

LKS2 Cycle B Unit B1a	OBJECTIVES	Pupils should learn: <ul style="list-style-type: none"> to greet and say goodbye to another person appropriately to say what their name is to ask someone else what their name is To say how they feel To ask someone else how they feel 	CULTURE	<ul style="list-style-type: none"> Spanish first names Customs of meeting and greeting someone Spanish as a language descended from Latin
Presento a mi familia	VOCABULARY	<div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> verbs nouns adjectives [frequency] </div> <p> hola [1245] buenos días [103 / 65] buenas tardes [103 / 392] buenas noches [103 / 164] </p> <p> adiós [2309] hasta luego [60 / 150] </p> <p> me llamo [22 / 122] ¿cómo te llamas? [151 / 48 / 122] </p> <p> ¿qué tal? [50 / 222] </p> <p> estupendo [3076] muy bien [43 / 78] bien [78] regular [3413] mal [422] </p> <p> gracias [275] </p>	GRAMMAR	1 st person <u>me llamo</u> vs 2 nd person <u>te llamas</u>
	ACTIVITIES	<ul style="list-style-type: none"> Choral repetition of hola, me llamo and adiós with actions. To practise, teacher says words, children do actions and vice versa. Look at Latin first names and spot patterns (-us for boys, -a for girls) Look at Spanish first names featured in Hola Hola song, and spot patterns (-o for boys, -a for girls). Think of names of people in the class that have these endings. Sing the Hola Hola song from Singing Spanish with just hola me llamo + names Practise new Spanish written characters áéíóúñ¿to facilitate writing later. Complete Me llamo... sheet Choral repetition of ¿Cómo te llamas? Practise by showing a selection of famous faces. Children have to ask “¿Cómo te llamas?” to find out which person you (or a volunteer) are. Interview children or they interview each other using giant microphone. Children could also use puppets for added confidence. Choral repetition of ¿qué tal? and the 4 replies using actions. Read ¿Cómo te llamas? to the children and ask them to help you to understand what it means. Children read the story with the teacher. Tarsia puzzle in pairs. Use words and phrases already learned and those seen in the story to discover the new ones. Use the Tarsia puzzle to complete the “Diálogos” sheet. Children create short dialogues in pairs and perform them to the class. Puppets can be used for added confidence. <p>Stories, poems, songs and rhymes:</p> <ul style="list-style-type: none"> Hola Hola (Singing Spanish) ¿Cómo te llamas? (Storybird story) 	PHONICS	silent h (hola) ll = y (llamo / llamas) a o ñ (español) y ci qu

	RESOURCES	<ul style="list-style-type: none"> • Giant microphone • Singing Spanish • Puppets • Me llamo sheet • Spanish characters sheet and finger tracing card • Knowledge organiser
	SUMMATIVE TASK	
	“ I CAN ”	<p>I can</p> <ul style="list-style-type: none"> • Greet other people in Spanish and say goodbye • Tell someone what my name is • Ask someone what their name is • Identify boys' names and girls' names in Spanish • Ask someone how they are feeling • Tell someone how I am feeling • Take part in a short dialogue with a friend
	PoS	<p>Listening:</p> <ul style="list-style-type: none"> - Listen attentively to spoken language and show understanding by joining in and responding - Appreciate stories, songs (poems and rhymes) in the language - Understand familiar and routine language <p>Speaking:</p> <ul style="list-style-type: none"> - Ask and answer questions - Engage in conversations <p>Grammar:</p> <ul style="list-style-type: none"> - Key features and patterns of the language (upside down question marks, orthographical accents) - Conjugation of verbs (me llamo, te llamas)

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