

## ¡Yo! (All About Me)

### Overview Unit 1

About this unit.		Where this unit fits in.
In this unit children learn to greet others, say how they are and introduce themselves. They begin to respond to and ask questions about name and age. They are introduced to the sound/spelling system of Spanish. They discuss linguistic diversity within their class. They understand that Spanish is spoken in Spain and elsewhere.		This is a suitable unit for introducing the teaching of Spanish. It encourages children to listen attentively to new sounds and to start to make sound and spelling links. It reinforces opportunities for children to work co-operatively.
<b>Prior Learning</b> It is helpful if children already know: <ul style="list-style-type: none"> <li>how to speak audibly and clearly</li> <li>how to work with a talk partner</li> </ul>	<b>New Language Content</b> <ul style="list-style-type: none"> <li>Saying hello and goodbye</li> <li>Saying how you are and asking others</li> <li>Asking and answering questions about name and age</li> <li>Numbers 1-8</li> <li>Grammar focus: introduction to question forms</li> <li>Phonics focus: <i>vowel sounds, ñ</i></li> </ul>	<b>End of Unit Activity</b> Using a model, children write a short text based on their mini-presentation to accompany their portrait for a class display. If the school has a Spanish-speaking partner school, the information can be shared through e-mail or posted.
<b>Expectations</b> At the end of this unit: <p><i>Most children will:</i> greet others with confidence and understand the differences in social conventions when people greet each other; reply to the questions <i>¿Cómo te llamas?</i>, <i>¿Cuántos años tienes?</i>; understand and use numbers 1-8; begin to recognise, read and pronounce vowel sounds and <i>ñ</i>; understand about linguistic diversity in their class and that Spanish is spoken in Spain as well as elsewhere;</p> <p><i>Some children will not have made so much progress and will:</i> respond to simple questions with support from a spoken model or visual clue; recognise numbers 1-8; discriminate sounds and identify meaning when items are repeated several times</p> <p><i>Some children will have progressed further and will:</i> 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>		<b>Links to the New National Curriculum for KS2 Foreign Languages</b> <i>Where there is a specific focus within the objective, this is shown in bold.</i> <ul style="list-style-type: none"> <li>Listen attentively to simple spoken language and show understanding by joining in and responding</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>Engage in conversations; <b>ask and answer questions</b>; express opinions and respond to those of others; seek clarification and help</li> <li>Present ideas and information orally to a range of audiences</li> </ul>

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#### **Resources**

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| <ul style="list-style-type: none"><li>• Maps, globes and atlases</li><li>• Flags to show on a class display where Spanish is spoken</li><li>• Song to practise greetings</li><li>• Digit cards or number fans</li><li>• Large number flashcards</li><li>• Two puppets</li><li>• Small dice for pair work</li><li>• Mini whiteboards</li><li>• Sentence strips (see session 4)</li></ul> | <ul style="list-style-type: none"><li>• Picture of birthday cake, balloon or card for a 7 or 8 year old</li><li>• Display book for sound/spelling links</li><li>• DVD Player</li><li>• Computer</li><li>• Interactive whiteboard</li><li>• Access to Google Earth</li><li>• Video clips of children greeting one another and introducing themselves</li><li>• Multimedia presentation software</li><li>• Text manipulation software</li></ul> |
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