

Scheme of work - Spanish Nursery

Compiled by Liverpool PMFL Team



Nursery

Learning Objectives	Content/Vocabulary	Suggested teaching activities	Points to note
<p>Learn to ask their name and respond to being asked their name.</p> <p>(03.2, 03.3)</p>	<p>¿Cómo te llamas ? Me llamo</p>	<p>Sing the question around the room to the tune of <i>Nice One Cyril</i> whilst passing a teddy. ¿Cómo te llamas ? ¿Cómo te llamas ? ¿Cómo te llamas ? ¿Cómo te llamas tu? When the song finishes the person holding the teddy must give their name. You can then progress to getting them to respond with 'Me llamo...' This activity is a good way of beginning Spanish lessons once the routine is established.</p> <ul style="list-style-type: none">• Recycle this question again and again using different modes. <i>Vamos a cantar rápidamente/lentamente etc.</i>• Pretend to be learning their names. Say <i>Te llamas....</i> And encourage them to answer with yes or no in Spanish	<ul style="list-style-type: none">• Some children may simply respond with their name at this point. The focus is on listening attentively and responding clearly and with confidence.

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<p>Numbers 0 – 10 To count to ten in sequence</p> <p>To associate the number symbols with the spoken number</p> <p>(03.1, 03.2)</p>	<p>Contad del 1 al 10</p>	<ul style="list-style-type: none"> • Introduce numbers using repetition techniques, insisting on accurate pronunciation • Play the '1, 5 counting game'. Pupils stand up and count the numbers from 1-5 in sequence. The pupil who says 5 has to sit down and everyone says hello or bye to them in Spanish. The last remaining pupil standing is the winner. This can be done with the numbers 1-10 when the children are more confident • Count in chorus using fingers <i>Contad conmigo</i> • Count in different voices '<i>Contamos rápidamente/lentamente etc</i>' • Play follow the leader with the numbers. The teacher says the numbers in sequence. Each number is accompanied by an action and the class has to repeat the number and do the same action – the same activity can be done with a child being the leader <i>Contad con las acciones</i> • Say a number and the children must show it with their fingers <i>Enseñame nueve</i>'. • <i>Dos manitas, diez deditos</i> song 	<ul style="list-style-type: none"> • Present new language using flashcards with the numbers on them <p>Numeracy: Counting can be reinforced at any point in the day in any context</p> <p>P.E: This activity could be done as a warm up during a PE lesson</p> <p>Numeracy: Incorporate counting in Spanish into any maths lesson</p>

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<p>To listen and respond to classroom instructions (03.1, 03.2, 03.3) 03.4 Listen attentively and understand instructions, everyday classroom language and praise words</p>	<p>Saltad Bailad Aplaudid Dad la vuelta Tocad Escuchad Mirad Sentaos Levantaos Levantad la mano</p>	<ul style="list-style-type: none"> • Count objects together (animals/ blue things) • 1-10 imaginary number tennis • Clap a few times, or beat on a tambourine, the children count and say the number • Sing 'diez elefantes'. Count 10 children whilst singing the numbers. On the word 'nadan' get those 10 children to do the action. Repeat this for the other verses eg '10 conejos saltan.' • Sing 'cinco en la cama'. Use cuddly toys and a blanket to demonstrate vocabulary • Use gestures to introduce instructions and to define the meaning of the words • Children copy the gestures and repeat the words with you <i>Copiad et repetid</i> • Encourage the children to respond physically to your instruction <i>haz una accion</i> • Children only copy the gesture if it matches the instruction given. Try to catch them out. <i>Copiad si es verdad / correcto</i> • <i>Pajarito saltas tú</i> song 	<p>Music: Join in with music making</p> <p>Music: Singing</p> <p>PE: The actions can be used as a warm up activity</p> <p>Music/Dance: Join in with singing and</p>

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<p>Parts of the body (03.1, 03.2, 03.4)</p>	<p>La cabeza Los hombros Las rodillas El pie Los ojos Las orejas La boca La nariz La mano</p>	<ul style="list-style-type: none"> • Point to each part of the body and repeat the vocabulary • Pupils repeat the words with you whilst touching the correct part of the body • Sing Heads, shoulders, knees and toes in Spanish with gestures so pupils can internalize the language. • Pupils follow the commands you give them eg <i>Toca la nariz</i> Try and ‘catch them out’ by saying <i>Tócate la nariz</i> but touching your shoulders • Learn a new accumulative song with the dance to accompany it <i>La clase baila/Juan pequeño baila</i> • Listen to/Sing <i>Si juntamos la manitas</i> 	<p>moving to music</p> <p>Music: Singing</p> <p>PE/Dance/Music: Action song</p>
<p>To recognise and say 6 colours (03.1, 03.2, 03.4)</p>	<p>Rojo Azúl Verde Amarillo Marrón Naranja</p>	<ul style="list-style-type: none"> • Present the colours using objects or card. It is useful to associate each colour with something concrete. <i>Azul</i> (could sound like a sneeze) <i>marrón</i>(like a motorbike) <i>rojo</i>(red like your heart - heartbeat) <i>amarillo</i> (like the sun) 	

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<p>To recognise some animal nouns (mostly cognates)</p> <p>(03.1, 03.2, 03.4)</p>	<ul style="list-style-type: none"> • Practise doing the 'j' sound • Practise the <i>rr</i> sound <p>Elefante Tigre Jirafa León Mono Zebra Pez Pájaro Oso</p>	<ul style="list-style-type: none"> • Sing a colour song to the tune of <i>Frère Jacques</i> (<i>amarillo, amarillo, rojo, azul...</i>) Vary using different colours each time • Using pieces of coloured card... the class could write a new version of the song (e.g. <i>verde verde, rojo rojo, amarillo, Amarillo..</i>) • Children are asked to show something blue. Encourage them to move around the room and find something. Children could also direct others to do the same. <i>Mark, toca el verde</i> • Use gestures, pictures, cuddly toys to introduce the animals – lots of repetition. <i>'Repetid'</i> • Children point to the animal you say <i>enséñame una elefante</i> • Children mime the animal you say <i>haz una acción para</i> 	<p>Music: Singing</p> <p>Art: chn could cut out and stick colours to make a new song</p>

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<p><i>(IU 03.1 Learn a traditional song)</i></p>	<p><i>j</i> sound</p>	<ul style="list-style-type: none"> • Children learn a song about some animals (<i>los pequeños peces</i>) with actions to indicate the animal and the verbs involved • Place an animal on a child's head and they guess which it is. The other children respond with <i>sí</i> o <i>no</i>. • Sing <i>cinco en la cama</i> (with various animals) • Teacher sings <i>¿Tienes la jirafa?</i> (Tune= Farmer's in his den) Four children hide an animal each behind their backs. Another child identifies who has which animal when the song finishes. • <i>La Raspa</i> • Teach children the song. 	<p>Music: Again, plenty of singing opportunities.</p> <p>PE: Chn could move around like a given animal as part of a PE lesson</p>
<p>Christmas: To find out about some Christmas traditions and recognise 3 Christmas characters</p> <p><i>(IU3.3, 03.1, 03.2)</i></p>	<p>Recycle colours/ numbers</p> <p>Rudolfo el reno Papá Noel Regalo</p>	<ul style="list-style-type: none"> • Recycle colours/numbers using presents wrapped in different colours/baubles...using activities previously used. • Sing <i>¿Qué hay en la bolsa ?</i> Pass the character round in a bag and whoever has the bag when the rhyme is complete pulls one out and says who it is. 	

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Easter: To learn about some Easter traditions (IU3.3, 03.2)		<ul style="list-style-type: none">• Sing <i>Navidad, Navidad</i> to the tune of Jingle Bells. • Photographs and videos of Spanish traditions in Spain • Colour Easter / Christmas cards to take home	<ul style="list-style-type: none">• ICU: Share simple Spanish Christmas customs e.g. Children receive presents on 6th Dec• Children leave out shoes by the fire place for the three Kings to fill • R.E.: Christmas traditions and Nativity characters ICU: The processions that take place during Holy Week & <i>Carnavales</i>