

<p><b>P1 &amp; P2 Block 1</b></p>	
<p>Learning outcomes in the target language</p>	<ul style="list-style-type: none"> <li>- I can say hello and goodbye</li> <li>- I can understand when someone asks me what my name is</li> <li>- I can say my name</li> <li>- I can say please and thank you</li> <li>- I can say yes and no</li> <li>- I can understand when someone asks me how I am</li> <li>- I can say that I am feeling well, not well, so and so</li> <li>- I can sing Happy Birthday</li> <li>- I can say if familiar pictures are typical Spanish or Scottish environments</li> </ul>
<p>Challenges (CCA=cross-curricular activity)</p>	<p>1. Learn to sing a <b>traditional song</b> : “<b>Debajo de un botón</b>” and share it with peers or wider community. (learn verse 1 only)  <b>Languages Early: LGL 0-01a / LGL 0-05a / LGL 0-07a / LGL 0-08a</b>  <b>Languages First: LGL 1-05a</b>  <b>Languages Second: MLAN 2-01a / MLAN 2-05a</b></p> <p>2. CCA – « <b>¿Esto está en España o en Escocia?</b> » (Is this in Spain or in Scotland?). Learn to differentiate between typical Spanish and Scottish environments. Ask before if anyone has been to Spain. Show where Spain is on a map. Show pictures of typical Spanish and Scottish habitats and landscapes (including children’s local environment-to be chosen by teachers)  <b>Languages Early: LGL 0-04a</b>  <b>Languages First: LGL 1-03a</b>  <b>Languages Second: MLAN 2-05b</b>  <b>Other CA: SOC 0-07a / SOC 1-07a</b></p>
<p>Learning journey</p>	<p>1. Intro session with Paco (presented at Teacher’s 1<sup>st</sup> CPD). Practice <b>Me llamo</b> (my name is) by clapping hands with a partner. Each clap represents a syllable. Teacher work with pupils to help with syllables in their name.  <b>Languages First: LGL 1-02a / LGL 1-03a</b>  <b>Languages Second: MLAN 2-02a / MLAN 2-03a</b>  <b>Other CA: LIT 0-01a / LIT 0-11a / LIT 0-20a / LIT 0-02a / ENG 0-03a</b></p> <p>2. <b>¿Qué tal Paco? Estoy bien; estoy mal; estoy así, así. Gracias</b> (How are you (name of class puppet)? I’m fine, I’m not well, I’m so-so. Thanks). All squat in a circle and practice the intonation for the question <b>¿Qué tal Paco?</b> (As the voice goes up, pupils stand up) and the answer <b>Estoy bien, gracias</b> (As the voice goes down, pupils squat back down). Eventually replace “Paco” by a child’s name. The child who hears his or her name has to squat back down and say <b>Estoy bien; estoy mal; estoy así, así.</b>(any of these answers) <b>Gracias.</b>  <b>Languages First: LGL 1-02a / LGL 1-03a</b>  <b>Languages Second: MLAN 2-02a / MLAN 2-03a</b>  <b>Other CA: LIT 0-02a / ENG 0-03a / HWB 0-21a</b></p>

	<p>3. <b>Gracias</b> (thank you). Today Paco brings a song to school, <b>Gracias, Paco</b>  Pupils go around the class and shake hands with other pupils saying <b>Gracias</b>  <b>Languages First: LGL 1-03a</b>  <b>Languages Second: MLAN 2-02a / MLAN 2-03a</b>  <b>Other CA: LIT 0-02a / ENG 0-03a</b></p> <p>4. <b>La pelota, por favor</b> (the ball, please). Children all have a small plastic ball in their hands and sit in a circle with the teacher. Teacher says <b>La pelota, por favor</b> ... and shouts a pupil's name. This pupil has to roll his/her ball to the teacher. The teacher says <b>¡Gracias!</b> Then children play in groups of 6 or at their table (rolling the ball on the table).  <b>Languages First: LGL 1-02a / LGL 1-03a</b>  <b>Languages Second: MLAN 2-02a / MLAN 2-03a</b>  <b>Other CA: LIT 0-02a / ENG 0-03a / HWB 0-22a</b></p> <p>5. Say and sing <b>Cumpleaños Feliz</b> (happy birthday) to Paco and to children in the class on their birthday. Use Paco's upcoming birthday to familiarize the class with the song. Make a birthday card for Paco. Children can think of something Spanish that he might like to see on his card.  <b>Languages Early: LGL 0-01a / LGL 0-05a / LGL 0-07a / LGL 0-08a / LGL 0-06a</b>  <b>Languages First: LGL 1-05a</b>  <b>Languages Second: MLAN 2-01a / MLAN 2-05a</b></p> <p>6. <b>Si/No</b> (yes or no). Are we going to listen to the song again Paco? <b>¿Si o no?</b> Work on facial expression and gesture when we say <b>si</b> and <b>no</b>. Try to make partner laugh/not laugh.  <b>Languages Second: MLAN 2-02a</b>  <b>Other CA: EXA 0-12a</b></p> <p>7. Teach the children to sing the song <b>Debajo de un botón</b>. Use the easy steps as described in the Notes for CPD  <b>(see Es and Os above)</b></p> <p>8. Present your selection of images for the cross curricular activity and discuss with your class <b>¿Esto está en España o en Escocia?</b> Work with whole class, then pupils can work at their table or in pairs to sort out the images.  <b>(see Es and Os above)</b></p> <p>9. Wave hands as you say <b>¡Adiós!</b> (goodbye) at the end of the day. Get pupils to wave to a partner (or shake hands), and to teacher/adults  <b>Languages First: LGL 1-03a</b>  <b>Languages Second: MLAN 2-02a / MLAN 2-03a</b>  <b>Other CA: LIT 0-02a / ENG 0-03a</b></p>
Resources	<ul style="list-style-type: none"> <li>- PowerPoint with words to the song <i>Debajo de un botón</i> (all verses/verse 1 only)</li> <li>- Audio recording of the song (all verses/verse 1 only)</li> <li>- Video recording of the song (all verses)</li> <li>- PowerPoint of the CCA <i>¿Esto está en España o en Escocia?</i> Teachers can add pictures of their local environment</li> </ul>

	<ul style="list-style-type: none"> <li>- Vocabulary lists of target language with audio recordings</li> <li>- Audio recording of <i>Cumpleaños Feliz</i></li> <li>- PowerPoint with words to <i>Cumpleaños Feliz</i></li> <li>- Flashcards for: <i>Estoy bien / estoy mal / estoy así, así</i></li> </ul>
--	---

<b>P1 &amp; P2 Block 2</b>	
Learning outcomes in the target language	<ul style="list-style-type: none"> <li>- Continuation of learning outcomes Block 1</li> <li>- I can understand numbers from 1 to 10</li> <li>- I can say numbers from 1 to 10</li> <li>- I can say if a number is before or after another one</li> <li>- I can say Merry Christmas</li> </ul>

<b>P1 &amp; P2 Block 3</b>	
Learning outcomes in the target language	<ul style="list-style-type: none"> <li>- Continuation of learning outcomes Blocks 1 and 2</li> <li>- I can understand words for colours (7 colours)</li> <li>- I can say 7 colours</li> <li>- I can say “yes it is, no it is not” a certain colour</li> <li>- I can say what colours I like</li> <li>- I can say what colour I get when I mix 2 primary colours together</li> <li>- I can ask for a specific colour</li> </ul>

<b>P1 &amp; P2 Block 4</b>	
Learning outcomes in the target language	<ul style="list-style-type: none"> <li>- Continuation of learning outcomes Blocks 1, 2 and 3</li> <li>- I can understand the question “what is the weather like?”</li> <li>- I can describe some types of weather (5 types)</li> <li>- I can make a finger puppet following instructions in the TL</li> <li>- I can perform a short play</li> </ul>