



Spanish Unit 2 Canciones y Juegos

Unit title (Topic/Theme): **2. Canciones y juegos (Games and songs)**

Class / Yr Group: *Year 2*

Length of unit: **6 Weeks**

Start date:

So what do you want pupils to learn in this unit? Objectives for the unit – what will you see and hear by the end?	Core Activities / Pupils' Challenge
<p>Skills:</p> <ul style="list-style-type: none">• Responding to a song in Spanish• Understanding simple instructions• Making a game <p>Function / Notion</p> <ul style="list-style-type: none">• Numbers 11–20• Simple instructions• Expressing preference <p>Grammar</p> <p>Singular and Plural nouns</p>	<p>Core Language</p> <ul style="list-style-type: none">• <i>once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte</i>• <i>¿Cuántos?</i>• <i>(Yo) prefiero ...</i> <p>Phonic Focus</p> <ul style="list-style-type: none">• r• c (e/i)• z• v• u• revision of ll and ñ <p>Outline of Core Lesson Activities</p> <p>In this unit children listen and respond to a Spanish version of a well-known song. Songs that can be used are: Tengo, tengo, tengo ('I have, I have, I have)</p> <p>Children learn or extend their knowledge of numbers to 20 and play familiar playground games and class games (Bingo) They follow simple instructions for making a game of Bingo, although you can choose a different activity in which children listen and respond to instructions. Children learn how to talk about their favourite games.</p> <p>What will they will achieve / present at the end of the unit?</p> <p>most children will: know a well-known children's song in Spanish; understand numbers 1–20 and use some of these out of sequence; begin to understand about simple plurals and pronounce these correctly; respond to spoken instructions to make a game; begin to develop skills in communicating in Spanish in pairs and groups; recognise some familiar words in written form; experiment with writing simple words; pronounce some sounds <i>of Spanish</i></p> <p>some children will not have made so much progress and will: join in with a song or game by making a physical response or showing a flashcard; respond to questions or instructions with support from visual clues; recognise numbers 1–20; identify common nouns when these are repeated several times</p> <p>some children will have progressed further and will: sing a song from memory, with clear pronunciation; sequence number words to 20 and write some of them from memory; sequence written instructions; take the lead in using previously learnt language to devise a new game</p>



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Language

Core language

once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte 11–20

¿Cuántos? How many?

(Yo) prefiero ... I prefer ...

Additional language for this unit

For the song *Tengo, tengo, tengo* see Section 1

un ganso a goose

el fútbol football

saltar a la comba skipping

jugar a la goma elastic skipping

jugar al corre que te pillo Tag

el escondite Hide and Seek

el escubidú Scoubidou

a jugar al tejo / a la rayuela to play Hopscotch

Additional language for teachers

la canción the song

Haced/Haz un gesto para ... Do (plural/singular) an action for ...

Vamos a jugar al tejo / a la rayuela We're going to play Hopscotch

Additional language for teachers

Saltad/Salta Jump (plural/singular)

Decid/Di el número Say (plural/singular) the number

Dad/Da palmadas Clap (plural/singular) your hands together

If doing the game of Conkers in Section 4:

Necesitáis/Necesitas ... You need (plural/singular) ...

una castaña a conker

cuerda some string

un taladro a drill

Coged/Coge ... Take (plural/singular) ...

Haced/Haz un agujero en la castaña Drill (plural/singular) a hole in the conker

Enhebrad/Enhebra ... Thread (plural/singular) ...

Buscad/Busca una pareja (un niño/una niña) Find (plural/singular) a (boy/girl) partner

Golpead/Golpea Hit (plural/singular)

Golpead la castaña de vuestra pareja con vuestra castaña/ golpea la castaña de tu pareja With your conker, hit your partner's conker (plural/singular)

con tu castaña

Juan dice Simon Says

¿Qué prefieres ...? Who prefers ...?

¿Prefieres ...? Do you prefer ...?

ó or

¿Cuál es tu juego favorito? What is your favourite game?



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Lesson	Learning Outcomes
A Spanish song	<ul style="list-style-type: none">• listen with care• identify specific words• identify sounds that are the same as or different from English• know a well-known Spanish song
Numbers 1–10	<ul style="list-style-type: none">• pronounce numbers 1–10 accurately• begin to recognise that, when simple plurals are made, the pronunciation of the noun remains the same• use their knowledge of numbers 1–10 to play a game
Clapping games	<ul style="list-style-type: none">• pronounce numbers 1–10 accurately• use newly learnt vocabulary to create a playground game• perform their game with confidence
Playing a game of Bingo	<ul style="list-style-type: none">• use physical response, mime and gesture to show they understand a series of instructions• use clues such as mime to help them
Numbers to 20	<ul style="list-style-type: none">• begin to know numbers 11–20 in sequential order• understand that there may be different ways of writing a particular sound in Spanish, just as in English
Favourite playground games	<ul style="list-style-type: none">• pronounce numbers 11–20 with increasing accuracy• answer simple questions about favourite playground games• recognise some familiar words when they see them written• understand that words for some playground games occur in both Spanish and English, although they may not sound the same