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**Spanish**

**Key Stage 2**

Resources to help you teach the following curriculum areas for Spanish:

1. Listening
2. Speaking
3. Reading
4. Writing

**Key Stage 2 Spanish – Listening**

Pupils should be taught to:

|  |  |
| --- | --- |
| * Listen attentively to spoken language and show understanding by joining in and responding
 | * [***Querido Zoo* audio story**](http://www.tes.co.uk/teaching-resource/Dear-Zoo-audio-story-6186772/)

The Spanish version of *Dear Zoo* with embedded audio files.* [**Body parts song**](http://www.tes.co.uk/teaching-resource/Body-parts-Fun-song-6429170/)

Learners show their understanding by joining in with the actions to this catchy song. * [**Songs in Spanish**](http://www.tes.co.uk/teaching-resource/Songs-in-Spanish-6138768/)

A number of finger rhymes and children’s songs in Spanish.* [**El nabo gigante storytelling lesson**](http://www.tes.co.uk/teaching-resource/El-nabo-gigante-storytelling-lesson-6046153/)

Learners join in with the repeated phrases, responding with actions to the story. |
| * Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
 | * [**Spanish vowel sounds rap**](http://www.tes.co.uk/teaching-resource/Spanish-Vowel-Sounds-A-Rap-6400060/)

A rap to practice vowel sounds with p in Spanish.* [**Spanish playground games**](http://www.tes.co.uk/teaching-resource/Spanish-Playground-Games-6140646/)

This resource includes a number of playground rhymes and songs in Spanish.* [**La Casa de Pedro**](http://www.tes.co.uk/teaching-resource/La-casa-de-Pedro-6038549/)

A repetitive story that grows as learners listen and repeat.* [**Practice of pronunciation of Spanish vowels audio**](http://www.tes.co.uk/teaching-resource/Practice-of-pronunciation-of-Spanish-vowels-audio-6186713/)

Learners listen and fill in the missing vowels by making links between sound and spelling. |

**Key Stage 2 Spanish – Speaking**

Pupils should be taught to:

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| --- | --- |
| * Engage in conversations; ask and answer questions; express opinions and respond to those of others
 | * [**Jugo de naranja song**](http://www.tes.co.uk/teaching-resource/Jugo-de-naranja-6298736/)

This song about orange juice introduces opinions in Spanish – me gusta / no me gusta.* [**Spanish phonics**](http://www.tes.co.uk/teaching-resource/Spanish-Phonics-4-6046601/)

Learners are encouraged to make simple sentences giving their opinions, both positive and negative, of images.* **[Expressing simple opinions about nouns](http://www.tes.co.uk/teaching-resource/Expressing-simple-opinions-about-nouns-6186991/)**

Learners express simple opinions about singular and plural nouns in Spanish.* [**Easy learning conversation Spanish**](http://www.tes.co.uk/teaching-resource/Easy-Learning-Conversation-Spanish-6431862/)

Short audio clips with lots of everyday Spanish phrases. |
| * Seek clarification and help
 | * [**Spanish phonics**](http://www.tes.co.uk/teaching-resource/Spanish-Phonics-4-6046601/)

This resource includes important phrases to help learners seek help in the Spanish classroom.* [**Using Spanish in the classroom**](http://www.tes.co.uk/teaching-resource/Using-Spanish-in-the-classroom-6437380/)

A game that encourages the use of Spanish in the classroom for daily routines.* [**Toolkit phrases**](http://www.tes.co.uk/teaching-resource/Toolkit-phrases-Spanish-6046509/)

Some important phrases for learners to use when seeking help, with audio.* [**¿Cómo se escribe?**](http://www.tes.co.uk/teaching-resource/Como-se-escribe-6046527/)

Asking how to spell a word is a frequent and important question. |
| * Speak in sentences, using familiar vocabulary, phrases and basic language structures. Describe people, places, things and actions orally
 | * [**Spanish hobbies and sports**](http://www.tes.co.uk/teaching-resource/Spanish-Hobbies-and-amp-Sports-Los-deportes-6034125/)

A presentation to enable learners to vocalise their likes and dislikes in sentences.* [**Classroom items vocab practice**](http://www.tes.co.uk/teaching-resource/Classroom-items-vocab-practice-zooming-pictures-6186800/)

Learners watch items fly across the screen and state what they see in a sentence using es and the appropriate indefinite article (un/una) with the item.* [**Donde vives y que hay allí**](http://www.tes.co.uk/teaching-resource/Donde-vives-y-que-hay-alli-6046462/)

Learners form simple sentences about where they live.* [**Sentence building**](http://www.tes.co.uk/teaching-resource/Sentence-building-1-6046619/)

Learners use sentences about picture A to form sentences about picture B. |
| * Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
 | * [**Spanish phonics**](http://www.tes.co.uk/teaching-resource/Spanish-Phonics-1-6046598/)

A presentation that contains key Spanish phonics. * [**Phonics – Trabalenguas**](http://www.tes.co.uk/teaching-resource/Phonics-Trabalenguas-2-6046603/)

Tongue twisters to increase fluency and pupils’ ability to get their mouths around the sounds of Spanish. * [**Spanish sounds – Phonic hooks**](http://www.tes.co.uk/teaching-resource/Introduction-to-more-Spanish-sounds-phonic-hooks-6186714/)

A presentation on the pronunciations c, g, h, j, ll, ñ, v and z in Spanish with accompanying video.* [**Phonics card activity**](http://www.tes.co.uk/teaching-resource/Phonic-cards-activity-6186720/)

Picture slides that can be printed out and made into a phonics card activity. |
| * Present ideas and information orally to a range of audiences
 | * **[¿Qué tiempo hace?](http://www.tes.co.uk/teaching-resource/Que-Tiempo-Hace-What-and-39-s-the-Weather-Like-6191156/)**

Learners create weather reports in this activity.* **[La cenicienta](http://www.tes.co.uk/teaching-resource/La-cenicienta-6063809/)**

Learners take part in a short play in Spanish.* **[Pilar se presenta](http://www.tes.co.uk/teaching-resource/Pilar-se-presenta-6407003/)**

Learners listen to Pilar introducing herself and prepare their own introduction.* **[Expressing simple opinions](http://www.tes.co.uk/teaching-resource/Expressing-simple-opinions-practice-6186981/)**

Learners express their opinions, both positive and negative, about various images and ideas. |

**Key Stage 2 Spanish – Reading**

Pupils should be taught to:

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| --- | --- |
| * Read carefully and show understanding of words, phrases and simple writing
 | * [**Spanish phonics – Cognates**](http://www.tes.co.uk/teaching-resource/Spanish-Phonics-3-Cognates-6046600/)

This resource encourages learners to look at cognates (English/Spanish) and pronounce them using Spanish phonic rules.* [**Los deportes and las opinions**](http://www.tes.co.uk/teaching-resource/Los-deportes-and-amp-las-opiniones-2-6046210/)

This resource includes a reading activity where learners match short statements about individuals’ sporting preferences to images. * [**Me gusta plates**](http://www.tes.co.uk/teaching-resource/Me-gusta-plate-6438430/)

Learners read short texts about food likes/dislikes and draw food onto plates accordingly.* [**A letter about musical opinions**](http://www.tes.co.uk/teaching-resource/A-letter-about-musical-opinions-6438429/)

A reading comprehension on a short letter about musical preferences. |
| * Appreciate stories, songs, poems and rhymes in the language
 | * [**La oruga hambrienta audio story**](http://www.tes.co.uk/teaching-resource/Very-Hungry-Caterpillar-audio-story-6186879/)

Spanish version of *The Very Hungry Caterpillar* with embedded sound files. * [**Rhyme and song about months**](http://www.tes.co.uk/teaching-resource/Rhyme-to-remember-the-number-of-days-in-the-months-6186916/)

A rhyme to remember the number of days in the months and a song linked to San Fermín celebrations that also feature months. * [**Hombre de color presentation**](http://www.tes.co.uk/teaching-resource/Hombre-DeColor-presentation-6052588/)

A simple story in Spanish using colours and with a moral about racism. * [***La Primavera* by Antonio Machado**](http://www.tes.co.uk/teaching-resource/La-Primavera-by-Antonio-Machado-6438314/)

Learners read and respond to this Spanish poem about spring. |
| * Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
 | * [**Los habitates – Animal habitats**](http://www.tes.co.uk/teaching-resource/Los-h-and-225-bitates-animal-habitats-6438322/)

Learners match animal pictures to their names in Spanish, then to their habitats.* [**Numbers 1-31 in several languages**](http://www.tes.co.uk/teaching-resource/1-31-in-Spanish-French-Latin-Roman-numerals-6438342/)

Learners complete a table of numbers 1-31 in Spanish, French and Latin by comparing languages and looking for patterns and clues.* [**Usar un diccionario**](http://www.tes.co.uk/teaching-resource/Usar-un-diccionario-1-6046607)

A presentation with activities to help learners use a bilingual dictionary (first of a series of three).* [**Dictionary skills**](http://www.tes.co.uk/teaching-resource/Dictionary-skills-6039537)

This resource familiarises learners with the layout of a bilingual dictionary. |

**Key Stage 2 Spanish – Writing**

Pupils should be taught to:

|  |  |
| --- | --- |
| * Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
 | * [**Poema del monstruo**](http://www.tes.co.uk/teaching-resource/Poema-del-monstruo-6401103/)

The poem starts and learners complete it to describe their monster by comparing his features to other things.* [***Querido Zoo* storyboard**](http://www.tes.co.uk/teaching-resource/Querido-Zoo-storyboard-to-rewrite-the-story-6438341/)

Having listened to and repeated the story of *Querido Zoo*, learners adapt the story to create their own version using this storyboard as support.* [**Nationalities**](http://www.tes.co.uk/teaching-resource/Nationalities-2-6046226/)

Learners work on a poem and then recycle vocabulary to create their own version.* [**Mini-book project**](http://www.tes.co.uk/teaching-resource/Mini-book-project-6186785/)

Having worked on a story for several weeks, learners make a mini-book and write their own version |
| * Describe people, places, things and actions in writing
 | * [**Señor Cabeza Naranja**](http://www.tes.co.uk/teaching-resource/Se-and-241-or-Cabeza-Naranja-6087333/)

A simple story that provides a stimulus for learners to write their own versions of the story.* [**Telling the time writing practice**](http://www.tes.co.uk/teaching-resource/Telling-the-time-writing-practice-6186935/)

Pupils write the time shown on the clocks in Spanish.* [**Baboon on the moon**](http://www.tes.co.uk/teaching-resource/Baboon-on-the-Moon-BFI-6072761/)

Learners write human sentences as a class, as well as forming individual texts about a silent film.* [**Mi colegio**](http://www.tes.co.uk/teaching-resource/Mi-colegio-letter-6438424/)

Learners reply to a letter and describe their school in Spanish. |

**Key Stage 2 Spanish – Grammar**

Pupils should be taught to:

|  |  |
| --- | --- |
| * Understand gender of nouns, definite and indefinite articles
 | * [**Comida y bebida categorizar**](http://www.tes.co.uk/teaching-resource/Comida-y-bebida-categorizar-6052176/)

An activity in which learners sort food and drink vocabulary according to gender.* [**Backpack vocabulary: Gender practice activity**](http://www.tes.co.uk/teaching-resource/Backpack-vocabulary-gender-practice-activity-6186787/)

Learners decide if items are masculine or feminine and see the items move to the correct side – red for feminine, blue for masculine. * [**Happy families game**](http://www.tes.co.uk/teaching-resource/Happy-Families-game-6094099/)

A card game to reinforce the idea of gender in Spanish.* [**Masculine and feminine animals**](http://www.tes.co.uk/teaching-resource/Masculine-and-feminine-animals-6304379/)

Learners are introduced to gender in this resource and given a tip on deciding which gender a noun might be. |
| * Understand singular and plural forms of nouns
 | * [**Introduction of plurals of animals**](http://www.tes.co.uk/teaching-resource/Introduction-to-the-plurals-of-animal-vocabulary-6186735/)

A clear introduction to making plurals by adding an -s.* [**Singular and plural articles**](http://www.tes.co.uk/teaching-resource/Singular-and-plural-articles-with-animals-6186738/)

Learners look at the connection between gender and the definite and indefinite article.* [**Nuestros amigos los animales**](http://www.tes.co.uk/teaching-resource/Nuestros-amigos-los-animales-plurals-predictions-6186782/)

Learners apply rules they have learnt to predict the plural form from singular noun given, and learn new ones.* [**Pencil case vocabulary odd one out**](http://www.tes.co.uk/teaching-resource/Pencil-case-vocabulary-practice-odd-one-out-6186778/)

An odd-one-out resource with the ‘odd one out’ decided by number or gender. |
| * Recognise adjectives, place and agreement
 | * [**Introduction to the concept of adjectival agreements**](http://www.tes.co.uk/teaching-resource/Introduction-of-concept-of-adjectival-agreement-6186742/)

This simple presentation clearly shows how adjectival agreement works in Spanish using animal and colour as the context. * [**¿Cómo eres?**](http://www.tes.co.uk/teaching-resource/Como-eres-6046495/)

An activity in which learners look for mistakes based on adjectival agreements. * [**Adjectival practice with Mr Men and Little Miss**](http://www.tes.co.uk/teaching-resource/Adjectival-practice-with-Mr-Men-Little-Miss-6186826/)

Children decide on the adjectival ending on the names of the Mr Men and Little Miss. * [**Adjectives to give reasons**](http://www.tes.co.uk/teaching-resource/Adjectives-to-give-reasons-gap-fill-activity-6186996/)

A gap-fill to practice adjectival agreements with opinions.  |
| * Conjugate key verbs (and make verbs negative)
 | * [**Backpack vocabulary positive and negative responses**](http://www.tes.co.uk/teaching-resource/Backpack-vocabulary-positive-and-amp-negative-responses-6186789/)

Learners form positive and negative responses using the verb ‘tener’.* [**Spanish holidays presente**](http://www.tes.co.uk/teaching-resource/Spanish-Holidays-Vacaciones-Presente-6046589/)

A presentation that presents the verb ‘ir’ using a song and then uses it to describe holidays.* [**Present tense of ser and estar using the gerund**](http://www.tes.co.uk/teaching-resource/Present-tense-of-SER-and-amp-ESTAR-using-the-gerund-6295870/)

A video presentation on the use and conjugation of ser and estar * [**Los medios de transporte**](http://www.tes.co.uk/teaching-resource/Spanish-Transport-Los-medios-de-transporte-6046592/)

This activity focuses on transport vocabulary in Spanish. |
| * Use high-frequency sentence-builders, such as connectives and qualifiers, (adverbs of time, prepositions of place)
 | * [**Pedro y la caja story prepositions**](http://www.tes.co.uk/teaching-resource/-and-quot-Pedro-y-la-caja-and-quot-interactive-story-prepositions-6090647/)

Learners are introduced to prepositions of place through an illustrated story about Pedro the dog.* [**Routine and adverbs 1**](http://www.tes.co.uk/teaching-resource/Questions-for-routine-and-adverbs-6052535/) **–** [**Routine and adverbs 2**](http://www.tes.co.uk/teaching-resource/Questions-for-routine-and-adverbs-6053420/)

This pair of resources uses reading comprehensions to introduce adverbs ending with ‘mente’ in the context of routine.* [**Connectives and opinions display**](http://www.tes.co.uk/teaching-resource/CONNECTIVES-and-amp-OPINIONS-wall-display-6389764/)

Attractive display with connectives on Spanish plugs.* [**Como/bebo + frequency phrases**](http://www.tes.co.uk/teaching-resource/Como-bebo-frequency-phrases-6438500/)

An activity to form sentences about how often food/drink is eaten/drunk using frequency phrases and connectives. |