

We are learning:

- the days of the week
- to use 'yesterday', 'today' and 'tomorrow'



Teacher notes

Activities

Children should work with you to consolidate vocabulary and learning from previous units of work. Focus on the aspects that children need to practise more.

- Hello, how are you?
- What is your name? My name is ...
- How do you spell your name?
- Goodbye

Revise the letters of the alphabet. Ask the children what they remember about the Spanish alphabet that is different to the English alphabet. Practise saying the alphabet forwards and backwards.

Start to introduce lessons by using the phrase “**hoy vamos a aprender...**” – “today we are going to learn” - “**hoy vamos a aprender los días de la semana**”.

Point at the days of the week and use **escuchad** and **repetid** to practise saying the words. When the children are ready, ask the question “**¿qué día es hoy?**”, to which the children should respond “**hoy es ...[the day]**”. Now ask the children, in a doubtful voice, “**¿hoy es lunes?**” to which the children should reply “**si, hoy es lunes**” or “**no, hoy es martes**” etc. Do the same with the questions “**¿qué día es mañana?**”, and “**¿qué día fue ayer?**”, “**¿mañana es lunes?**” and “**¿ayer fue lunes?**”.

Ask the children to work in partners to make a conversation using the example dialogue as a model. Listen to the dialogue and leave it on display as the children work so that they can refer to it. Present the conversations to the class or in an assembly. Use a video or sound recorder to record conversations to show the progress children have made so far.

Teacher notes

Remind the children of the words **antes** and **después** – before and after. Read a day of the week from the slide, or click the word to hear it pronounced, and say “**antes**” or “**después**”. The children should write the correct day of the week on their whiteboards and show you. Expect a 100% response, even if the children are not sure about their answers as this will help you assess the children’s understanding. When the children write the names of the week, check that they are including the accent in **miércoles** and **sábado**. The concept of accents will be introduced in later units of work but it is important that the children notice them and copy them correctly.

Copy several flashcards for the days of the week and give each child a different day of the week. Call out a day of the week and ask the children with that card to stand up or hold up their card.

Worksheets - re-order the letters to spell the days of the week correctly. Complete the table with the days of the week before and after the day shown.

Match the Spanish flashcard words to the English flashcard words.

Teacher notes

Quiz

- Re-order the letters to spell the days of the week correctly.

Points to note

The words for the days of the week do not have capital letters in Spanish, unless they are used as the first word in a sentence.

Focus on the **í** (ee) sound in **día** (day), and remind the children that the **h** is silent and is not pronounced, as in **hoy** (today).

Use opportunities in the classroom to use the days of the week:

- Write the day of the week on the class/teacher whiteboard alongside the date
- Say to the children every day before taking the register – “¡Hola! ¿Qué día es hoy? ¿Qué día fue ayer?”
- Before home time say to the children – “¡Adíos! ¿Qué día es mañana?”

Song – read the words of the song then listen to the words and music. Encourage the children to join in when they feel confident to do so.

Teacher notes

National Curriculum coverage

- **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.

a

ah

b

bay

c

thay

ch

chay

d

day

e

aay

f

effay

g

hay

h

achay

i

ee

j

hotah

k

kah

l

ellay

ll

ay-yay

m

emmay

n

ennay

ñ

enyay

o

oh

p

pay

q

coo

r

airray

s

essay

t

tay

u

ooh

v

oohvay

w

oohvay
doblav

x

ekiss

y

ee-
gree-
ay-gah

z

thaytah





The days of the week in English must have a capital letter:

Monday
Tuesday
Wednesday

However, in Spanish the words for the days **don't** start with a capital letter:

lunes
martes
miércoles

los días de la semana

the days of the week

lunes

Monday

martes

Tuesday

miércoles

Wednesday

jueves

Thursday

viernes

Friday

sábado

Saturday

domingo

Sunday

el fin de semana

the weekend

¿cómo se
escribe?



vocabulario vocabulary

- un día
- una semana
- los días de la semana
- el fin de semana

- ¿qué día es hoy?
- ¿qué día fue ayer?
- ¿qué día es mañana?

- hoy
- ayer
- mañana

Click the red letters
to hear the correct
pronunciation.

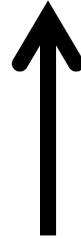
- a day
- a week
- the days of the week
- the weekend

- what day is it today?
- what day was it yesterday?
- what day is it tomorrow?

- today
- yesterday
- tomorrow



¿qué día es hoy?



Remember to emphasise the 'i' to make an ee sound

Remember...the 'h' is silent in Spanish

We use **el** for the days of the week:

Voy a ir **el** lunes.

I am going to go on Monday.

But if we do something every Monday we use **los**:

Los lunes estudio matemáticas.

I study mathematics on Mondays.



antes y después before and after

_____ lunes _____

_____ jueves _____

_____ martes _____

_____ domingo _____

_____ miércoles _____

_____ sábado _____



Hola Maria.
¿Cómo estás?

Estoy bien. ¿Qué
día es hoy?

Mañana es
martes. ¿Qué día
fue ayer?

Hasta luego,
Maria.

Muy bien, Juan.
¿Y tú?

Hoy es lunes.
¿Qué día es
mañana?

Ayer fue
domingo.

Adiós Juan.

 canción - song

Lunes, martes,
miércoles, jueves,
viernes, sábado,
domingo.

(x 3)





¡Adiós!