



Let's Be Creative

LKS2 Scheme of Work- Year B

The aim this year is to show children how they can be more creative linguistically in Spanish. Through art and other cross-curricular applications they will be encouraged to be more curious and autonomous in their learning.

Autumn Term

This unit focuses on numbers 1-31, months, dates, asking for and giving birthday, language to do with birthday celebrations and some more Christmas vocabulary. Learners will use the new language to understand and create invitations, follow instructions for making a piñata, understand songs, stories and video about birthdays and other celebrations.

Week	WALT	Language (core content)	Intercultural understanding	Outcome	Resources
1	Greet people and follow classroom instructions in Spanish	Revision greetings + classroom language		Understand and follow classroom instructions in Spanish.	Greetings fill in the gaps Instructions matching activity Instructions picture activity for GD
2	Count up to 31 in Spanish	Numbers 1-31 + revision days of the week once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta, treinta y uno		Confidently count up to 31 in Spanish from memory.	Numbers vocabulary Numbers matching activity Calculations activity for GD
3	Say the months of the year in Spanish	Numbers 1-31 + months los meses- enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre		Order the months of the year in Spanish.	Maths arithmetic sheets Ordering months activity Crossword for GD
4	Be able to say the date in Spanish	Months + dates ¿Qué día es (hoy)? (What day is it (today)?) Hoy es martes (Today is Tuesday)		Recognise the written date in Spanish.	Dates matching activity

		¿Qué fecha es (hoy)? (What date is it (today)?) Hoy es el...de.... (Today is the.....of.....)			
5	Be able to say the seasons in Spanish	Seasons, number of days in each month el verano (summer), el invierno (winter), el otoño (autumn), la primavera (spring) San Fermin song	Popular Spanish song- San Fermin.	Memorise the months of the year.	Months and seasons sorting activity Code breaker for GD
6	Be able to say when your birthday is in Spanish	Asking for and giving birthday Happy Birthday song	Happy Birthday song in Spanish.	Ask and give their birthday in Spanish.	¿Cuándo es tu cumpleaños? speaking grid
7	Understand a typical celebratory custom from Mexico.	Making a piñata (1)	Learn about a typical celebratory custom from Mexico.	Start the process of making a piñata.	Materials for piñata
8	Understand a video clip with unfamiliar vocabulary	Birthday celebration vocabulary Making a birthday card ¡Feliz Cumpleaños! ¡Felicidades! el cumpleaños una tarjeta una fiesta un regalo un globo una tarta los amigos un pelota una flor (flores) el mejor delicioso maravilloso		Listen to and follow a video clip with unfamiliar vocabulary.	Important vocabulary grid
9	Recap a typical celebratory custom from Mexico	Making a piñata (2)	Learn about a typical celebratory custom from Mexico.	Complete the process of making a piñata.	Materials for piñata
10	Use language of days, dates and celebrations to make a birthday party invitation	Making a party invitation		Design and create a birthday party invitation.	Plain paper for invitations
11	Learn new Christmas vocabulary	La Navidad Papá Noel un pinguino un regalo un árbol de Navidad		Recognise and use a wider range of Christmas vocabulary.	Fill in the gaps vocabulary sheet for WTS

		un duende un muñeco de nieve una hada una estrella			
12	Learn a Christmas song	La Navidad There are three different Christmas songs to choose from		Join in with a Christmas song in Spanish.	Lyrics for song

Spring Term

This unit develops the same linguistic skills in different contexts. There is a focus on shapes and prepositions of place, to be used creatively in an art project focusing on the work of Miró. Learners will use familiar verb forms in this new context to describe pictures they create. Pupils will also learn the parts of the body and face and use this language to describe the work of other famous Spanish artists (e.g. Picasso).

Week	WALT	Language (core content)	Intercultural understanding	Outcome	Resources
1	Understand words for shapes in Spanish	Shapes un círculo (a circle), un triángulo (a triangle), un cuadrado (a square), un rectángulo (a rectangle), un óvalo (an oval), un punto (a dot), un ojo (an eye), una estrella (a star), una espiral (a spiral)		Recognise words for shapes in Spanish.	Colour mixing sheet
2	Know how to describe shapes in Spanish	Shapes and colours colours- rojo, azul, verde, amarillo, violeta, marrón, gris, blanco, negro, rosa, naranja other adjectives- recto (straight), curvo (curved), pequeño (small), grande (big), fino (thin), grueso (thick)		Write a simple sentence describing shapes.	Different levels of picture description activity
3	Know how to describe the position of shapes in Spanish	Prepositions of place- describing pictures Arriba (at the top/above) Abajo (at the bottom/below) A la izquierda (to the left) A la derecha (to the right) En el centro (in the centre) encima de (on top of) debajo de (underneath) al lado de (next to)		Recognise some prepositions in Spanish.	Reading matching activity for WTS

4	Use language learnt to describe pictures	Describing Miró pictures Use language from last 3 lessons	Miró shape pictures	Write sentences to describe a picture in Spanish.	Copies of Miró shape pictures Venn diagrams
5	Create your own picture and description in Spanish	Creating own picture and description Use language from first 3 lessons		Create and describe a picture in the style of Miró.	Plain paper for pictures
6	Be able to say parts of the face	Parts of the face (un ojo) /los ojos (eyes), el pelo (hair), (el diente)/los dientes (teeth), la cabeza (head), la cara (face), la nariz (nose), la boca (mouth), la oreja/las orejas (ears) + adjectives above additional vocabulary- not to be explicitly taught (el mentón-chin), la mejilla-cheek), (la ceja-eyebrow), (la piel-skin), (las pestañas-eyelashes)		Label parts of the face in Spanish.	Face labelling activity
7	Be able to describe your face	Parts of the face and adjectives Language as above		Write a description of their face in Spanish.	Scaffold for WTS Extra face descriptions for GD
8	Be able to describe Picasso pictures	Describing Picasso faces Language as above	Picasso portraits	Draw and describe a picture in the style of Picasso.	Plain paper for Picasso pictures
9	Understand body parts in Spanish	Parts of the body la cabeza (head), la mano (hand), la pierna (leg), el codo (elbow), la rodilla (knee), el estómago (stomach), el brazo (arm), el pie (foot), el hombro (shoulder), el dedo (finger)		Label parts of the body in Spanish	Body part labelling activity Body parts word puzzle for GD
10	Be able to describe body parts in Spanish	Designing and describing monster pictures Language as above		Design, describe and present a monster.	Monster reading comprehension Monster design sheets

Summer Term

During this term, pupils learn the language for family members. They re-tell the story 'The Giant Turnip'. They learn how to say 'Tengo un/una...que se llama' I have acalled.... and apply this also in the context of pets. They also learn adjectives for describing personality and physical description (hair and eyes). They use key verbs in the 3rd person singular and plural: tiene (has), es (is), tienen (have), son (are).

Week	WALT	Language (core content)	Intercultural understanding	Outcome	Resources
1	Know names for family members	Nouns for family members un hermano (brother), una hermana (sister), una madre (mother), un padre (father), los padres (parents), un abuelo (grandfather), una abuela (grandmother)		Recognise names for family members in Spanish.	Family grid puzzle for GD Family tree reading comprehension
2	Know the alphabet in Spanish	¿Cómo se llama? (What is he/she called?) ¿Cómo se escribe? (How do you spell that?) Alphabet introduction A-a, B-bé, C-thé, D-dé, E-é, F-effé, G-jé, H-aché, I-ee, J-jota, K-ka, L-ellé, M-emé, N-ené, O-o, P-pé, Q-koo, R-erré, S-esé, T-té, U-oo, V-ubé, W-ubé doble, X-ekeys, Y-yé, Z-theta		Say the alphabet in Spanish.	Spanish alphabet phonics grids
3	Be able to spell names using the alphabet in Spanish	Alphabet practice- with names		Spell names using the alphabet in Spanish.	
4	Understand how to talk about your family in Spanish.	Siblings and pets- asking and answering survey, including spelling names ¿Tienes....? (Do you have.....?) ¿Cómo se llama? (What is he/she called?) ¿Cómo se escribe? (How do you spell that?)		Read and understand a paragraph about someone's family.	Brothers and sisters matching activity Family reading comprehension
5	Understand adjectives to describe hair and eyes	Describing hair and eyes Tengo los ojos azules, verdes, grises, negros, marrones (blue, green, grey, black, brown eyes) el pelo largo, corto, mediano, liso, rizado, ondulado, rubio, moreno, castaño, marrón, negro, rojo (long, short, medium, straight, curly, wavy, blond, dark, chestnut, brown, black, red hair)		Use adjectives to describe hair and eyes in Spanish.	Vocabulary grid Translation activity for GD
6	Be able to describe hair and eyes in Spanish.	Describing hair and eyes Language as above		Read sentences describing faces in Spanish and draw the correct features.	Faces reading comprehension Description paragraphs for GD

7	Know how to ask questions about appearances in Spanish	Describing hair and eyes Language as above		Ask questions and give answers about people's appearances.	Vocabulary prompts Guess who game boards
8	Be able to describe a piece of artwork in Spanish	Describe pictures/paintings Language as above	Look at some artwork by Picasso or other artists.	Write a description about a piece of artwork.	Copies of artwork for description Scaffold for WTS
9	Understand the story of The Giant Turnip in Spanish	Storytelling - the giant turnip el nabo gigante - the giant turnip el padre, la madre, el hermano, la hermana, el perro, el gato, el ratón planta(n) - s/he plants roga(n) - s/he waters llega - arrives Un día (One day) Luego (then) Después (afterwards) Al final (finally)		Listen to and follow the story of The Giant Turnip.	
10	Be able to re-tell the story of The Giant Turnip in Spanish.	Storytelling- the giant turnip Language as above		Re-tell the story of The Giant Turnip.	Copies of story
11	Be able to describe a family in Spanish	Describing a family (own or other) Language from this term		Write a paragraph describing a family.	Pictures of families Writing scaffolds
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