

Lesson one

Resources/preparation: Earlystart 2 DVD, classroom equipment for each child, flashcards (Y4 pack)

Framework refs	Learning Objective	Introduction/ Warm up	Activities	Plenary/ consolidation	KAL	New Language
O4.2 – listen for specific words and phrases O4.4 ask and answer questions on several topics	To revise the classroom objects To revise the question ¿Tienes..? (have you got?) To use toma (take it) in the correct context	Ask the pupils what classroom objects they can remember. Pencil - un lápiz Pen - un bolígrafo, Rubber - una goma Ruler - una regla Pencil sharpener - un sacapuntas Remind them using the flashcards. Get the pupils to place them into gender groups.	Watch DVD section 5 – In the bookshop clip Highlight the word for scissors – las Tijeras and glue el pegamento . Say these word several times. Role play with a student or puppet asking for and giving an object -¿Tienes goma? -Sí toma (hand rubber over) -Gracias -¿Tienes Pegamento ? -No, no tengo Move around the room asking the pupils for various objects which they reply ' sí toma ' or ' no, no tengo '	In pairs the pupils should ask and receive objects.	Some words are plural like in English e.g scissors – las tieras. They don't say pair of scissors though they say 'a scissors' ' unas tijeras '	Passive Active ¿Tienes? (Have you got?) Toma (take it / here you are) Las tijeras El pegamento
EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES • Ask for objects in Spanish everyday and get the pupils to do the same				ICT LINKS http://www.ngfl-cymru.org.uk/vtc/ngfl/spanish/primary_spanish/online_resource.html - click on ISM – starter for pelmanism of classroom objects		
Evaluation						

Lesson Two

Resources/preparation: Early start 2 DVD, flashcards (Y4 pack)

Framework refs	Learning Objective	Introduction/ Warm up	Activities	Plenary/ consolidation	KAL	New Language
O4.2 – listen for specific words and phrases L4.3 – read some familiar words and phrases aloud and pronounce them accurately.	To reinforce asking for and giving objects To introduce vamos a sacar (take out / get out) guardad (put away)	Pupils favourite activity to reinforce classroom objects with emphasis on the 2 news words tijeras and pegamento	Watch Early Start 2 section 5 until end. Present 2 new classroom objects un libro and un cuaderno Give instructions to the pupils Vamos a sacar un libro (get out a book) Vamos a sacar un sacapuntas etc Guardad los cuadernos (put away the exercise books) The children need to get out and put away the items as quickly as possible	Play master servant in pairs – giving each other instructions about what to get out and put away.	Los = plural version of el (the) Las = plural version of la (the)	Passive Active un libro (book) un cuaderno (exercise book)
EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES				ICT LINKS		
<ul style="list-style-type: none"> Literacy – look at how we form imperatives. Compare to classroom instructions in Spanish. 						
Evaluation						

Lesson three

Resources/preparation: Early Start 2 DVD, number flashcards

Framework refs	Learning Objective	Introduction/ Warm up	Activities	Plenary/ consolidation	KAL	New Language
	To reinforce use of numbers 1 – 31	Use linguafun www.linguafun.eu to revise numbers 1 - 31	Play various number games to practice 11 – 20 from info sheet ‘Games to reinforce number’	Simple adding using 0 – 10 + 11 – 20 e.g 6 más 14 es 20 Pupils word in apirs to write answers on whiteboards	Discuss how you make 21, 22, Veintiuno Veintidos 31 treinta y uno They both sound the same but 20 has l instead of y and is all one word	Passive Más (plus) Active veinte veintiuno veintidos treinta treinta y uno
EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES				ICT LINKS		
<ul style="list-style-type: none"> Register: Count to 20 as a whole class every morning, getting faster and faster. 				www.linguafun.eu numbers 1 –31 sections		
Evaluation						

Lesson four

Resources/preparation: Early Start 2 DVD, number flashcards

Framework refs	Learning Objective	Introduction/ Warm up	Activities	Plenary/ consolidation	KAL	New Language
O4.3 Memorise a short spoken text	To reinforce use of numbers 1 – 31 To introduce numbers 40 – 100	Play elevens to revise numbers 1 – 31.	Watch Early start 2 section 9 Discussion point – Spain use Euros. 100 cents = 1 euro like 100 pence = 1 pound Introduce and Practise 20,30,40,50,60,70,80,90, 100 using flashcards and repetition. Play jump to the number Play splat In pairs, draw a number on each other's back partner has to try to guess and say the number in French.	Simple adding using tens. e.g 20 más 30		Passive Más (plus) Active veinte treinta cuarenta cincuenta sesenta setenta ochenta noventa ciento
EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES				ICT LINKS		
<ul style="list-style-type: none"> Register: Count in 10s table by table up to 100 				www.linguafun.eu Click on <i>Los numeros 32 – 41</i> and <i>Les nombres 42 – 60</i> for various activities introducing and revising numbers		
Evaluation						

Lesson five

Resources/preparation: Class set of number bond flashcards (multiples of 10)

Framework refs	Learning Objective	Introduction/ Warm up	Activities	Plenary/ consolidation	KAL	New Language
<p>O4.4 ask and answer questions on a topic</p> <p>L4.3 read some familiar words and phrases aloud and pronounce them accurately</p>	<p>To reinforce use of tens 10 – 100</p> <p>To be able to read tens 10 - 100</p>	<p>Practise numbers 10 – 100 using a variety of repetition strategies, choosing from a variety of games:</p> <p># ‘Hot and Cold’</p> <p># 007</p> <p># Kim’s game with teacher versus class-best out of five!</p>	<p>Show the numbers in written form and ask for comments about how the tens are formed</p> <p>Unit + enta on end</p> <p>Give children multiples of 10 cards (one each). Children to find their complimentary pair (bonds to 100, e.g. 40 + 60)</p> <p>Child must keep the card a secret and only communicate verbally (in Spanish)</p> <p>E.g.</p> <p>-Tengo veinte, tienes ochenta?</p> <p>-Si tengo ochenta/ no, no tengo.</p>	<p>Using number fans call out random numbers (tens only). The pupils should show the number pair that will make 100.</p>		<p>Active</p>
<p>EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES</p> <ul style="list-style-type: none"> • PE – Call numbers between 40 - 50, run to one end of the hall for odd numbers (10, 30, 50, 70, 90), the other end for even (20, 40, 60, 80, 100 numbers). • Numeracy: 10 x tables • PE: The tortoise race Early start p74 • PE: Put spots or flashcards on floor and run to called numbers. 				<p>ICT Links</p>		
<p><i>Evaluation</i></p>						

Lesson six

Resources/preparation: Early Start2 DVD, class selection of Euros,

Framework refs	Learning Objective	Introduction/ Warm up	Activities	Plenary/ consolidation	KAL	New Language
<p>O4.3 listen for sounds, rhyme and rhythm</p> <p>L4.3 read some familiar words and phrases aloud and pronounce them accurately</p> <p>IU 4.2 know about some aspects of everyday life and compare them</p>	<p>To recognise Euro notes and coins values.</p> <p>To form 2 digit numbers</p>	<p>Watch Early Start 2, Chapter 9.</p> <p>Discuss with the children what they had seen, what pictures did they see, colours, etc.</p> <p>Give a selection of coins and notes to small groups, allow time to familiarise themselves with the currency.</p>	<p>Ensure each child has a note or coin and say; Enseñame ' ... euros' (show me)</p> <p>Children hold up if they have that amount in front of them. Invite a child to take on the role of the teacher.</p> <p>Teacher to call out an amount, children to make that amount, progressively harder.</p> <p>Use linguafun presentation to show them how to make 2 digit numbers.</p>	<p>Play 'Cuánto es?1 & 2' (Early Start, Page 75). Draw or bring up an object on the board. Teacher to decide price, children to guess, teacher to tell children 'más' or 'menos', until they guess correctly.</p>	<p>Coinage amounts are same as English, e.g., 1, 2, 5, 10, 20, 50.</p> <p>See key pronunciati on sounds Early start 2 pg 72.</p>	<p>Passive enseñame (show me – plural)</p> <p>enseñame (show me – singular)</p> <p>menos (take away)</p> <p>Active</p>
<p>EMBEDDING OPPORTUNITIES AND ADDITIONAL ACTIVITIES</p> <ul style="list-style-type: none"> • Research the images found on the Euros. • Research what countries use the Euro. • PE – Play 'Fruit Salad', but using Euro values. 				<p>ICT Links www.linguafun.eu Click on <i>Los numeros 32 – 41 and Les nombres 42 – 60</i> for various activities introducing and revising numbers</p>		
<p>Evaluation</p>						