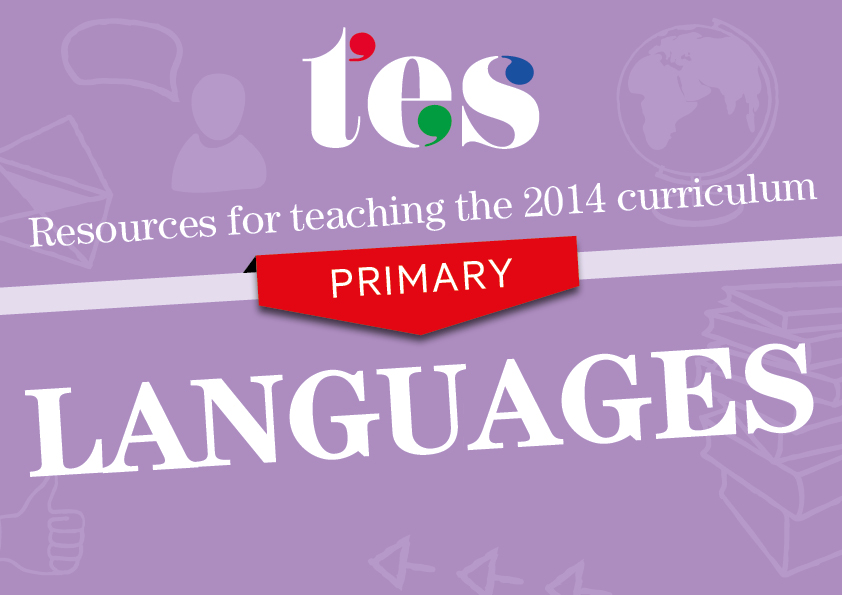
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**Spanish**

**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:

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| * 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:

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| * 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. |