

Scheme of Work

Year 3 and Year 4

Spanish

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Written by:

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wakefield

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Scheme of work – Year 3 and Year 4

Spanish

“This scheme of work has been written and coordinated throughout by Rachel Redfearn, MFL Adviser for Wakefield LA. I teamed up with Rachel to develop the scheme further for publication and Rachel continued to support and train teachers in Wakefield schools. Following the successful feedback we received from teachers using the French Schemes for years 3, 4, 5 and 6, and together with Spanish consultants, we are now proud to publish these new quality materials. Working with Rachel is a privilege. Her skills, dedication and determination are second to none. I know Primary schools will enjoy teaching Spanish language to their pupils using this excellent material.”

Colette Leclercq-Hallam

Founder and Director, La Jolie Ronde

Included in the scheme:

- Detailed lesson notes
- CD of resources
- CD of sound files for language support
- CD of songs and poems (Canta en español I)
- CD of resources for use with the interactive whiteboard

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○ Introduction

Welcome to the Year 3 and Year 4 Scheme of Work!

This scheme of work has been written in accordance with the Key Stage 2 Framework.

Each unit of work consists of:

- Identified framework objectives taken from the strands:
Oracy, Literacy, Intercultural Understanding
- A topic area and suggested core vocabulary
- Suggested resources
- Detailed lesson notes

○ **Please note the following key points:**

- *The lessons are divided into 4x15 minute sessions to give maximum flexibility. Some schools may opt to deliver the programme in one 30 minute session per week; others may identify 4x15 minute sessions over a two-week period. Some schools may choose to devote more time to foreign language learning and allow for one hour a week, extending and consolidating core vocabulary, structures and language learning skills.*
- *The lesson notes are very detailed and are presented as a guide only. They have been written to support teachers with no prior experience of teaching foreign languages. Teachers may wish to follow the lesson plans as presented or adapt them to suit the particular needs of their class.*
- *The Y4 scheme is longer than the scheme for Y3. This allows for training for Y3 teachers to take place during the first half of the autumn term, with children beginning to learn Spanish after the autumn break. It also gives children time to settle into KS2 before beginning a new subject. Therefore the Y4 scheme contains more vocabulary and topics. Teachers must feel free to adapt as appropriate to the time available and the learning ability of the children, and should not feel under pressure to cover every item of vocabulary or indeed every lesson!*

Finally, I hope that you and your Y3 and Y4 children enjoy working with this scheme and that you gain much satisfaction from their enthusiasm and progress.

Rachel Redfearn

MFL Adviser
Wakefield LA

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Year 3 Scheme of Work Overview

Lessons	Content	Key skills and activities
Lesson 1	Numbers 0-10 Cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez Sí, no	<ul style="list-style-type: none"> • Letter strings – ua, ie, ei • Links between some sounds and spellings • Recognise number of syllables in words • Watch mouth of speaker
Lesson 2	Greetings, asking and saying how you are Hola, buenos días, adiós ¿Qué tal ? Muy bien, bien, regular, mal	<ul style="list-style-type: none"> • Listen and respond to rhymes • Imitate pronunciation • Notice accents • Notice how punctuation may vary between English and Spanish – e.g. upside down question mark • Participate in a short exchange
Lesson 3	Classroom instructions ¡Hola! Escuchad, mirad, sentaos, levantaos, repetid, venid aquí, silencio	<ul style="list-style-type: none"> • Auditory discrimination between un/una • Enjoy making Spanish sounds and practising new letters – rr, j • Listen to and follow simple commands
Lesson 4	Ask for and give name ¿Cómo te llamas? Me llamo ¿Y tú? Señor, señora, señorita	<ul style="list-style-type: none"> • Recognise a question form • Practise the pronunciation of the letter string – ll • Perform a simple communicative task
Lesson 5	Revision of numbers 0-10 Ask for and state age: ¿Cuántos años tienes? Tengo ocho años.	<ul style="list-style-type: none"> • Participate in chorusing a finger rhyme • Understand and respond to a question • Make links between some sounds and spellings and recognise familiar words in written form • Recognise how accents alter pronunciation – ñ
Lesson 6	Colours Rojo, azul, blanco, negro, verde, amarillo, naranja, rosa	<ul style="list-style-type: none"> • Perform actions to a Spanish song • Know how to pronounce the letter j in Spanish • Read familiar words with accurate pronunciation
Lesson 7	Colours Gris, marrón, morado Verb – es (is) Connective – y (and)	<ul style="list-style-type: none"> • Respond to a question; able children may give an extended answer • Experiment with writing by producing short sentences using verb, adjective and connective

Lessons	Content	Key skills and activities
Lesson 8	Names of fruit Las naranjas, las peras, las ciruelas, Las fresas, las manzanas, los tomates, los plátanos Food items El chocolate, el helado, las piruletas, las patatas fritas, los caramelos, la pizza	<ul style="list-style-type: none"> Recognise singular and plural items and how they affect the verb – gusta/gustan Match phonemes to graphemes Listen for specific words as they occur in a song Reflect on healthy eating habits
Lesson 9	No new vocabulary	<ul style="list-style-type: none"> Letter sounds – c, z and letter string ie Use knowledge of sound patterns to devise a short 'rap' Listen and respond to an extended text by chorusing repeated phrases and vocabulary
Lesson 10	Days of the week lunes, martes, miércoles, jueves, viernes, sábado, domingo	<ul style="list-style-type: none"> Join in reading a story Match sound to the written word Re-arrange familiar sentences into the correct word order Copy correctly
Lesson 11	Months of the year enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre	<ul style="list-style-type: none"> Imitate pronunciation of a native speaker, focusing on specific key sounds and letter strings Listen to a sequence of words and provide the next word in the sequence Identify social conventions at home and in other cultures
Christmas lessons	Nativity play – characters in the nativity play and simple dialogue Letter to The Three Kings	<ul style="list-style-type: none"> Perform a role in a class nativity play Join in singing Spanish carols Experiment with writing Understand that there are cultural differences affecting how Christmas is celebrated at home and abroad
Easter lessons	Vocabulary relating to Spring time Los corderos, las flores, los huevos, los pájaros Weather conditions Hace sol, está lloviendo	<ul style="list-style-type: none"> Develop an understanding of Spanish traditions and customs across the various regions of Spain Perform a short finger rhyme using new vocabulary Understand that the letter h is not pronounced at the start of Spanish words Experiment with writing

○ Links with The Languages Ladder and Asset Languages

It is envisaged that some primary schools will wish to accredit the achievements of their learners using OCR's Asset Languages. For this reason, the schemes of work in all years contain material to cover the requirements for Breakthrough Level External Assessment. For your information, the following lists taken from the Breakthrough Level Teacher's Handbook match the content of Asset Languages to each year of the Wakefield scheme.

Language purposes and functions:

Greeting and responding to greetings	Y3
Giving personal details – name, age	Y3
Counting and using numbers	Y3, Y4
Talking about the weather	Y4
Talking about food	Y3
○ Following and giving simple instructions	Y3
Expressing thanks	Y3
Saying what day or month it is	Y3
Describing some simple objects	Y4
Describing people	Y4
Expressing likes/dislikes	Y3, Y4
Expressing opinions	Y4

Vocabulary topic areas:

Animals	Y4
Clothes	Y4
○ Colours	Y3, Y4
Common adjectives	Y4
Family	Y4
Food and drink	Y3
Leisure and holidays	Y4
Numbers	Y3, Y4
Parts of the body	Y4
Time	Y3
Ways of travelling	Y4
Weather	Y4

Resources

Each lesson clearly lists resources required. The majority are included in the pack.

- For lesson 9, you will need: La pequeña oruga glotona (The hungry caterpillar) from Eric Carle
Young Europeans Bookstore
ISBN: 97 88488342331
Tel: 020 7836 6667

Further recommended resources, but not essential:

Video/DVD material from: Early Start Spanish resource file: Tú y Yo

Ilsa Rowe and Ian Killberry

Early Start Languages Tel/Fax: 01304 362569 www.earlystart.co.uk

Key to all the symbols



This symbol denotes when to use the Resource File CD.
The circled number denotes the lesson.



This symbol denotes when to play the Sound File CD.
The circled number denotes the track.



This symbol denotes when to play Canta en español I CD.
The circled number denotes the track.



This symbol denotes when activities for the interactive whiteboard are available.
The circled number denotes the lesson.



To use the resources CD for the interactive whiteboard you will need Internet Explorer version 6.0 or above.

Websites: All sites were legitimate and thoroughly checked prior to publication. La Jolie Ronde Ltd can accept no responsibility for any changes since that time.

Lesson One, Year 3

4 x 15 minutes

Learning Outcomes

- Understand and say numbers 0-10 with correct pronunciation
- Meet and establish common letter strings

Framework Objectives

Oracy

O3.2: To recognise and respond to sound patterns and words

Literacy

L3.2: To make links between some sounds, rhymes and spellings and read aloud familiar words

Core Vocabulary

cero	zero
uno	one
dos	two
tres	three
cuatro	four
cinco	five
seis	six
siete	seven
ocho	eight
nueve	nine
diez	ten
sí	yes
no	no

Resources



- Number cards
Pelmanism number cards
Individual pelmanism cards
Individual letter strings
Number worksheet
OHT of numbers
Bingo cards



- Canta en español 1,
Track 1: **Los números** (0-20)
Track 2: **Los números** (read)

- Soft ball/Cuddly toy
- Recommended resource:
Early Start Spanish video/DVD clip 6



- Adding and subtracting
Number activities
Number pelmanism

Knowledge about language

- Imitate pronunciation of sounds
- Recognise how sounds are presented in written form



Language and Learning Strategies

- Recognise words which the teacher mouths silently
- Look at the face of the person speaking and listen attentively
- Play games to help to remember
- Practise saying new words aloud
- Practise with a friend

Part I: 15 minutes

Teaching Sequence

Pupil Activity

Hold up one finger and say 'uno' several times.

Children copy hand gesture and echo the matching word (in chorus).

Continue to repeat the word varying the dynamics of the voice from a whisper to a loud call.

Children copy the gesture, vocal and facial expressions and echo the word.

Repeat activities for 2, 3, 4 and fold arms for 0.

Children copy the gestures and echo the words.

Count from 0-4 forwards and backwards.

Children count forwards and backwards in time with you, match hand gestures and echo your words.

Bounce a soft ball on the floor. On each bounce say the numbers in sequence.

Children count forwards and backwards in time with the bouncing of the ball.



1 Attach flashcards with numbers 0-4 on board on one side. Hold up flashcard with written word.

Volunteer places written word alongside number flashcard. Rest of class respond with thumbs up 'Si' if correct or 'No' if incorrect.

Play 'Number statues' if room allows or if access to playground or large hall is available. When you call '0' children stand in isolation with arms folded, '1' children stand in isolation arms unfolded, '2' children stand in groups of two etc.

Children listen carefully and respond with the appropriate physical action.



2 Refer to Canta en español 1, Track 2 for numbers 1 to 20.


NOTES:

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



1 Play 'Only repeat if it's true' Hold up a number flashcard 0-4 and state a number 0-4.

Children watch and listen and echo the number if it matches the flashcard. If there is not a match they remain silent

Introduce numbers 5, 6, 7, counting with classroom objects (e.g. 5 pens).

Children listen to you counting and then repeat the new numbers.



1 OHP – display figures.

Volunteer comes to OHP and points to numbers as you say them.



1 Pelmanism – Attach number flashcards to the board face down, figures on left hand side and written card on right.

Children come in turn to the board to select one card from the right and one from the left. If they match, child keeps them. Repeat until all the cards have been 'won'.



2 Give small number cards out to each child. As you say a number aloud, children must hold up the corresponding card. '**Mostradme el número cinco**'... (Show me number 5).

Children listen to the Spanish number and hold up the corresponding number card.



1 Pelmanism in pairs.

Children use individual number card sets to play pelmanism.


NOTES:

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

Repeat some of the previous activities to recap numbers 0-7.

Children speak in chorus and individually.

Work on pronunciation by throwing a softball or beanbag to individual children. As you throw the ball say a number. The child who catches the ball repeats what you have said and throws the ball back to you.

Children listen attentively and echo your word individually.

Extend with numbers 8, 9, 10. Allow children to practise counting forwards in pairs or small groups. Ask for volunteers to present their work to the class.

Children practise counting with peers
Children count in pairs from 0-10.



Play *Canta en español 1*, Track 1, **Los números**. Stop after number 10.

Repeat the rap a few times. Children join in singing.

Show a number flashcard and ask the children to clap the number of syllables.

Children read the numbers on the flashcard and clap the number of syllables.



Worksheet with numbers and letter strings highlighted.

Children complete worksheet matching numbers to written word.

Discuss with children the letters highlighted on the worksheets. Can they remember how to pronounce the sounds?

Children's attention is drawn to letter strings: **cuatro, seis, diez, siete**.

If time, show the children the video/DVD clip 6 from *Early Start Spanish*.

Children watch the video.

NOTES:


Part 4: 15 minutes

Teaching Sequence


Pupil Activity

Repeat some of the previous activities to allow children to recall numbers 0 – 10.

Children speak in chorus and individually.

 3 Divide the children into groups and give a set of small number cards (in figures) to each group. Then play '**Tráeme**' (Bring me...) As you ask for a number the group must take it in turns to bring forward and hand to you the correct card.

Children listen attentively and identify the corresponding card. They take turns to bring the card to the front of the class.

 3 Attach number cards 4, 5, 6, 7, 8, 9, 10 to board face down. Point to a card and ask **¿Qué es?** (Remember upside down question mark in Spanish!) ('What is it?') using facial and body language to suggest the meaning of the question. Say **¿Uno, dos, tres cuatro, cinco, seis, siete, ocho, nueve, diez?** Children guess the number on the card. With each guess, turn over the card to show the number. If the guess is correct leave the card with the number showing, but if the guess is incorrect turn the card back.

Children guess the number on each card (taking individual turns).

Using a large softball, bounce the ball on the floor. Encourage the children to join in by speaking in chorus 0-10. The speed at which you bounce the ball controls the speed at which the children need to respond.

Children say numbers in chorus.

Mime a number 0-10 (Do not vocalise the word but shape your mouth as if you are articulating the sound).

Children have to guess the number you are miming.


NOTES:

Part 4: 15 minutes (continued)

Teaching Sequence

Pupil Activity



Display the words in text form on board, OHT or interactive whiteboard. Show key letter strings in different colours. Allow children to practise how to say the letter strings in pairs and report back.

Children practise letter strings and enjoy practising new sounds.

Using a finger write a word either in the air or on a board or flipchart.

Children watch carefully and say the word they think you are 'writing'.

If considered appropriate, invite individual children to write words on the board (visibly).

Individual children attempt to write the word.



Play bingo using cards with numbers.

Children listen and cover the word with a counter.

There are many other activities for practising number work. Some of the following activities may be more appropriate for your children than the suggestions above, or they may be useful for additional reinforcement during the week.

- Birthdays. The children can count the age of the 'Birthday Girl/Boy' in Spanish and the child celebrating a birthday can take a tin of sweets around the class. The children should be encouraged to say '**Gracias**' as they take a sweet. You may choose to introduce some work on colours here.
- Team game. Cover the board in numbers. Each team has a different coloured pen. Bring two children, one from each team to the board. The first to circle the correct number wins a point. This activity is popular with children but does not fully involve all of them, and you may decide to adapt it and use mini whiteboards instead.
- Ladders. If you have access to a large space you can play this game calling the numbers in Spanish.

NOTES:

Lesson Two, Year 3

4 x 15 minutes

Learning Outcomes

- Participate in a short exchange greeting someone
- Identify rhyming words in a poem

Framework Objectives

Oracy

O3.3: To perform simple communicative tasks using single words, phrases and short sentences

O3.1: To listen and respond to simple stories, finger rhymes and songs

Intercultural understanding

IU3.3: To identify social conventions at home and in other cultures

4

Core Vocabulary

Hola	Hello
Buenos días	Good morning
Adiós	Goodbye
¿Qué tal?	How are you?
muy bien	very well
bien	well
regular	so so
mal	poorly/not good
gracias	thank you

Recognise praise words

Estupendo	Excellent
Fantástico	Fantastic/super
Muy bien	Very good

Resources



- Flashcards: ¿Qué tal? With smiley face
¿Qué tal? Rhyming poem
OHT with words of song: ¡Hola! ¿Qué tal?



- Canta en español 1, Track 3,
Song: ¡Hola! ¿Qué tal?
- Washing line, blu-tack
Toy telephone/mobile
- Recommended resources: Early Start
Spanish: video/DVD clip 1 and 2



- ¿Qué tal? Opportunities to practise
the question and answers.
¿Qué tal? Rhyming poem
Song: ¡Hola! ¿Qué tal?



Knowledge about language

- Recognise questions and negatives
- Recognise different language conventions to express politeness
- Imitate pronunciation of sounds

Language and Learning Strategies

- Remember rhyming words
- Repeat words rhythmically
- Use a physical response
- Say words to a rhythm
- Compare new words with known words in English or another language
- Practise with a friend

Teaching Sequence

Pupil Activity



Use two puppets to model greetings. It is worth having one or two 'Spanish' puppets and their personalities can be developed as the term progresses: one could be very shy: '**muy tímido**' and the other, very boisterous: '**escandaloso**'. They can be introduced at this point. They will be useful in speaking Spanish to the class, modelling conversations and encouraging responses from children.

Introduce: '**¡Buenos días!/¡Hola!**' as you shake children's hands around the room. Encourage them to go around the room greeting others.

Introduce '**¡Adiós!**' by waving and turning. Encourage children to join in. Use lots of praise – '**¡Excelente! ¡Muy bien!**'

Emphasise the informal nature of '**¡Hola!**' and give examples as to how it would be used.



Explain that '**Dígame**' is used when telephoning. Use a toy telephone to pass around the room. Make a ringing sound. Child holding it must answer it and say '**¡Dígame!**'

Write **Buenos días/Adiós** on the board for visual support. Allow children time to practise repeating the words as they focus on the written word. You may like to explain that **Adiós** is made up of two words: **a** = to and **Dios** = God. **Buenos días** = Good days. Some children may comment on the accents at this point. If you feel it is appropriate, demonstrate to children how the accent corresponds to the stress on the syllable. Play shifting the accent and let children notice how it alters pronunciation.

Children 'meet' the puppets, find out their names and listen to a short conversation – '**Hola/Adiós**'.

Children respond to and say '**¡Buenos días!/¡Hola!**'

Children practise saying '**Dígame**' as they pick up imaginary telephone.

Children focus on the written word. They learn the precise meaning of some words. More able children will notice accents and understand that they affect pronunciation.

Part 1: 15 minutes (continued)

Teaching Sequence

Pupil Activity



Finger rhyme:

Dos pequeños caracoles

En el jardín

Hola

Adiós

(Two small snails in the garden, 'Hello', 'Goodbye').

Children participate by copying the gestures and chorusing the Spanish. More able children will be able to identify the missing word as you say the sentence.

Children make snails by forming a fist with each hand and then raising little finger and forefinger. As they say the first line they bring their snails together and then trace a circle in their hands for '**en el jardín**'. Snails then greet each other to say hello and then wave to say good bye. When rehearsing the finger rhyme, you could say a line and miss a word out and see if the children can identify the missing word.



You may prefer to use the following finger rhyme:

¡Toc! ¡Toc! ¡Toc! Knock! Knock! Knock!

¿Quién es? Who's there?

¡Hola! Hi!

¡Hola! ¡Soy yo! Hi! It's me!

Children form a fist with one hand. With the other hand they 'knock' on the fist as they say '**Toc, toc, toc**'. Mime a gesture for the question: '**¿Quién es?**' Then the thumb can pop out of the closed fist in response to '**¡Hola! ¡Soy yo!**'.

NOTES:

Part 2: 15 minutes

Teaching Sequence

Pupil Activity

Introduce the text '¿Qué tal?' using a flashcard. Ask children if they notice anything about the phrase. Draw children's attention to the accent and see if they can remember any other words they have seen that have an accent and what effect this has. What about the upside down question mark at the start?

Pupils listen attentively and practise drawing the accent in the air. Then one or two have a go at drawing an upside down question mark on the board.

Use flashcards of smiley faces to show possible responses to '¿Qué tal?'

Muy bien

Bien

Regular

Mal

Children listen attentively to new words. They watch and copy gestures repeating words in chorus.

Ask children to stand to give a physical response as they repeat with you – two thumbs up for '**muy bien**'; one thumb for '**bien**'; thumbs down for '**mal**' and a waving of the hand for '**regular**'. To add challenge, speed up the activity and see if children can keep up.

Pin the flashcards onto a washing line. Then show children the text for each flashcard. Using blu-tack place the text onto the flashcard incorrectly. Ask children to discuss in pairs where the words should go, and then invite a child to rearrange the text cards to match the flashcards.

Children listen attentively to the children presenting at the front of the class, and then they work in groups/pairs practising asking and answering the question.

Use paper plates and smiley faces. Ask four children to the front of the room. They must respond to your question: '¿Qué tal?' according to the face on the paper plate they are holding. Then children can work in groups with paper plates. Three children in the group ask the question; the other three in the group respond according to the plate they are holding. The plates can be frequently swapped around before the children change roles.

Part 3: 15 minutes

	Teaching Sequence	Pupil Activity
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Revise ¡Buenos días! and ¡Adiós! repeating each of the words and clapping the syllables. (You could revise a finger rhyme here.).

Children repeat and clap with you.

Revise responses to ¿Qué tal? using flashcards. Elicit responses from individuals. Use lots of praise and encouragement in the target language.

Children answer individually in response to the image on the flashcard.



3 Play Canta en español 1, Track 3: ¡Hola! ¿Qué tal?

Children enjoy singing the song.

If time you could show children clips 1 and 2 from Early Start Spanish.

Children watch the video clips.

NOTES:



Part 4: 15 minutes

Teaching Sequence

Pupil Activity

Demonstrate a short dialogue with one child or with a finger puppet:

Buenos días	Buenos días
¿Qué tal?	Muy bien, gracias
Adiós	Adiós

If necessary use words on the white board for support. Children practise the dialogue in pairs using finger puppets, substituting a different response if they choose and then they present their work to the group.

Rhyming poem: '¿Qué tal?'

¿Qué tal, Pilar?

Regular

¿Qué tal, Carmen?

Oh, muy bien

¿Y tú, y tú?

¿Qué tal? ¿Qué tal?

¡Ay! ¡Mal, mal, mal!

¡Mal, mal, mal!



2 Display the text on the OHP. This will be the first time that the children have seen continuous text.



8 Read the poem several times. Then read it aloud again and suddenly stop. Can any child come out and touch the next word?

Allow children one minute to look at the poem. Say a word slowly in Spanish e.g.

Pilar. See if children can find the word.

You could ask the children what type of word they think this is. How could they guess it was a name? etc.

More able children may be able to identify a few rhyming words in the poem.

Practise reading the poem again providing actions and facial expressions.

Children listen to the poem and try to follow it as it is read slowly several times. They attempt to find the next word in the sequence when you suddenly stop.

Children look at the poem again and scan it to find the word given by the teacher.