

<p>P3 to P5 Block 1</p>	
<p>Learning outcomes in the target language</p>	<ul style="list-style-type: none"> - I can greet people in different ways - I can say my name and ask others their name - I can say how I am feeling and ask others how they are feeling - I can say where I live and ask others where they live - I can place Spain and Scotland on a map of Europe. I can place the capital city of Spain, Madrid, on a map of Spain (P5s: place Spain + all countries in the UK + Spain's main cities) - I can sing Happy Birthday
<p>Challenges (CCA=cross-curricular activity)</p>	<p>1. Learn the Spanish song Buenos días and create your own verse at the end, in your group. Share with your class, peers or wider community. <i>Languages First: LGL 1-05a / LGL 1-03a</i> <i>Languages Second: MLAN 2-01a / MLAN 2-05a</i></p> <p>2. CCA – “¿Donde está España? ¿Donde está la capital, Madrid?” (Where is Spain? Where is Madrid, the capital city?): learn to place Scotland (P5s: Scotland, England, Wales and Ireland) and Spain on a map of Europe. Then learn to place the capital city of Spain on the map (P5s: place another 2/3 main cities in Spain). <i>Languages First: LGL 1-03a</i> <i>Languages Second: MLAN 2-05b</i> <i>Other CA: SOC 2-14a</i></p>
<p>Learning journey</p>	<p>1. Go over different types of greetings: Hola (hello), ¿Qué tal? (How are you), Buenos días (good morning), Buenas tardes (good evening), Buenas noches (good night), Adiós (goodbye), with Flashcards. Teach one or more greeting at a time depending on how you get on. Pupils play a simple game in pairs at their table: each pair has the 5 flashcards with the 5 greetings on them, facing down. Teachers says: Busca “Buenas noches”. (look for Buenas Noches). The children take turns to turn over a card and say aloud the greeting that’s on it. The first pupil to find the card “buenas noches” wins a point. Continue with other greetings. Practice these greetings as often as possible during the school day (ALSO PRACTICE ESTOY BIEN (I’M WELL), ESTOY MAL (I’M NOT WELL), ESTOY ASI ASI (I’M SO SO) REGULARLY) <i>Languages First: LGL 1-03a</i> <i>Languages Second: MLAN 2-01b / MLAN 2-01c</i></p> <p>2. Reinforce the question ¿Cómo te llamas? (what’s your name) with the song to the tune of “Nice one Cyril”. Use gestures to accompany the song (see Resources). <i>Languages First: LGL 1-05a / LGL 1-03a</i> <i>Languages Second: MLAN 2-01a / MLAN 2-05a</i></p> <p>3. Find your partner game: reinforce the question and answer ¿Cómo te llamas? Me llamo... (What’s your name? My name is...) by giving each pupil a card with a picture of a famous cartoon character on it. Your pupils go around the room and ask the question ¿Cómo te llamas? and try to find all their partners (i.e. all the children with the same</p>

name/character as them) without showing their card.

Languages First: LGL 1-03a

Languages Second: MLAN 2-01b / MLAN 2-01c / MLAN 2-03a

4. Introduce the question **¿Dónde vives?** (where do you live?) and the answer **Vivo en Escocia** (I live in Scotland) using a map of Europe. Show where Scotland is on the map (**Aquí está Escocia**/this is Scotland). Introduce **vivo en Hamilton** (I live in Hamilton). Show where Hamilton is on the map (**Aquí está Hamilton**).

Languages First: LGL 1-03a

Languages Second: MLAN 2-01c / MLAN 2-02c

Other CA: SOC 2-14a

5. Practice the question **¿Dónde vives?** with the song to the tune of “Big Ben”. Use gestures to accompany the song (see Resources).

Languages First: LGL 1-05a / LGL 1-03a

Languages Second: MLAN 2-01a / MLAN 2-05a

6. Discuss names of other towns/cities in Scotland and show where they are on a map of Scotland. Choose 6/8. Divide class into groups of 6/8. Pass a bag/box around each group with the names of Scottish towns/cities inside, singing **¿Dónde vives?** to the tune of Big Ben (see Resources). When the song stops the person who is holding the bag/box takes a place name from the bag and says **Vivo en**, until everyone has a place name. As an extension, you could get pupils to place their town/city on a map of Scotland.

(P5s: at the end of the round, pupils try to remember who lives where in their group.

¿Vives en Glasgow? No, no vivo en Glasgow. Si vivo en Glasgow)

Languages First: LGL 1-03a

Languages Second: MLAN 2-01c / MLAN 2-02c

Other CA: SOC 2-14a

7. Work on the CCA (see Resources) **¿Dónde está Escocia? ¿Dónde está España? ¿Dónde está la capital, Madrid?** Work with the whole class then get children to work in pairs at their table, with printed maps of Europe. Encourage pupils to ask and answer the question **¿Dónde está..?**

Languages First: LGL 1-03a

Languages Second: MLAN 2-05b

Other CA: SOC 2-14a

8. Explain that there is another way to say “how are you” in Spanish: **¿Cómo estás?**, then introduce the song **Buenos Días** (see Resources) and sing/dance with actions.

Languages First: LGL 1-05a / LGL 1-03a

Languages Second: MLAN 2-01a / MLAN 2-05a

9.-In pairs or groups, pupils have to create a second verse to the song **Buenos Días**, using one of the other greetings that they know (see point 1) and one of the feelings that they can recall (**estoy (muy) bien, estoy (muy) mal, estoy así así**). Get the groups to sing their verse one after the other and record.

Languages First: LGL 1-05a / LGL 1-03a

Languages Second: MLAN 2-01a / MLAN 2-05a

10. Say and sing **Cumpleaños Feliz** (happy birthday- see Resources) to children in the

1+2 Initiative 2012-2013 / Year 1 of the project

P3 and P4 Spanish curriculum (also covers P5 (see below) in the first year of project)

Meaningful context: Paco, the Spanish puppet OR Creating and performing a short play in Spanish at the end of the school year

	<p>class on their birthday. Languages First: LGL 1-05a Languages Second: MLAN 2-01a / MLAN 2-05a</p>
Resources	<ul style="list-style-type: none"> - PowerPoint with words to the song <i>Buenos Días</i> - Video recording of the song <i>Buenos Días</i> - Images of famous characters for Find your partner game - PowerPoint of CCA <i>¿Dónde está España?</i> - Vocabulary lists of target language with audio recordings - Audio recording of: <i>¿Cómo te llamas?, ¿Dónde vives?</i> and <i>Cumpleaños Feliz</i> - Flashcards for: <i>Hola, ¿Qué tal?, Buenos días, Buenas tardes, Buenas noches, Adiós</i> - Flashcards for: <i>Estoy bien / estoy mal / estoy así así</i>

P3 to P5 Block 2	
Learning outcomes in the target language	<ul style="list-style-type: none"> - Continuation of learning outcomes Block 1 - I can identify and say numbers from 1 to 20 - I can say my age and ask others what their age is - I can say my birthday and ask others for the date of their birthday - I start to recognise and say numbers from 1 to 31 - I start to recognise and say the different months of the year - I can say if a number is higher or lower than another one - I can count the number of boys and girls in the class

P3 to P5 Block 3	
Learning outcomes in the target language	<ul style="list-style-type: none"> - Continuation of learning outcomes Block 1 and 2 - I continue to recognise and say numbers from 1 to 31 - I continue to recognise and say the different months of the year - I start to recognise and say the date - I can understand and say words for colours (12 colours) - I can say what colours I like - I can ask for a specific colour - I can understand and say the words for 6 different types of fruit - I can say what colour a fruit is - I can say if a fruit sinks or doesn't sink in water - I can say whether I'm having a packed lunch or a school lunch

P3 to P5 Block 4	
	<ul style="list-style-type: none"> - Continuation of learning outcomes Block 1, 2 and 3 - I continue to recognise and say numbers from 1 to 31

1+2 Initiative 2012-2013 / Year 1 of the project

P3 and P4 Spanish curriculum (also covers P5 (see below) in the first year of project)

Meaningful context: Paco, the Spanish puppet OR Creating and performing a short play in Spanish at the end of the school year

Learning outcomes in the target language	<ul style="list-style-type: none">- I continue to recognise and say the different months of the year- I continue to recognise and say the date- I can understand and say different types of weather (10 types)- I can ask what the weather is like- I can understand and say the seasons- I can link the seasons to different types of weather- I can make a hand puppet following instructions in the TL- I can perform a short play
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