

| TERM: Autumn 1  |  | YEAR GROUP: Year 3  |   | SUBJECT: Spanish – greetings with puppets   |  |
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| WEEK 1<br>DATE: 02.09.24  | WEEK 2<br>DATE: 09.09.24   | WEEK 3<br>DATE: 16.09.24  | WEEK 4<br>DATE: 23.09.24  | WEEK 5<br>DATE: 30.09.24  | WEEK 6<br>DATE: 06.10.24   |
| <p><b>LO:</b> To greet someone and make an introduction in Spanish.</p> <p><b>Success Criteria:</b> I can listen carefully and repeat the new words I hear. I can say 'hello' in Spanish. I can use a sentence to tell someone my name.</p> <p><b>Main Event:</b> In pairs, children to practise giving their name and asking a partner for theirs.</p> <p><b>Support:</b> Could focus only on saying <b>iHola!</b> and <b>Me llamo</b>; may listen multiple times to the presentation audio for pronunciation support.</p> <p><b>Challenge:</b> Could be encouraged to notice and discuss irregularities of spellings from the presentation, e.g. silent 'h', letters 'll' making the sound 'y'; could be challenged to spot and explain the inverted exclamation and question marks at the start of a phrase.</p> | <p><b>LO:</b> To listen and recognise key phonemes 'o' and 'a'.</p> <p><b>Success Criteria:</b> I can represent a sequence of sounds, using different colours for each phoneme. I can say goodbye in Spanish, <b>adiós</b>. I can notice how some words are written in Spanish.</p> <p><b>Main:</b> Give out the Activity: Greetings bunting for children to practise writing greetings messages.</p> <p><b>Support:</b> Could have coloured counters with 'o' and 'a' written on them for visual support; could use the version of the bunting pre-printed with <b>iHola!</b> and <b>iAdiós!</b></p> <p><b>Challenge:</b> Could be challenged to create longer sound sequences during the listening activity; could be encouraged to listen and recognise the 'o' and 'a' phonemes in phrases that they know in Spanish, e.g. <b>iHola! Me llamo María</b>.</p> | <p><b>LO:</b> To recognise different greetings in Spanish.</p> <p><b>Success Criteria:</b> I can explain why greetings might change throughout the day. I can use actions to help me remember different phrases. I can match a written caption to a picture.</p> <p><b>Main:</b> Learn greetings and come up with actions for them. Hand out the Activity: Greetings, children to stick or write the greeting to caption each picture.</p> <p><b>Support:</b> Should use the Activity: <i>Day and night captions</i>: support, cutting out the pre-printed captions and sticking them into the correct spaces; could use the <i>Knowledge organiser</i> to provide visual support with matching the captions to the correct pictures.</p> <p><b>Challenge:</b> Could be encouraged to spot key phonemes 'o' and 'a' as they write; could add any other words they know to the cartoons, e.g. <b>iHola!</b> – hello, or <b>Me llamo...</b> – my name is.</p> | <p><b>LO:</b> To be able to find out how someone is feeling in Spanish.</p> <p><b>Success Criteria:</b> I can listen carefully and use an action to show that I understand. I can recognise the question <b>¿Qué tal?</b> – How are you? I can use different phrases in Spanish to say how I feel,</p> <p><b>Main:</b> In pairs, one child thinks of one of the 5 feelings. Partner guesses the feeling and is told Si or No until they have the right answer.</p> <p><b>Support:</b> Could use the <i>Knowledge organiser</i> to provide a visual support for vocabulary during the emojis and thumbs up games; could focus on rehearsing the feelings <b>bien</b>, <b>muy bien</b> and <b>mal</b> first and can play the thumbs up game with only these three phrases.</p> <p><b>Challenge:</b> Could research common Spanish names, looking for similarities between other languages and attempting pronunciation based on the key phonemes they have studied; could devise dialogues in pairs to include greetings, giving their Spanish name and asking how the other person is feeling.</p> | <p><b>LO:</b> To listen and join in with a Spanish finger puppet rhyme.</p> <p><b>Success Criteria:</b> I can listen to and recognise previously learned words. I can use actions to show my understanding. I can describe some Spanish festival traditions.</p> <p><b>Main:</b> Use the Activity: Puppet template (one each) to make and decorate own king or queen puppet picture and use the script to rehearse the rhyme.</p> <p><b>Support:</b> Could use the Activity: <i>Puppet template</i> to create the puppets rather than creating them from scratch; could use the Activity: <i>Puppet template</i> to highlight all of the lines in the rhyme which mention Fernando (<b>Me llamo Fernando</b>, <b>iHola Fernando!</b>, <b>iAdiós Fernando!</b>) and say the rhyme with a partner in a call and repeat style, so that their partner says, for example, <b>Me llamo Isabel</b> and they respond with <b>Me llamo Fernando</b>.</p> <p><b>Challenge:</b> Should be encouraged to discuss strategies for memorising and performing the rhyme; could consider alternative language they might use or add, for example asking each other how they are.</p> | <p><b>LO:</b> To rehearse and perform from memory a rhyme with Spanish greetings.</p> <p><b>Success Criteria:</b> I can read and recognise some new words. I can find a missing word to complete a known phrase. I can use actions and expression to help my audience understand when I am performing.</p> <p><b>Main:</b> Fill in the missing words and put the rhyme into the correct order. Children to practise and perform the rhyme in partners using puppets from previous lesson.</p> <p><b>Support:</b> Could perform the rhyme by listening and repeating one line at a time, performing every other line in a call and response manner, or using greetings only; could use the <i>Knowledge organiser</i> as a visual prompt for the greetings while performing.</p> <p><b>Challenge:</b> Should be encouraged to use additional vocabulary from previous lessons to form an extended dialogue between the puppets, e.g. to say how they are feeling; could experiment with a range of dialogues with different characters and changes in expression.</p> |

