

## Yo (All about me)

### 1. Languages we speak

**Prior Knowledge:** It is helpful if children already know how to work with a talk partner

#### Objectives

Listen attentively to simple spoken language and show understanding by joining in and responding

#### Support

Some children will need to be encouraged to look carefully at the face/mouth of the person modelling the new language when new words are introduced.

#### Extension

Some children may like to present their dialogue with a partner in front of the class. Alternatively, they could record their dialogue using a digital camera or sound recorder.

#### Main

Introduce *Hola* (Hello) Walk around the room, shaking hands with some children saying *Hola*. Encourage children to practise these greetings with other children on their table or by walking round the room and meeting other class members. Explain that children will be learning Spanish.

Tell the class about languages that you speak or have contact with. Invite children to have a similar discussion with their talk partner and report back to the class.

Ask children where Spanish is spoken in the world. Invite a few children to find some of these countries on a map and show them that Spanish is spoken in many countries around the world. Highlight on the map where Spain is in relation to the UK. Ask children to discuss with partners for a couple of minutes what they know about Spain and feedback.

ICT Opportunities: Use Google Earth to 'fly' to Hispanic countries around the world.

Ask the children to practise the sound *o* and explain that in Spanish this is a single sound rather than the English *o* (as in 'go'), which has an *oo* sound at the end. Make the sound yourself exaggerating the shape of your lips. Ask children to practise saying *Hola* again.

Consolidate greetings by listening to a song or watching a video clip where children are greeting one another using *hola*.

ICT Opportunities: Using a DVD or video clip from a digital content provider provides a role model for pronunciation within an authentic context

At the end of the session, wave goodbye and say *Adiós*, inviting children to respond in the same way. Practise as a whole class then ask children to say goodbye to children sitting nearby using *Adiós*.

#### **Grammar**

##### For teachers:

The teacher's language includes examples of commands to be used with pupils. These imperatives take two forms: use the first one with the whole class (Escuchad) and the

#### **Grammar**

##### For children:

No specific grammar

#### **Phonics focus**

##### For teachers:

*o* – *hola*

#### **Phonics focus**

##### For children:

*o* – *hola*

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second one to speak to an individual pupil (Escucha)			
<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>understand that English is spoken in countries other than the UK</li> <li>understand that Spanish is a language spoken in Spain and elsewhere</li> <li>respond to and say <i>Hola</i></li> </ul>		<p><b><u>New National Curriculum Links</u></b></p> <p><b>Geography</b> – Key Stage 2            Locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	
<p><b><u>Throughout the week:</u></b></p> <p>Encourage children to answer the register in a language other than English.</p> <p>Create a class display showing flags and locations of countries where Spanish is spoken.</p>		<p><b><u>Resources</u></b></p> <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>A song about greetings</li> <li>Computer/DVD player</li> <li>Video clip of Spanish speaking children greeting one another</li> </ul>	
<p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"> <li>Use lots of praise, eg ¡Genial! (Super!); ¡Estupendo! (Great!); ¡Muy bien! (Very good!)</li> </ul> <p>When children are moving around the room, ensure that they can do so safely and sensibly, for example, by asking a group of children to demonstrate.</p>			
<b><i>El lenguaje del professor / de la profesora</i></b>	<b>Teacher Language</b>	<b><i>El lenguaje de los niños</i></b>	<b>Children's Language</b>
<p><i>¡Hola!</i></p> <p><i>¡Buenos días!</i></p> <p><i>¡Adiós!</i></p> <p><i>¡Genial, estupendo, muy bien!</i></p> <p><i>Escuchad/Escucha</i></p> <p><i>Repetid/Repite</i></p>	<p>Hello!</p> <p>Good morning!</p> <p>Goodbye!</p> <p>Super, great, very good!</p> <p>Listen (plural/singular)</p> <p>Repeat (plural/singular)</p>	<p><i>¡Hola!</i></p> <p><i>¡Buenos días!</i></p> <p><i>¡Adiós!</i></p>	<p>Hello!</p> <p>Good morning!</p> <p>Goodbye!</p>