

Scheme of work – Spanish Reception

Compiled by Liverpool PMFL Team



Reception

Learning Objectives	Content/Vocabulary	Suggested teaching activities	Points to note
<p>Introductions</p> <p>To recognise, respond to and use greetings in Spanish</p> <p>Take part in a song to practice new vocabulary</p> <p>O3.1 Listen and respond to simple rhymes, stories and songs</p> <p>O3.2 Recognise and respond to sound patterns and words</p> <p>O3.3 Perform simple communicative tasks using single words, phrases and short sentences</p> <p>IU 3.3 Identify social conventions at home and in other cultures</p> <p>IU3.4 Make indirect or direct contact with the country where the language is spoken</p> <p>KAL3 Imitate pronunciation of sounds</p>	<p>Hola Buenos días</p> <p>Señor/ Señora/ Señorita</p> <p>adiós, Buen fin de semana</p>	<ul style="list-style-type: none">• 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'• Use a puppet to demonstrate the Spanish custom of greeting somebody familiar with kisses on each cheek• Gradually introduce different farewells at the end of each Spanish lesson.• Introduce the song 'hola, hola, buenos días'• Recycle <i>hola</i> and <i>adiós</i> by greeting and saying goodbye to pictures of children's TV characters• In small circles pass an object around to music, when the music stops everybody says hello to the person holding the object• Count to three in Spanish: the person you land on stands up and the whole class says hello to him / her. Repeat this a few times	<ul style="list-style-type: none">• Use different voice techniques to vary the repetition activities (eg. más fuerte, más rápido, en voz baja, lentamente)• Greetings can be used at any time of the school day for reinforcement <p>ICU: Tell children that Spanish people usually kiss each other or shake hands when they greet a friend or family member.</p> <p>Music: By singing in Spanish, children will recognise rhyme and patterns of sound.</p> <ul style="list-style-type: none">• Using gestures and actions will help children to remember.

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<p>To learn to recite a finger rhyme.</p> <p>Learn to respond to and say Me llamo and to ask others their names.</p> <p>(03.1, 03.2, 03.3)</p> <p>To ask others how they are feeling and to say how you are feeling</p> <p>(03.3)</p>	<p>Dos Pajaritos La araña pequeña</p> <p>¿Cómo te llamas ? Me llamo ¿Cómo se llama? Se llama</p> <p>¿Qué tal? Muy bien Mal Fatal Estupendo</p>	<ul style="list-style-type: none"> Teach the children the finger rhyme about the parrots and encourage them to perform the rhyme in small groups <p>Sing the question around the room to the tune of <i>Nice One Cyril</i> whilst passing a teddy.</p> <p>¿Cómo te llamas ? ¿Cómo te llamas ? ¿Cómo te llamas ? ¿Cómo te llamas tú?</p> <p>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 <p>Elicit different responses to '¿Qué tal?' by using mime and gesture</p>	<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 – 20 To count to twenty in sequence</p> <p>To associate the number symbols with the spoken number</p> <p><i>(03.1, 03.2)</i></p>	<p>Contad del 1 al 20</p>	<ul style="list-style-type: none"> • Introduce numbers using repetition techniques, insisting on accurate pronunciation • Play the ‘0,5,10 counting game’. Pupils stand up and count the numbers from 0-10 in sequence. The pupil who says 5 or 10 has to sit down and the last remaining pupil standing is the winner. • Count in chorus using fingers <i>Contad conmigo</i> • <i>Dos manitas, diez deditos</i> song to the tune of ‘In and out those dusty bluebells’ • 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>’. • Count children - when you land on ten the child stands up and everyone says hello to 	<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>him / her in Spanish.</p> <ul style="list-style-type: none"> • Play the <i>sí / no</i> game with the number symbols. Show the symbol and say a number. The children confirm or deny the statement. <i>¿Es ocho ? ¿Si o no ?</i> • count objects together (animals/ blue things) Estimate the amount before you count. <i>¿Cuántos gatos hay? ¿Ocho, siete ? Contad conmigo</i> You could use a maths package CD rom on the whiteboard to do this • Clap a few times, or beat on a tambourine, the children count and say the number • 1-20 imaginary number tennis • Show or say a number- the children must give the next number or the preceeding number • Sing 'diez pequeños peces'. 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 'diez en la cama'. Use cuddly toys and a blanket to demonstrate vocabulary 	<p>Music: Join in with music making using various instruments</p> <p>Music: Singing</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 Dad palmadas Andad Nadad Dad la vuelta Tocad Escuchad Mirad Sentaos Levantaos Levantad la mano</p>	<ul style="list-style-type: none"> • 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 y repetid</i> • Encourage the children to respond physically to your instruction <i>haz una acción</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>PE: The actions can be used as a warm up activity</p> <p>Music/Dance: Join in with singing and moving to music</p>
<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"> • Practise doing the <i>j</i> sound 	<ul style="list-style-type: none"> • Point to each part of the body, 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> • Children sing the accumulative song with the dance to accompany it <i>La clase baila ? Juan pequeño baila</i> 	<p>Music: Singing</p> <p>PE/Dance/Music: Action song</p>

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<p>To recognise and say 11 colours (03.1, 03.2, 03.4)</p>	<p>Rojo Azúl Verde Amarillo Naranja Violeta / Lila / Morado Negro Blanco Gris Marrón</p> <ul style="list-style-type: none"> • Practise doing the j sound and the rr sound 	<ul style="list-style-type: none"> • Learn the song <i>Cabeza, hombros, rodillas, pies</i> to the same tune as in English • Incorporate commands with classroom instructions – play a game where the children do what you say not what you do – <i>Toca la nariz</i>– a simplified version of Simon dice • Children put their hands up / sing <i>Olé</i> or clap when they hear the j sound • 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) • 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 	<ul style="list-style-type: none"> • Make up a dance in PE to accompany the song <p>Art: chn could cut out and stick colours to make a new song</p>

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<p>To recognise some animal nouns (mostly cognates) (03.1, 03.2, 03.4)</p>	<p>Elefante Tigre Jirafa León Panda Zebra Pez Pájaro Mono Hipopótamo Serpiente</p>	<p>direct others to do the same. <i>Mark, toca el verde</i></p> <p>Use gestures, pictures, cuddly toys to introduce the animals – lots of repetition. <i>Repetid</i></p> <ul style="list-style-type: none"> • Children point to the animal you say <i>enseñame un tigre</i> • Children mime the animal you say <i>haz una acción por una jirafa.</i> • Children learn a song about some animals (<i>los pequeños peces</i>) with actions to indicate the animal and the verbs involved <p>Sing <i>cinco en la cama</i> (with various animals)</p> <p>Teacher sings <i>¿Tienes la jirafa?</i> (Tune= Farmer’s in his den) Four children hide an animal behind their backs. Another child identifies who has which animal when the song finishes.</p> <p>Give the first phoneme of an animal- <i>Ese animal empieza con una p. p. p.</i></p>	<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>

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<p>To recognise 6 fruits and ask for a fruit using please (03.2, 03.3)</p>	<p>Naranja Manzana Pera Plátano Fresa Sandía</p>	<p>Sing fruits to familiar tunes. <i>En mi bolsa hay</i></p> <p>Get chn to give you a piece of fruit by asking; <i>Una manzana por favor.</i> Then encourage chn to ask for a piece of fruit themselves</p>	<p>Chn can use this to ask for their daily piece of fruit</p> <p>Healthy lifestyle</p>
<p>Story to support the recycling of vocabulary (03.1)</p>		<p>Choose a story covering the vocabulary covered so far e.g <i>La oruga muy hambrienta</i> – Big Book (fruit) / story apron</p>	
<p>Christmas: To find out about some Christmas traditions and recognise 8 Christmas words (IU3.3, 03.1, 03.2)</p>	<p>Rudolfo el reno Papá Noel Muñeco de nieve El árbol de Navidad El ángel Campanas Un regalo María José El niño Jesús</p>	<p>Recycle colours using presents wrapped in different colours/baubles...using activities previously used.</p> <p>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.</p> <p>Sing <i>Navidad, Navidad...</i>to the tune of 'Jingle</p>	<p>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.</p>

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<p>Easter: To learn about some Easter traditions <i>(IU3.3, 03.2)</i></p>		<p>Bells'</p> <p>Sing María, José y el niño Jesús repeated to tune from Away in a Manger</p> <ul style="list-style-type: none">• Photographs and videos of Spanish traditions in Spain• Colour Easter / Christmas cards to take home	<p>R.E.: Christmas traditions and Nativity characters</p> <p>ICU: The processions that take place during Holy Week, <i>Carnavales</i></p>