

Scheme of work - Spanish Year 2

Compiled by Liverpool PMFL Team



Learning Objectives	Content/Vocabulary	Suggested teaching activities	Points to note
<p>somebody else's</p> <p><i>P.O.S. 1 Listen attentively to the spoken language and show understanding by joining in and responding</i></p> <p><i>P.O.S. 4 Speak in sentences, using familiar vocabulary, phrases and basic language structures</i></p> <p><i>P.O.S. 11 describe people, places, things and actions orally</i></p>		<p>false ages to translate, from Spanish into English and vice versa</p> <ul style="list-style-type: none"> • Play the 'detective game': A boy and a girl move round the class asking the same question to as many pupils as possible. All pupils respond with the standard answer, except one secretly preselected pupil who gives an unlikely answer eg: <i>Tengo treinta años</i>. First child to find this person, wins • Introduce the question of other people's ages. Use pictures of TV characters/ celebrities with ages shown and elicit answer. Use actions to represent new vocabulary • Recycle all questions learnt so far: Detective game/ role play situations etc • Time how long it takes individual chn to answer a series of familiar questions • Mouth questions, for children to identify and answer 	

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<p>O.5 To sing songs and recite short finger rhymes</p> <p><i>P.O.S. 2 Explore the patterns and sounds of language through songs and rhymes and link the spelling sound and meaning of words.</i></p> <p><u>Animals</u></p> <p>O3.2 To recognise and respond to sound patterns and words</p> <p>L3.1 Recognise some words in the written form</p> <p><i>P.O.S. 12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine</i></p>	<p>?</p> <p>As last year, plus: Una serpiente Una tortuga Un ratón un pájaro un cocodrilo un hipopótamo una rana un leopardo un buitre grande/ pequeño/ largo/ corto</p> <p>Make the <i>j</i> sound accurately</p>	<ul style="list-style-type: none"> • Recycle rhymes learnt previously • Sing the new rhymes together with actions • Encourage pupils to perform the rhymes in small groups or individually <ul style="list-style-type: none"> • Introduce the new animals using toys or flashcards and plenty of repetition • Play <i>Simón dice</i> with animal actions • Pictionary: Child draws an animal on the board for the class to identify • Teacher mimes the action, the children call out the animal • Competitions: Boy v girl. First to correctly identify the animal shown earns a point for their team • List an animal's characteristics and pupils identify which animal 	<p>Singing and reciting rhymes accustoms children to the sounds and rhythms of the language and helps them to link words that have the same sound</p> <p>Start to expose pupils to the written word for selected new vocabulary. Care must be taken to maintain good pronunciation by backing up reading work with plenty of repetition. At first this could be done incidentally, pointing out sound spelling links when pupils make pronunciation mistakes</p> <p>Begin to introduce a competitive element to activities</p> <p>Start to make the distinction between <i>un</i> and <i>una</i></p>

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<p>Story-telling/ Habitats O.1 Develop listening and attention skills O.2 Listen with sustained concentration O3.1 Listen and respond to simple rhymes, stories and songs</p> <p>Recognise key vocabulary and join in with repetitive elements in a story</p> <p><i>P.O.S. 8 appreciate stories, songs, poems and rhymes in the language</i></p>	<p>Story ppt: <i>Mamba, El Cocodrilo / No quiero ir a dormir</i></p> <p>En Africa El río Los dientes Me duele.... un amigo ¿por qué ? la boca abre Use animal nouns previously learnt</p>	<ul style="list-style-type: none"> • Assign an action to the new story vocabulary • Call out an animal, chn do the appropriate action • Children say <i>hola</i> in the manner of one of the story's animal characters. The class guesses the animal • 'What makes me smile,' game: The teacher draws two columns on the board, one headed with a smiley face, the other with a sad face. The teacher asks <i>¿Qué me hace sonreir?</i> Pupils call out key words from story and the teacher writes each word in the appropriate column eg; only words of one syllable or words beginning with 'g' make the teacher smile. Chn guess the rule • Read story from ppt, with children joining in • Reread story from 'gap fill' ppt. Can chn recall the missing words? • Act out the story with chn playing the animals 	<p>Science: Characteristics of animals/ habitats. In English, discuss Mamba's habitat [a river in Africa]. How is Mamba suited to his habitat?</p> <p>Geography: Find Africa on a map. Discuss what it is like.</p> <p>PE: Moving like animals</p> <p>Literacy: Associating written form of words with spoken form. Acting out a story</p> <p>Polar bears are only found in the North Pole. Penguins live in the South Pole</p>

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<p>Habitats To match animals to their habitat[s]</p> <p><i>P.O.S. 7 read carefully and show understanding of words, phrases and simple writing</i></p>	<p>El zoo La granja/ el campo La casa El mar/el río La sabana La selva El bosque El desierto El Polo Norte/Sur</p> <p><u>Story</u> - <i>No quiero ir a dormir</i></p>	<ul style="list-style-type: none"> Introduce different habitats using flashcards and repetition techniques Talk about where animals live. Teacher makes an incorrect statement eg <i>el gato vive en el zoo</i> and pupils have to say <i>sí</i> or <i>no</i>, progressing (for the more able) to correcting the sentence, <i>no, el gato vive en la casa</i> Questions: <i>¿Una vaca vive en la granja o en la casa? ¿Dónde vive el pez?</i> <p><u>Extension</u> Children could help to rewrite and retell the <i>Mamba/Pequeño tigre</i> stories by suggesting different animals in different habitats</p>	<p>PE: Put one habitat into each corner of the room/ sports hall. Pupils stand in the middle of the hall. When they hear an animal called out, they go and stand by the correct habitat. To make it more challenging, children could move like the animal being described to the correct habitat</p>
<p>Colours L3.1 Recognise some words in the written form L3.2 Make links between some phonemes, rhymes and spellings and read aloud familiar words</p> <p>To recognise colours in the written form</p>	<p>Azul Amarillo Rojo Verde Violeta/lila/morado Rosa Marrón Naranja Blanco Negro Gris Song : <i>¿De qué colores ?</i></p>	<ul style="list-style-type: none"> Ask what colour are the animals learnt in last section Recycle flashcard games using colour cards with [detachable] labels Using only the labels, ask children to read aloud the colours Put written labels only in a bag and pass around the class to the count of 20. Child no. 20 pulls out a label and reads aloud Time trials: Child matches labels to correct colour cards as fast as possible Loto: Display colour labels and ask 	<p>Draw attention to the fact that the colours are said after the noun in Spanish</p> <p>Literacy: Associating written form of words with spoken form</p>

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<p><i>P.O.S. 7 read carefully and show understanding of words, phrases and simple writing</i></p> <p><i>P.O.S. 2 Explore the patterns and sounds of language through songs and rhymes and link the spelling sound and meaning of words.</i></p>	<p>Make the <i>j</i> sound accurately</p> <p>Look at <i>ll</i> in <i>amarillo</i> and show other words covered e.g. <i>rodilla, me llamo...</i></p>	<p>pupils to choose and copy three colours on whiteboards. When a winner is found, ask the child to read aloud their chosen colours to the class</p>	
<p><u>2D Shapes</u> To recognise 2D shapes</p> <p>To recall the features of 2D shapes</p> <p><i>P.O.S. 9 broaden their vocabulary and develop their ability to understand new words that are introduced into</i></p>	<p>Un círculo Un triángulo Un cuadrado Un rectángulo</p> <p>Pequeño/a Grande</p>	<ul style="list-style-type: none"> • Present the vocabulary using different coloured plastic shapes/ shape tiles using actions • Model how to say a shape plus its colour <i>Es un cuadrado rojo</i> • Show a shape – class repeats if true <i>Repetid si es correcto</i> • Attach shapes to a board – ask questions to check understanding <i>¿Qué número es el cuadrado? ¿De qué color es el círculo ?</i> • Give each child a plastic shape. Recycle classroom instructions by asking children to do an action if they have a certain shape in a particular 	<p>Numeracy: Features of 2D shapes</p>

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<i>familiar written material</i>		<p>colour.</p> <ul style="list-style-type: none"> • Competition: Boy v girl, first to say shape and colour correctly, wins • Highlight the features of each shape: <i>¿Un triángulo tiene cuántos lados?</i> Children sort shapes into categories. Give each of them a shape and ask them to stand up as appropriate. <i>Levantaos si tenéis una forma con cuatro lados</i> • Make simple patterns with the shapes on floor—chn predict the next shape. <i>Un cuadrado azul, un cuadrado rojo, un cuadrado azul, un cuadrado rojo... ¿Y después?</i> Repeat activity increasing difficulty level • Make patterns and sequences with shapes and colours on the floor. A child must name them correctly, in order. If they make a mistake another child takes over and starts again from the beginning • In pairs at their desks, children create a sequence with shapes. They tell their partner the sequence who then carries on the sequence • Model how to describe a shape by its colour and size <i>Es un círculo rojo y grande</i> • Say shapes [plus size and colour] in Spanish for pupils to translate into English. Repeat in English to be 	<p>It is good practice to introduce pair/ small group work</p> <p>Compare the position of adjectives of size to the position of colours in Spanish</p>

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<p>To ask for things politely</p> <p>To read vocabulary related to shape/ size and colour</p> <p><i>P.O.S. 9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material</i></p>	<p>¿Qué forma quieres? Me gustaría Por favor</p> <p>Coloread en azul/ amarillo etc</p>	<p>translated into Spanish</p> <ul style="list-style-type: none"> Repeat as above, using only gestures to communicate the shape/ size/ colour for chn to say in Spanish Lay out shapes in various colours/ sizes. Children must ask politely for one of the remaining shapes. Children complete a simple worksheet. 	<p>PE: Chn draw shapes in the air with their body parts</p> <p>Ensure chn have been exposed sufficiently to the written form of the shape/ size words before attempting this sort of reading exercise</p>
<p><u>Numbers to 31/ multiples of ten to 60</u></p> <p>To count in sequence up to 31</p> <p>To associate the number symbols with the spoken word</p>	<p>1-31, 40, 50, 60 Más Menos Par Impar Me gustaría...</p>	<ul style="list-style-type: none"> Use flashcard techniques to teach nos 21-31, 40, 50, 60 Play ping pong [teacher v class, teacher v pupil, pupil v pupil] Mexican Wave around class to 	<p>Teach to 31 ready for birthdays topic in Y3.</p>

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To recall numbers to 31, 40, 50, 60 out of sequence	Por favor	<ul style="list-style-type: none"> • Use number tiles, in order. Ask a child to jump on the numbers as they say them. Repeat with child jumping on random nos the teacher chooses • Place tiles random order. Call out nos for child to find and jump upon • Use target boards and different coloured bean bags. Use number fans / whiteboards – say a number and the children show it / write it • As above, boy v girl using flyswatters. First to hit number called out, wins Draw number on a child's back for him/her to identify. Use <i>Más/ menos</i> to guide subsequent guesses • Chn repeat above exercise in pairs • List numbers for chn to read (e.g. 1,3,6,8,12,16,17,19). The class must say the numbers in order and then backwards. <i>Al revés</i> • Memory game: Give a few chn a number card. The class memorises the sequence of nos. before they are hidden. Ask questions to elicit who has which number <i>¿Samantha tiene qué número? ¿Quién tiene treinta?</i> • Repeat but now the class/ individuals 	<p>Ensure chn are secure when counting in order before moving to random order</p> <p>PE: <i>Las escaleras</i>: Divide class into two teams. Each team member is numbered 1 to 15 etc. Teams sit in two parallel lines, opposite each other and opposite their rival number [ie: both chn given no.4 sit opposite each other]. A skipping rope is placed flat on the floor between each matching couple, like the rungs of a ladder [optional]. Teacher calls a number and both chn with that number run up the centre of the two lines, stepping over the 'rungs' and back around the outside of their line to their original places. First back wins a point</p> <p>PE: <i>La pelota caliente</i>: In a circle, pupils throw a 'hot ball' to each other, randomly and quickly, while counting to 31. If you hold on to the ball too long you are <i>quemado</i> and out. The child who is no. 31 is <i>eliminado</i></p> <p><u>Alternative</u>: Chn who are the multiples of ten are out</p> <p>It is good practice to introduce small group/ pair work</p>

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<p>O.3.1 Listen and respond to simple rhymes, stories and songs</p>	<p>Abuelito, ¿Qué hora es?</p>	<p>must recall all the numbers on the hidden cards, in order, from the beginning. If a mistake is made then someone else begins all over again</p> <ul style="list-style-type: none"> • Ask if numbers are odd or even, ¿El cinco es par o impar? Call a number. Chn touch heads if number is even, touch knees if odd • Count in twos / fives. Play ping pong counting only in twos/ fives • Maths: <i>10 + 5 son / 5 + 10 + 10 son/ 31 menos 2 son</i> etc • Tres en Raya: Chn ask for numbers politely • Loto: Chn choose 4 numbers • Teacher sings song whenever picking a volunteer • Chn to repeat each line after teacher 	<p>Keep loto game very simple at first. Chn find it difficult to recall numbers quickly in this situation. For eg: Play first game with only nos 1-10, next game with nos 11-20 and then 21-31, before attempting a game of 1-31</p> <p>Playground game – <i>Abuelito, abuelito ¿Qué hora es? ¡Son las cinco!</i> (similar to the game, “What’s the time, Mr Wolf”)</p>

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<p>To learn a traditional playground song</p> <p>O3.4 Listen attentively and understand instructions, everyday classroom language and praise words</p> <p>To listen and respond to classroom instructions</p>	<p>Este ritmo (body parts)</p> <p>As previously learnt plus: Salid Brazos cruzados Silencio</p> <p>Adverbs: En voz alta En voz baja</p> <p>Song : Ahora vamos a saltar / correr...</p>	<p>[add actions, if preferred]</p> <ul style="list-style-type: none"> • Allocate a line to each table to repeat in sequence with rest of the tables' lines • Children copy the actions and repeat the words • Children only copy the gesture if it matches the instruction • <i>Simon dice</i> game • Choose a child to give instructions to the rest of the class • Recycle song 'Salto, brinco' in chorus 	<p>PE: In hall, chn act out instructions called out whilst standing on the spot Repeat sitting down on floor to increase difficulty</p>

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<p><u>Story-telling [Animal Story]</u> O.1 Develop listening and attention skills O.2 Listen with sustained concentration O3.1 Listen and respond to simple rhymes, stories and songs</p> <p>To join in with repetitive elements of a story/ song [Polar Bear]</p>	<p>Oso Polar : Powerpoint / book/ velcro animal kit</p> <p>Animal nouns Recycle colours Adjectives: largo, pequeño grande, enorme, bonito</p> <p><u>Alternative animal stories:</u> Los Tres Cerditos Lucas y su Cerdo El libro de la selva</p>	<ul style="list-style-type: none"> • Read <i>Oso Polar</i> to demonstrate the story • Consolidate the animals and colours using velcro kit and repetition exercises. Eg: repeat if true/ swap the hippo for the flamingo etc • <i>Simón dice</i> game with animal actions • Questions: ¿Qué animal falta? ¿Que animal est grande? ¿De qué color es el oso?Read my lips game • Chn make a physical response when hear a certain item of vocab • Re-read story. Encourage chn to join in with repetitive elements. Pupils can place velcro animals on apron when hear animals mentioned • Re-enact the story, with chn playing the parts of the animals • Sing the <i>Oso Polar</i> song 	<p>Literacy: Re-enact simple stories/ rhymes from memory/ associate written form of word with spoken form</p> <p>Exposure to stories will enhance the children's understanding that stories have a shape and a sequence.</p> <p>They will learn to pick out familiar words from a narrative</p> <p>Science/ Geography: Discuss where each animal comes from and its natural habitat</p> <p>Chn should begin to follow the story text and start to recognise some of the words visually</p> <p>Music: Singing the story to music will aid memorisation</p>

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<p><u>Christmas</u> O.4 Copy language modelled by the teacher</p> <p>To recognise colours in the written word</p> <p>To sing familiar songs in Spanish</p> <p>To recognise the names of nativity characters</p> <p>To compare a typical British and Spanish Christmas</p>	<p>Recycle colours [written form]</p> <p>Songs: <i>Gatumba, María José y el niño Jesús</i></p> <p><i>El Niño Jesús</i> <i>María</i> <i>José</i> <i>Los pastores</i> <i>Las ovejas</i> <i>Los Reyes Magos</i> <i>Belén</i></p> <p>Feliz Navidad Feliz Año Nuevo</p>	<ul style="list-style-type: none"> • Christmas colour coded worksheet. Pupils read the colours in Spanish and colour the picture appropriately • Sing <i>Gatumba</i> with actions • Teach vocab to <i>María, José y el Niño Jesús</i> song • Discuss how Christmas is celebrated in Spain and compare with Britain • Sing <i>Navidad, Navidad.... To the tune of Jingle Bells</i> 	<p>Music: Sing Christmas songs</p> <p>RE: Recognise some nativity characters in Spanish</p> <p>ICU: Discuss similarities and differences between a British and Spanish Christmas</p>