



Spanish Unit 1 Hola, Yo (All about me)

Unit title (Topic/Theme): **Hola**

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">• Common Greetings• Introducing yourself <p>Function / Notion</p> <ul style="list-style-type: none">• Simple greetings reflecting culture of siesta and notion of 'tarde• Making simple statements (about name and age)• Asking simple questions (about name and age) , awareness of 'upside down question and exclamation marks'• Numbers 1–10 <p>Grammar</p> <p>llamarse: Yo and tu forms Questions: question word ¿Cómo?, double question mark Possessive adjectives: mi</p>	<p>Core Language</p> <ul style="list-style-type: none">• ¡Buenos días! ¡Buenas tardes! ¡Hola!• ¿Cómo estas?• ¡Muy bien! ¿Y tu?• ¡Adios!• Señor, Señora• Sí, no• Me llamo• ¿Cómo te llamas?• Aquí esta ...• Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez• ¿Cuantos años tienes?• Tengo siete, ocho años <p>Phonic Focus</p> <ul style="list-style-type: none">• Las vocales a,e,i, o, u,• ll• r• v• z/ci• silent h• ñ	<p>Outline of Core Lesson Activities</p> <p>In this unit children learn to introduce themselves, greet others and say how they are. They begin to respond to and ask questions about name and age. They begin to recognise some letter sounds in Spanish. They discuss linguistic diversity within their class. They understand that Spanish or Castellano is spoken in Spain and in other parts of the world.</p> <p>What will they will achieve / present at the end of the unit?</p> <p>most children will: Understand about linguistic diversity in their class and that They understand that Spanish or Castellano is spoken in Spain and in other parts of the world; greet others with confidence and understand the differences in social conventions when people greet each other; reply to the questions ¿Cómo te llamas? ¿Cuantos años tienes? ; understand and use numbers 1–10; begin to recognise, read and pronounce sounds a,e,i, o, u, ll, r, v, z/ci, silent h, ñ</p> <p>some children will not have made so much progress and will: Respond to simple questions with support from a spoken model or visual clue; recognise numbers 1–10; discriminate sounds and identify meaning when items are repeated several times</p> <p>some children will have progressed further and will: Say and write short phrases from memory; have clear pronunciation; initiate conversations when working with partners; take part in speaking tasks of two or three exchanges; show understanding of a short written text containing familiar language</p>



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Language

Core language

<i>¡Buenos días, buenas tardes!</i>	Hello!
<i>¡Hola!</i>	Hi!
<i>¿Como estas?</i>	How are you?
<i>Estoy bien/mal. ¿Y tu ?</i>	I'm fine / not well. And you?
<i>¡Adios!</i>	Goodbye
<i>Señor/ Señora</i>	Sir/Madam, Mr/Mrs
<i>Si, no</i>	yes/no <i>Je m'appelle ...</i> My name is ...
<i>¿Como te llamas?</i>	What's your name?
<i>Aqui esta ...</i>	Here is ...
<i>uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez</i>	1–10
<i>¿Cuantos año tienes?</i>	How old are you?
<i>Tengo siete/ ocho años</i>	I'm seven/eight years old

Additional language for this unit

<i>Mi madre</i>	my mother
<i>Mi padre</i>	my father
<i>Mi hermana</i>	my sister
<i>Mi hermano</i>	my brother

Additional language for teachers

<i>súper, bravo, muy bien!</i>	super, great, very good!
<i>Silencio</i>	Be quiet
<i>Escuchamos/Escucha</i>	Listen (plural/singular)
<i>Venid aca /Ven aca</i>	Come here (plural/singular)
<i>Mostrad/ Muestra</i>	Show me (plural/singular)
<i>Repetimos /Repite</i>	Repeat (plural/singular)
<i>Tocad/Toca</i>	Touch (plural/singular) the picture
<i>Repetimos/Repite si es verdad</i>	Repeat (plural/singular) if it's true
<i>De nuevo/ otra vez</i>	Start (plural/singular) again
<i>La familia</i>	the family
<i>Aqui esta la famiia Simpson</i>	Here is the Simpson family
<i>Aqui esta mi madre</i>	Here is my mother, etc