

**Spanish**

**Level 1 Unit 1 -**

**Greetings and Numbers**

**KS2 PPA Cover Planning**

- **Work Schemes**
- **Learning Objectives**
- **Key Skills**

## Greeting and Numbers

Unit Length: 5 – 7 hours

### Level 1

Students will learn basic greetings and gain an understanding of the numbers 1-10 so they can use them in a context. They will take part in role-playing activities and a number of games such as bingo.

**Learning Session 1:** Counting to 10 and Saying “Hello” and “Goodbye”.

**Learning Session 2:** More Counting to 10 and Saying “Please” and “Thank You”

**Learning Session 3:** More About Numbers and “How Many?”

**Learning Session 4:** Counting and Conversations

**Learning Session 5:** “What’s Your Name?”

**Learning Session 6:** “How Old Are You?”

**Contingency:** Let’s Have Some Fun!

## Spanish

*Congratulations on booking your French sessions with Junior Jam. In this document we will provide you with key information relating to the PPA cover that you have booked.*

### Secure Website

We have created a login for your school on our website where you can access key information. We have found this is a quick and easy way to provide you with all of the information you require. Using this login you can access all of our risk assessments and insurance documents, as well as a copy of each staff member's DBS with a photo attached. You can view these by clicking on the 'DBS (CRB)'s & Policy Documents' tab at the right of the page. The website address to access this information is below; please use the username and password provided on your order confirmation.

**[www.juniorjam.co.uk/protected](http://www.juniorjam.co.uk/protected)**

### Space Requirements

- Our French lessons simply require the use of a classroom.
- Depending on the workshop type we may be required to move desks around to create a more effective space; the staff members will always return the classroom to the state it was found in.
- The French lessons may also utilise outdoor spaces to add to the children's learning; this will always be done with school permission prior to the session beginning.
- The French lessons require access to a school laptop or computer that is linked to an interactive whiteboard.

### Resources

- Our tutor will supply the school in advance a copy of any resources that would be needed for the lessons. The school would be required to ensure that there are enough copies of the resources for the amount of children learning French, so that our teacher can deliver their lessons.
- Each pupil will require an exercise book to work in that the school must provide.

### PPA Questionnaire

Before the first PPA cover session our leader will arrive 30 minutes early to fill in a quick question sheet relating to your school and the classes they will be teaching. If you could arrange for either yourself, a deputy or a class teacher to sit down with our leader to run through this questionnaire it would be of great benefit to the lessons they run.

### Optional Assessments and Reports

At the end of each French unit, the children will be assessed by our French teacher and given a grade. At the end of the academic year, the teacher will then put together a report on each child's progress and send this to the school so that you can include this in your end of year reports. This is an optional service at a cost of £5.00 per session.

## Level 1 Unit 1 Greetings and Numbers Learning Objectives

The learning pathways for each French subject are in line with the Curriculum 2014. The content is outlined below and matched to how it will be covered over this module. French levels are topic-based so students will be learning beyond these attainment targets and in real life contexts.

### French

Pupils should be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing.
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

**\*\*All curriculum points are touched upon each lesson to different degrees depending on the learning session. \*\***

## Learning Session 1 Counting to 10 and Saying “Hello” and “Goodbye”

Learning Objectives

Spanish

### Expected prior learning (reused language)

- None at this stage

### By the end of the lesson

- **All children** must be able to try to say ‘Hola!’ or ‘Buenos Dias’ and ‘Adios!’ correctly
- **Most children** should be able to say ‘Hola!’ or ‘Buenos Dias’ and ‘Adios!’
- **A few children** could also say ‘Hola!’ or ‘Buenos Dias’ and ‘Adios!’ appropriately to others
  
- **All children** must be able to attempt to say some number names correctly
- **Most children** should be able to join in when counting up to 10
- **A few children** could also count, mostly correctly, up to 10

## Learning Session 2 More Counting to 10, "How Many?" and "How Are You?"

Learning Objectives

Spanish

### Expected prior learning (reused language)

- Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez

*[one, two, three, four, five, six, seven, eight, nine, ten]*

- Buenos días/hola

*[hello]*

- Adiós

*[goodbye]*

- Por favor

*[please]*

- Gracias

*[thank you]*

### By the end of the lesson

- **All children** must be able to try to say 'Hola!', 'Buenos días', 'Adiós!', 'Por favor' and 'Gracias' correctly
- **Most children** should be able to say 'Hola!', 'Buenos días', 'Adiós!', 'Por favor' and 'Gracias'
- **A few children** could also 'Hola!', 'Buenos días', 'Adiós!', 'Por favor' and 'Gracias' appropriately to others
  
- **All children** must be able to attempt to say some number names correctly
- **Most children** should be able to join in when counting up to 10
- **A few children** could also count, mostly correctly, up to 10

## Learning Session 3 “How Many?” and “How Are You?”

Learning Objectives

Spanish

### Expected prior learning (reused language)

- Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez  
*[one, two, three, four, five, six, seven, eight, nine, ten]*
- Buenos días/hola  
*[hello]*
- Adiós  
*[goodbye]*
- Por favor  
*[please]*
- Gracias  
*[thank you]*
- ‘¿Cómo te llamas?’  
*[‘What is your name?’]*
- Me llamo \_\_\_\_\_  
*[My name is \_\_\_\_\_]*

### By the end of the lesson

- **All children** must be able to try to say ‘Hola!’ or ‘Buenos Dias’ and ‘Adios!’ correctly
- **Most children** should be able to say ‘Hola!’ or ‘Buenos Dias’ and ‘Adios!’
- **A few children** could also say ‘Hola!’ or ‘Buenos Dias’ and ‘Adios!’ appropriately to others
  
- **All children** must be able to attempt to say some number names correctly
- **Most children** should be able to join in when counting up to 10
- **A few children** could also count, mostly correctly, up to 10

## Learning Session 4 “How Much?” and “Where Do You Live?”

Learning Objectives

Spanish

### Expected prior learning (reused language)

- Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez  
*[one, two, three, four, five, six, seven, eight, nine, ten]*
- Buenos días/hola  
*[hello]*
- Adiós  
*[goodbye]*
- Por favor  
*[please]*
- Gracias  
*[thank you]*
- ‘¿Cómo te llamas?’  
*[‘What is your name?’]*
- Me llamo \_\_\_\_\_  
*[My name is \_\_\_\_\_]*

### By the end of the lesson

- **All children** must be able to try to say ‘Hola!’ or ‘Buenos días’, ‘Adiós!’, ‘Por favor’ and ‘Gracias’ correctly
- **Most children** should be able to say ‘Hola!’ or ‘Buenos días’, ‘Adiós!’, ‘Por favor’ and ‘Gracias’ correctly
- **A few children** could also say ‘Hola!’ or ‘Buenos días’, ‘Adiós!’, ‘Por favor’ and ‘Gracias’ correctly appropriately to others
  
- **All children** must be able to attempt to say some number names correctly
- **Most children** should be able to join in when counting up to 10
- **A few children** could also count, mostly correctly, up to 10



## Learning Session 5 “How Many?”, “How Much?” and Conversations

Learning Objectives

Spanish

### Expected prior learning (reused language)

- Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez  
*[one, two, three, four, five, six, seven, eight, nine, ten]*
- Buenos días/hola  
*[hello]*
- Adiós  
*[goodbye]*
- Por favor  
*[please]*
- Gracias  
*[thank you]*

### By the end of the lesson

- **All children** must be able to try to say ‘Hola!’ or ‘Buenos días’, ‘Adiós!’, ‘Por favor’ and ‘Gracias’ correctly
- **Most children** should be able to say ‘Hola!’ or ‘Buenos días’, ‘Adiós!’, ‘Por favor’ and ‘Gracias’ correctly
- **A few children** could also say ‘Hola!’ or ‘Buenos días’, ‘Adiós!’, ‘Por favor’ and ‘Gracias’ correctly appropriately to others
  
- **All children** must be able to attempt to say some number names correctly
- **Most children** should be able to join in when counting up to 10
- **A few children** could also count, mostly correctly, up to 10

## Learning Session 6 “How Much?”, Role Play and Conversations

Learning Objectives

Spanish

### Expected prior learning (reused language)

- Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez  
*[one, two, three, four, five, six, seven, eight, nine, ten]*
- Buenos días/hola  
*[hello]*
- Adiós  
*[goodbye]*
- Por favor  
*[please]*
- Gracias  
*[thank you]*
- ‘¿Cómo te llamas?’  
*[‘What is your name?’]*
- Me llamo \_\_\_\_  
*[My name is \_\_\_\_]*

### By the end of the lesson

- **All children** must be able to try to say ‘Hola!’ or ‘Buenos días’, ‘Adiós!’, ‘Por favor’ and ‘Gracias’ correctly
- **Most children** should be able to say ‘Hola!’ or ‘Buenos días’, ‘Adiós!’, ‘Por favor’ and ‘Gracias’ correctly
- **A few children** could also say ‘Hola!’ or ‘Buenos días’, ‘Adiós!’, ‘Por favor’ and ‘Gracias’ correctly appropriately to others
  
- **All children** must be able to attempt to say some number names correctly
- **Most children** should be able to join in when counting up to 10
- **A few children** could also count, mostly correctly, up to 10

## Contingency Let's Have Some Fun!

Learning Objectives

Spanish

### Expected prior learning (reused language)

- Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez  
*[one, two, three, four, five, six, seven, eight, nine, ten]*
- Buenos días/hola  
*[hello]*
- Adiós  
*[goodbye]*
- Por favor  
*[please]*
- Gracias  
*[thank you]*
- ¿Cuántos años tienes?

#### *[How old are you?]*

- Tengo \_\_\_\_ años

#### *[I am \_ years old]*

- '¿Cómo te llamas?'

#### *['What is your name?']*

- Me llamo \_\_\_\_

#### *[My name is \_\_\_\_]*

- ¿Cuántos años tienes?

#### *[How old are you?]*

- Tengo \_\_\_\_ años

#### *[I am \_ years old]*

### By the end of the lesson

- **All children** must be able to use some of the language they have learned over the past six sessions
- **Most children** should be able to correctly use most of the language they have learned over the past six sessions
- **A few children** could also correctly use all of the language they have learned over the past six sessions