## Scheme of work - Spanish Nursery

Compiled by Liverpool PMFL Team





Learning Objectives	Content/Vocabulary	Suggested teaching activities	Points to note
Introductions			
To recognise, respond to and use greetings in Spanish  O3.2 Recognise and respond to sound patterns and words O3.3 Perform simple communicative tasks using single words, phrases and short sentences	Hola Buenos días Adiós. Buen fin de semana.	<ul> <li>Greet teacher/cuddly toys using a range of different voices. Pass the cuddly toy around the class. The pupil greets the toy with 'hola, buenos días.</li> <li>Use a puppet to demonstrate the Spanish custom of greeting somebody familiar with kisses on each cheek</li> <li>Gradually introduce different farewells at the end of each Spanish lesson.</li> </ul>	<ul> <li>Use different voice techniques to vary the repetition activities (eg. más fuerte, más rápido, en voz baja, lentamente)</li> <li>Greetings can be used at any time of the school day for reinforcement</li> <li>ICU: Tell children that Spanish people usually kiss each other or shake hands when they greet a friend or family member</li> </ul>
Take part in a song to practice new vocabulary  O3.1 Listen and respond to simple rhymes, stories and songs IU 3.3 Identify social conventions at home and in other cultures IU3.4 Make indirect or direct contact with the country where the language is spoken KAL3 Imitate pronunciation of sounds  To learn to recite a finger rhyme.	Dos pajaritos	<ul> <li>Introduce the song 'hola, hola, buenos días'</li> <li>Recycle 'hola' and 'adiós' and by greeting and saying goodbye to pictures of children's TV characters</li> <li>In small circles pass an object around to music, when the music stops everybody says hello to the person holding the object</li> <li>Teach the children the finger rhyme about the birds and encourage them to perform the rhyme in small groups</li> </ul>	Music: By singing in Spanish, children will recognise rhyme and patterns of sound.  • Using gestures and actions will help children to remember.

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Learn to ask their name and respond to being asked their name.  (03.2, 03.3)	¿Cómo te llamas ? Me llamo	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 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.  • 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	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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Numbers 0 – 10	Contad del 1 al 10	<ul> <li>Introduce numbers using repetition</li> </ul>	Present new language using
To count to ten in		techniques, insisting on accurate	flashcards with the numbers on them
sequence		pronunciation	_
<del>-</del>			Numeracy: Counting can be reinforced
To associate the		Play the '1, 5 counting game'. Pupils stand	at any point in the day in any context
number symbols with		up and count the numbers from 1-5 in	
the spoken number		sequence. The pupil who says 5 has to sit	
(03.1, 03.2)		down and everyone says hello or bye to	
(03.1, 03.2)		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	
		more confident	
		Count in chorus using fingers Contad	
		conmigo	
		• Count in different voices 'Contamos	
		rápidamente/lentamente etc'	
		<ul> <li>Play follow the leader with the numbers. The</li> </ul>	P.E: This activity could be done as a
		teacher says the numbers in sequence.	warm up during a PE lesson
		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 Contad	
		con las acciones	
		Say a number and the children must show it	
		with their fingers <i>Enseñame nueve'</i> .	
		area inigere Ensorative native.	
		Dos manitas, diez deditos song	Numeracy: Incorporate counting in
		,	Spanish into any maths lesson

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	ooong voodbaldi y	<ul> <li>Count objects together (animals/ blue things)</li> <li>1-10 imaginary number tennis</li> </ul>	Music: Join in with music making
		Clap a few times, or beat on a tambourine, the children count and say the number	Music: Singing
		<ul> <li>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.'</li> <li>Sing 'cinco en la cama'. Use cuddly toys and</li> </ul>	
To listen and respond to		a blanket to demonstrate vocabulary	
classroom instructions (03.1, 03.2, 03.3) O3.4 Listen attentively and understand instructions, everyday classroom language and praise words	Saltad Bailad Aplaudid Dad la vuelta Tocad Escuchad Mirad	<ul> <li>Use gestures to introduce instructions and to define the meaning of the words</li> <li>Children copy the gestures and repeat the words with you Copiad et repetid</li> <li>Encourage the children to respond physically to your instruction haz una accion</li> </ul>	PE: The actions can be used as a warm up activity
	Sentaos Levantaos Levantad la mano	<ul> <li>Children only copy the gesture if it matches the instruction given. Try to catch them out. Copiad si es verdad / correcto</li> <li>Pajarito saltas tú song</li> </ul>	Music/Dance: Join in with singing and

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			moving to music
Parts of the body (03.1, 03.2, 03.4)	La cabeza Los hombros Las rodillas El pie Los ojos Las orejas La boca La nariz La mano	<ul> <li>Point to each part of the body and repeat the vocabulary</li> <li>Pupils repeat the words with you whilst touching the correct part of the body</li> <li>Sing Heads, shoulders, knees and toes in Spanish with gestures so pupils can internalize the language.</li> <li>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</li> </ul>	Music: Singing
To recognise and say 6		<ul> <li>Learn a new accumulative song with the dance to accompany it La clase baila/Juan pequeño baila</li> <li>Listen to/Sing Si juntamos la manitas</li> </ul>	PE/Dance/Music: Action song
colours (03.1, 03.2, 03.4)	Rojo Azúl Verde Amarillo Marrón Naranja	<ul> <li>Present the colours using objects or card. It is useful to associate each colour with something concrete. Azul (could sound like a sneeze) marrón(like a motorbike) rojo(red like your heart - heartbeat) amarillo (like the sun)</li> </ul>	

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	<ul> <li>Practise doing the 'j' sound</li> </ul>	<ul> <li>Sing a colour song to the tune of Frère Jacques (amarillo, amarillo, rojo, azul)</li> <li>Vary using different colours each time</li> </ul>	Music: Singing
	• Practise the <i>rr</i> sound	<ul> <li>Using pieces of coloured card the class could write a new version of the song (e.g. verde verde, rojo rojo, amarillo, Amarillo)</li> <li>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. Mark, toca el verde</li> </ul>	Art: chn could cut out and stick colours to make a new song
To recognise some animal nouns (mostly cognates) (03.1, 03.2, 03.4)	Elefante Tigre	<ul> <li>Use gestures, pictures, cuddly toys to introduce the animals – lots of repetition.</li> </ul>	
	Jirafa León Mono Zebra Pez	*Repetid'  • Children point to the animal you say enséñame una elefante	
	Pájaro Oso	Children mime the animal you say haz una acción para	

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(IU 03.1 Learn a traditional song)	<b>j</b> sound	<ul> <li>Children learn a song about some animals ( los pequeños peces ) with actions to indicate the animal and the verbs involved</li> <li>Place an animal on a child's head and they guess which it is. The other children respond with sí o no.</li> <li>Sing cinco en la cama (with various animals)</li> <li>Teacher sings ¿Tienes la jirafa? (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.</li> <li>La Raspa</li> <li>Teach children the song.</li> </ul>	Music: Again, plenty of singing opportunities.  PE: Chn could move around like a giver animal as part of a PE lesson
Christmas: To find out about some Christmas traditions and recognise 3 Christmas characters (IU3.3, 03.1, 03.2)	Recycle colours/ numbers  Rudolfo el reno Papá Noel Regalo	<ul> <li>Recycle colours/numbers using presents wrapped in different colours/baublesusing activities previously used.</li> <li>Sing ¿Qué hay en la bolsa? 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.</li> </ul>	

Nursery				
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		• Sing Navidad, Navidad to the tune of Jingle Bells.		
		Photographs and videos of Spanish traditions in Spain	<ul> <li>ICU: Share simple Spanish Christmas customs e.g. Children receive presents on 6<sup>th</sup> Dec</li> <li>Children leave out shoes by the fire place for the three Kings to fill</li> </ul>	
			R.E.: Christmas traditions and Nativit characters	
Easter: To learn about some Easter traditions (IU3.3, 03.2)		Colour Easter / Christmas cards to take home	ICU: The processions that take place during Holy Week & Carnavales	