



Storytime in Spanish

LKS2 Scheme of Work- Year A

The aim this year is to make children familiar with a range of songs, stories and rhymes in Spanish. Every lesson will end with a story, song or rhyme in order to start building confidence and familiarity with story-telling and oracy. This is to prepare the children for the retelling of 'The Very Hungry Caterpillar' that they will be expected to do in the summer term.

Autumn Term

Pupils start with the phonics, learning the vowels first. They practise these using a variety of activities. They then learn the numbers 1-10 and how to ask and give their age. Then they learn the other key phonic sounds. They read rhyming stories, sing songs and practise tongue twisters and have further opportunities to make the sound-written link by listening to words and anticipating their spelling. They also learn some nouns (pencil case items). They are made aware of gender through colour coding. They use the verb forms 'tengo'- I have, 'es'- it is and implicitly encounter the negative forms of these.

Week	WALT	Language (core content)	Intercultural understanding	Outcome	Resources
1	Be able to pronounce vowels in Spanish	Phonics- las vocales A- araña, E-elefante, I-idea, O-olvidar, U-universo		Recall and pronounce the vowel words with actions	Vowel word strips
2	Say basic greetings and give your name	Hola/greetings ¿Cómo te llamas? (What do you call yourself?) Me llamo... (I call myself) ¿Cómo estás? (How are you?) muy bien, gracias (very well, thanks), estupendo (great), bien (well), regular (OK), mal (bad), fatal (awful)	How Spanish surnames are formed Some typical Spanish first names	Ask and answer the questions ¿Cómo te llamas? and ¿Cómo estás?	¿Cómo están? activity
3	Know numbers 1-10 in Spanish	Numbers 1-10 un, uno, una dos tres cuatro cinco seis siete ocho nueve diez		Count to ten in Spanish from memory without prompts.	Los números worksheets (matching activity for WTS, fill in the gaps for EXS and number puzzles for GD)

4	Be able to say your age in Spanish	1-10 and giving age ¿Cuántos años tienes? (How old are you?) Tengo...años (I am.....years old)		Ask and answer the question ¿Cuántos años tienes?	Hot seating activity grids ¿Cuántos años tienes? worksheet
5	Understand pronunciation and spelling in Spanish	Phonics (2) CA-casa, CE-cerdo, CI-ciclista, CO-coche, CU-cucaracha GA-gato, GE-gemelo, GI-gimnasia, GO-gol, GU-gusano, GUE-guepardo, GUI-guitarra J-¡jota, H-hamburguesa, Ñ-España, Z-zumo, LL-llave		Pronounce the remaining phonic words with actions	Phonics grids
6	Embed our phonics knowledge			Perform a mini roleplay using greetings or a tongue twister.	Tongue twisters Greetings roleplay
7	Understand pencil case items in Spanish	Pencil case un estuche (a pencil case) un bolígrafo (a pen) un lápiz (a pencil) un lápiz de memoria (a USB) un sacapuntas (a sharpener) un bote de pegamento (a glue stick) una regla (a ruler) una goma (a rubber) unos rotuladores (felt-tip pens) unas tijeras (scissors)		Recognise pencil case items in Spanish.	Matching activity Syllable spelling task
8	Say what you have and don't have in your pencil case	Pencil case ¿Tienes un/una...? (Do you have a...?) Sí, No (Yes, No)		Say a sentence about what they have or don't have in their pencil case.	Tengo/No tengo worksheet
9	Be able to understand what is in a pencil case	Pencil case ¿Que tienes en tu estuche? (What do you have in your pencil case?) En mi estuche, tengo.... (In my pencil case I have....)		Read and understand a couple of sentences describing a pencil case.	Pencil case reading activity
10	Be able to describe what is in your pencil case	Pencil case ¿Que tienes en tu estuche? (What do you have in your pencil case?) En mi estuche, tengo.... (In my pencil case I have....)		Write a paragraph about what is in their pencil case.	Model paragraph for EXS and GD Fill in the gaps for WTS
11	Learn some key facts about Christmas in Spain and make a Christmas card	La Navidad en España	Learn about Christmas customs in Spain	Understand and explain the importance of certain dates during Christmas in Spain.	Key dates grid Christmas card templates

12	Learn a Spanish Christmas song	La Navidad en España	Learn a Spanish Christmas song	Follow along and join in with a Spanish Christmas song.	Song lyrics
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Spring Term

The theme is **animals** and **colours**. The linguistic focus is gender, articles (definite and indefinite), plurals and adjectives (position and basic agreement). The grammatical concepts are all based around a core vocabulary of **9 animal nouns** and **6 colours** so nothing becomes too difficult.

The key verbs are **'es'** (he/she/it is), **'son'** (they are), **'hay'** (there is/are). The negative is revisited and there is also a subtle introduction to **también** (also/too/as well), **'pero'** (but).

Pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible- thereby building confidence. Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources.

Week	WALT	Language (core content)	Intercultural understanding	Outcome	Resources
1	Understand classroom instructions in Spanish	Classroom language 1. ¡Silencio! (Silence!) 2. ¡Sacad un bolígrafo! (Get out a pen!) 3. ¡Un voluntario! (A volunteer!) 4. ¡Abrid los cuadernos! (Open your exercise books!) 5. ¡Mirad! (Look!) 6. ¡Brazos cruzados! (Fold your arms!) 7. ¡Entregad los cuadernos! (Give your books in!) 8. ¡Escuchad! (Listen!)		Follow classroom instructions that are given in Spanish.	
2	Know names of some animals in Spanish	9 animals-nouns un gato (a cat) un perro (a dog) un pez (a fish) un oso (a bear) un pájaro (a bird) un pato (a duck) un caballo (a horse) una rana (a frog) una oveja (a sheep)		Write sentences about animals using 'Tengo/No tengo'.	Tengo/No tengo worksheet

3	Understand plurals in Spanish	9 animals-plurals Nouns as above with 's' added		Change singular nouns into plural accurately.	Matching pictures and sentences activity for GD
4	Be able to use singular and plural nouns	9 animals-articles Articles change: un-unos, una-unas		Recognise the difference between the indefinite articles 'a' and 'some'.	Fill in the gap worksheet
5	Know colours in Spanish	Colours azul (blue), rojo (red), blanco (white), negro (black), verde (green), amarillo (yellow), pardo (brown), morado (purple)		Read and understand a paragraph about animals and colours.	Colours grid Colouring animals' activity Animals paragraph reading comprehension Extra reading comprehension for GD
6	Be able to read a story in Spanish	Brown bear story		Begin to join in with reading the brown bear story.	
7	Be able to describe animals in Spanish	Listening/Reading- describing pictures		Write their own sentences describing the animals in the brown bear story.	Guided template for WTS
8	Follow instructions to make a booklet	Making booklet activity		Make a booklet to write their own version of the brown bear story in.	Plain paper
9	Be able to write a story in Spanish	Brown bear story (2)		Create their own version of the brown bear story.	Guided template for WTS
10	Know how to sing a song in Spanish	Old Macdonald		Join in with Old Macdonald song	Song lyrics

Summer Term

This unit focuses on memory and performance in that it asks pupils to retell a familiar story- The Very Hungry Caterpillar- in Spanish. Pupils are first introduced to useful vocabulary from the story- numbers, days of the week, fruits, foods- and then introduced to the story in video and audio format. After several activities developing memory and practising pronunciation, pupils will hopefully feel confident enough to retell the story in one of a variety of verbal ways- with pictures, with video, or with video and subtitles (for those who need the written back-up for now). The idea is that everyone can have a go and feel successful.

Take some video of your pupils' performances or have the most confident perform in assembly!

Week	WALT	Language (core content)	Intercultural understanding	Outcome	Resources
1	Know how to describe and count fruit in Spanish	La oruga hambrienta (hungry caterpillar)- la fruta una manzana/las manzanas		Write sentences describing how many fruits there are.	Question and answer fill in the blanks for GD

		<p>una pera/las peras una ciruela/las ciruelas una fresa/las fresas una naranja/las naranjas</p>			
2	Understand days of the week in Spanish	<p>Days of the week- sign language gestures los días de la semana- lunes, martes, miércoles, jueves, viernes, sábado, domingo</p>		Say the days of the week in Spanish.	Unjumbling activity
3	Understand some items of food in Spanish	<p>Food from the story un trozo de pastel de chocolate un pepinillo un helado una loncha de queso una rodaja de salchichón una piruela una porción de tarta de frutas una salchicha una magdalena un trozo de sandía</p>		Accurately pronounce and recognise names of some food items from the story.	
4	Know some items of food in Spanish	<p>Food from the story</p>		Memorise the names of foods and fruits.	Labelling picture activity Venn diagram for GD
5	Understand a Spanish story	<p>Video of the story-ordering the text</p>		Put the text of the story back into the right order.	Jumbled up text
6	Follow instructions to make a paper butterfly	<p>Mariposa de papel</p>		Make a paper butterfly.	Plain paper Maths butterfly for GD
7	Be able to retell the HC story	<p>Re-telling the story</p>		Retell the story of The Very Hungry Caterpillar.	
8	Be able to retell the HC story	<p>Re-telling the story</p>		Retell the story of The Very Hungry Caterpillar.	
9	Know some snack foods in Spanish	<p>Snack foods una ensalada (a salad), una hamburguesa (a hamburger), una limonada (a lemonade), una fruta (a fruit), unas patatas fritas (some chips), un perrito caliente (a hot dog), un helado (an ice cream), un zumo (a juice), un bocadillo (a sandwich)</p>		Say names of some snack foods.	Venn diagram activity
10	Be able to say what food you would like in Spanish	<p>Ordering food in a café ¿Qué quieres? (What do you want?) Quiero un/una... (I want a....)</p>		Ask and respond to the question ¿Qué quieres?	

		Por favor (please) Aquí tienes (Here you are) Gracias (thank you) De nada (you're welcome)			
11	Be able to order food in Spanish	In a café- roleplays (Language as above)		To perform a roleplay in a café from memory.	
12	Be able to write words from memory	Display- favourite snacks on plates		Draw snack foods on a plate and write their names from memory.	Paper plates