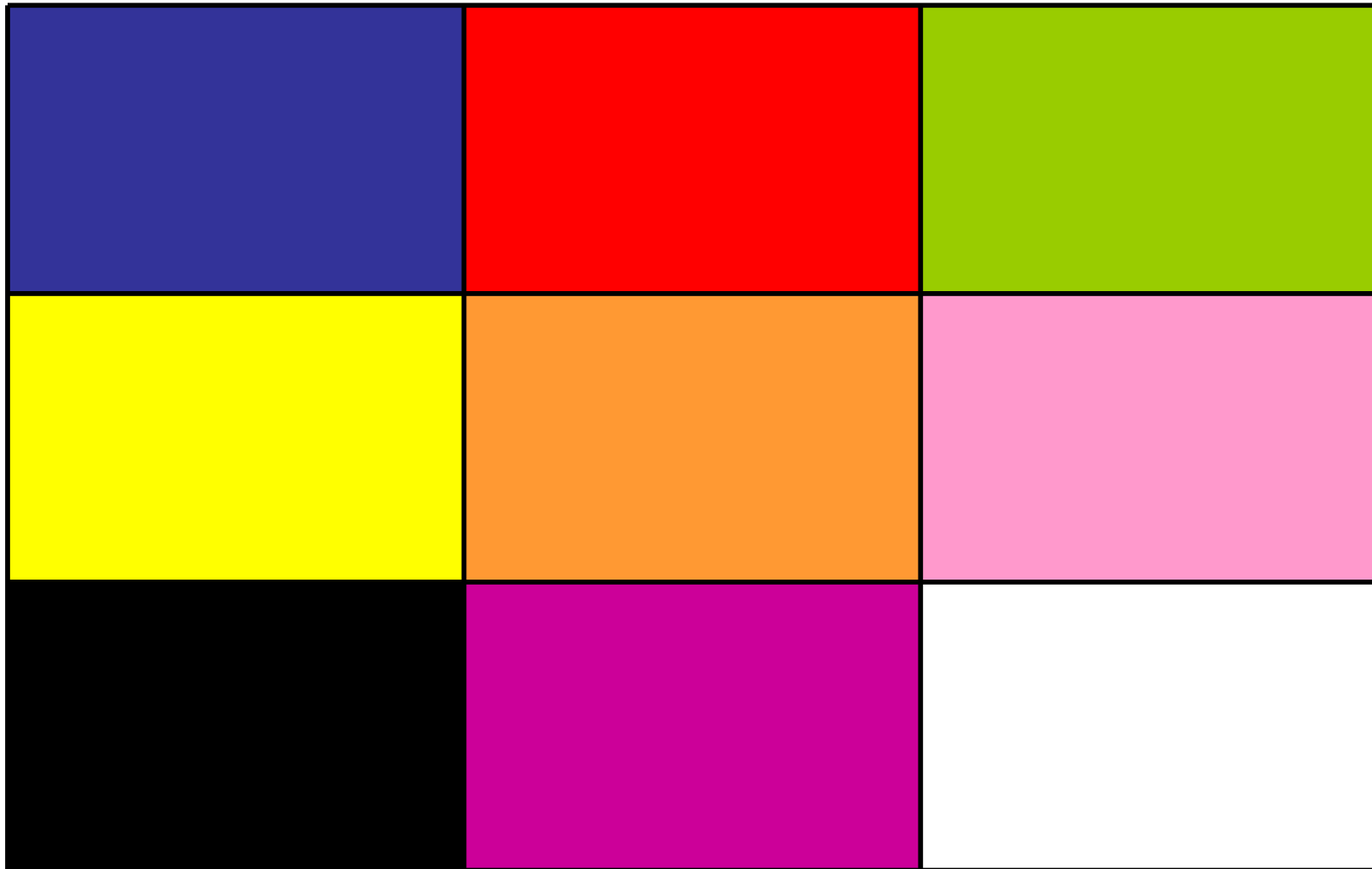
Date:	Years 1 & 2, Unit 2: Songs and Games	Resources: - Song boards (Frère Jacques, Mulberry Bush & Amarillo) - Matching words to colours board - Splat board - Colour sentences - Multilink cubes - Blockbuster board
Duration: 45 mins – 1 hour	Lesson no: 7	
Lesson Objectives: Practise colour vocabulary		
Learning Outcome: Children are confident at describing colours of objects in Spanish.		

	Time	Content	Teaching Points	Group/ Independent activity	Notes
Focus Activity	10-15 mins	Practise colour vocabulary through song.	Revise the songs introduced last week, singing the colours to different tunes. Show chn the song board for 'Is this the way to Amarillo?' Pre-teach the vocabulary to fit it to the tempo of the music.	Chn sing colours to the tune of 'Is this the way to Amarillo?'	
Main Content	25-30 mins	Apply knowledge of colour vocabulary through practical activities.	Tell chn you are going to ask them to be language detectives. As they know, written words in Spanish are not always spelt as we would assume. Show chn the board showing the different coloured pencils and the colours and ask them to discuss with their partner which word spells each colour. Play Splat with the colours. Ask 2 chn to come to the front and hit the board when you say the colour first. The loser sits down and someone else has a turn.	Show chn the colour sentences on the WB. 'Read' a strip of colours to the chn and ask them to identify which one you read. Ask chn to practise saying the colours in the order shown in pairs. Use multilink cubes to build towers of colours for their partner to say in Spanish, and then swap roles.	
Plenary	10-15 mins	Demonstrate confidence in using colour vocabulary.	Play Blockbusters. Divide the class into two teams and explain that the objective is to cross the board either vertically or horizontally using adjoining hexagons. Remind chn they can only choose 1 colour at a time.	Chn select any of the games they have played this unit for the whole class to play.	

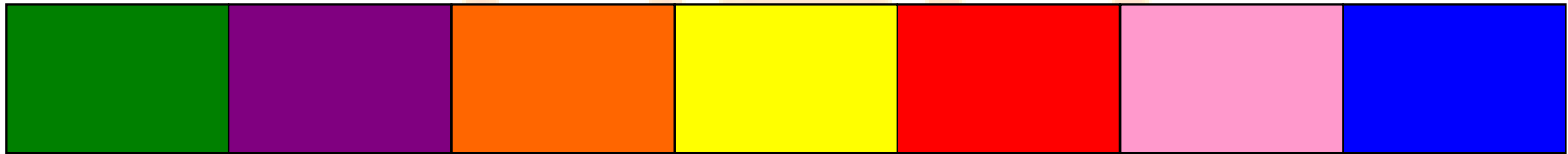


azul rojo blanco naranja marron
violeta negro verde amarillo

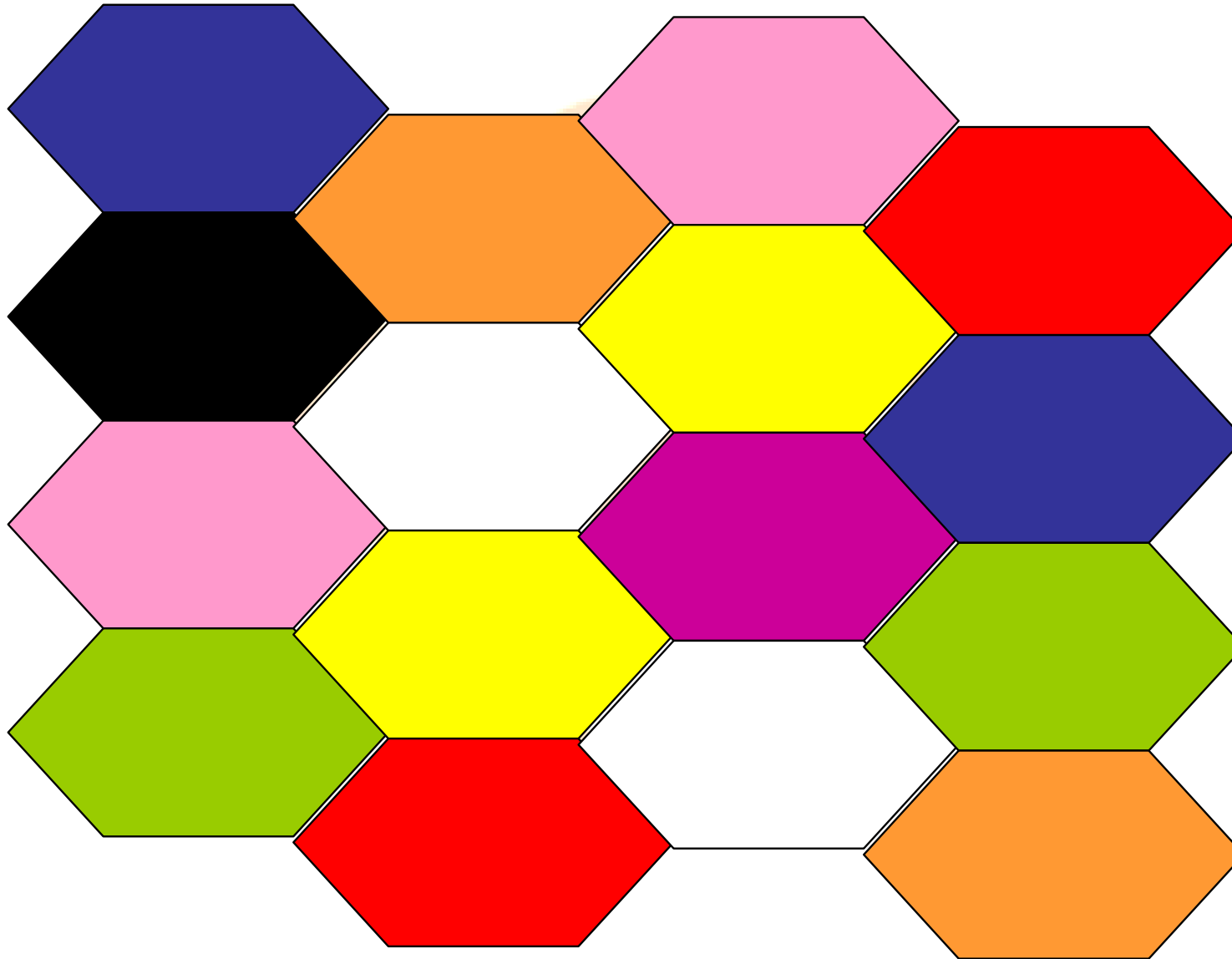
Splat Board



Colour sentences



Blockbuster Board



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Strategies for next lesson:

