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Finding your way around the curriculum pack

This pack is intended as an introduction to Spanish for upper KS1 or lower KS2. It is broken down into six themed sections, each supported by a variety of teaching suggestions and resources. The sections are designed for the non-specialist teacher to dip into rather than to be followed as a series of lessons. This allows for the flexibility to work alongside a more structured sequence.

Sections comprise:

- **Quick 'n' easy** - for those times when you only have a few minutes
- **Time for more?** - if you have 30 minutes or more
- **Looking for a challenge and In need of a helping hand** - provide ideas for differentiation
- **How are you doing?** - assessment opportunities
- **Taking it home** - home learning opportunities
- **Showing off!** - display ideas

There is also a **Keep things ticking over** section giving tips and ideas for ensuring that key aspects of language are revisited on a regular basis rather than just in isolated lessons.

Finally, our interactive game [Hangman](#) is easy to edit with your own Spanish vocabulary and use in your warm-up and plenary sessions.

We hope you enjoy using this pack. If you have any questions, please get in touch: email support@teachitprimary.co.uk or call us on 01225 788851. Alternatively, you might like to give some feedback for other Teachit Primary members - you can do this by adding a comment on the [Introducing Spanish curriculum pack](#) page on Teachit Primary (please log in to access this).

Curriculum coverage and mapping

Activities in this teaching pack meet the following requirements in the 2014 National Curriculum.

Key stage 2: Foreign languages

Statutory requirements

Pupils should be taught to:

1. listen attentively to spoken language and show understanding by joining in and responding
2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
4. speak in sentences, using familiar vocabulary, phrases and basic language structures
5. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
6. present ideas and information orally to a range of audiences
7. read carefully and show understanding of words, phrases and simple writing
8. appreciate stories, songs, poems and rhymes in the language
9. write phrases from memory, and adapt these to create new sentences, to express ideas clearly
10. describe people, places, things and actions orally and in writing

Statutory requirements as set out above; where they are addressed in the pack:

| Main teaching aspect | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|---|---|---|---|---|---|---|---|---|----|
| Session 1: ¡Me encanta España! | | | | | | | | | | |
| Session 2: Nice to meet you | | | | | | | | | | |
| Session 3: Numbers count | | | | | | | | | | |
| Session 4: All the colours of a rainbow | | | | | | | | | | |
| Session 5: All about me | | | | | | | | | | |
| Session 6: Heads, shoulders knees and toes | | | | | | | | | | |

Section 2: Nice to meet you

(Statutory requirements covered: 1, 2, 3, 4, 5)

Purpose: Children should learn a variety of ways to greet a person in Spanish and to say “goodbye”.

Quick ‘n’ easy:

- Ask children how to greet someone and say “goodbye” in Spanish. Most children know the words “*Hola*” and “*Adiós*” and will enjoy demonstrating their knowledge.
- Introduce the phrase “*¿Qué tal?*” as an alternative (informal) greeting and ask children to greet their partner. Form a circle and invite children to take it in turns around the circle to either shake the hand of the person next to them or to wave at them and greet them in the appropriate corresponding way.
- Use a selection of photo cards showing different people - if possible include photographs of members of your school community - and ask children to decide how they should greet each of the people shown; with a more formal “*Buenos días*” or an informal “*Hola, ¿qué tal?*”.
- Invite TAs, parent helpers or older children to pop in and encourage children to greet them in Spanish. And don’t forget to reinforce the new vocabulary by using it at the beginning and end of the day and for the register!

Time for more?

- Introduce the question “*¿Cómo estás?*” (How are you?) and the possible responses: “*Estoy muy bien, gracias!*”, (I’m well, thank you!), “*Bien*” (well), “*Regular*” (okay), “*Mal*” (bad) and “*Fatal*” (awful). You may want to use enlarged versions of some of the picture cards in Spanish greetings game to introduce the new phrases. This resource also outlines a selection of simple games to reinforce which of the responses is most appropriate.
- Invite children to ask the question of a partner and then they respond with a variety of responses. Children will enjoy pulling happy/grumpy/sad faces at one another to match the responses!
- Use traditional stories as scenarios for children to imagine the response characters would give to the question “*¿Cómo estás?*” at different points in the story. For example, how would Red Riding Hood respond to the question if asked when she arrived at her grandmother’s house? Or what about the Little Pigs when their mother first sets them off to build houses of their own? Puppets can be used to act out the question and response activity. [What would you say?](#) provides a simple template for children to record appropriate responses to different situations.

How are we doing?

- A game of Snap makes for a fun plenary and is a useful assessment tool. Use either blank playing cards with the phrases written on them or the [Spanish greetings game](#) cards.

Taking it home:

- Encourage children to show off their new vocabulary by practising with family members at home. Use word fans so that they have a reminder of the phrases they have covered. Children can then report back on situations where they were able to use the phrases.

Looking for a challenge?

- As the children to create simple plays which demonstrate the possible responses - props at the ready!

Giving a helping hand

- Create simple facial expression masks - old ping pong bats work well - to hold up when the corresponding responses are given to the question “¿Cómo estás?” These will provide a visual reminder to link the different phrases.

Spanish greetings game

Two friends saying hello!



Two strangers meeting



He is not very well!



He is feeling well.



He is feeling okay.



Goodbye!



She is sad.



See you tomorrow!



How are you?



How are you?



¡Hola!

Buenos
días

Regular

Fatal

Bien

Adiós

Está
triste

Hasta
mañana

¿Qué tal?

¿Cómo
estás?



Before you start:

Cut out and laminate the cards (pictures and corresponding phrases), ensuring there are two sets for every pair of children.

Games to play:

Greetings pairs

- Give each pair of children a single set of cards to play as a pelmanism game.
- Lay all the cards face down and take turns in turning over two cards. If they turn over two matching cards (a picture and corresponding phrase) they keep them.
- The winner is the player with the most pairs.

Snap!

- Shuffle two sets of the cards and deal them out equally between two players.
- Players make a pile of their cards and each turn over the top card on their pile at the same time.
- If they match, the first player to shout Snap! wins the pair. If they don't match, the top card on the first pile is returned to the bottom of the pile and play continues.
- The winner is the player with the most pairs at the end.

Say what you see

- Use two sets of the picture cards face down on the table.
- Players take turns to turn over a card and say the corresponding phrase. If they get it right, they win the card. If not, the card is returned to play.
- The winner is the player with the most cards at the end of the game.

Name: Date:

What would you say?

Which of the phrases would be most appropriate to use in each of the different situations? Write the phrase you would use alongside each situation.

| | | | |
|----------------|-----------------|-------------|---------------|
| Estoy bien | Buenos días | Adiós | Estoy mal |
| Estoy muy bien | Hola, ¿qué tal? | Estoy fatal | Estoy regular |

| Think about each situation: | Which phrase would you use? |
|--|-----------------------------|
|  <p>You meet your friend in the street.</p> | |
|  <p>You've got a tummy ache and your teacher asks you how you are.</p> | |
|  <p>You are introduced to your new head teacher.</p> | |
|  <p>Your grandparents are just leaving after a visit.</p> | |
|  <p>You've just passed your next swimming badge and your friend asks you how you are.</p> | |
|  <p>You greet your cousins off the train.</p> | |
|  <p>A lady in a shop says hello to you.</p> | |
|  <p>You win a prize at school and your teacher asks you how you are feeling.</p> | |
|  <p>You come second in a race at sports day, how do you feel?</p> | |
|  <p>Your mum tells you off as you haven't tidied your room, how do you feel?</p> | |