

We are learning:

- the numbers 32 to 100
- the pattern of using multiples of tens
- to ask how old someone is in your family
- to use possessives - 'your' and 'my'



Julian



Martha

70

40

Teacher notes

Activities

Revise the numbers 0-31. Tell the children that we learnt those numbers so that we could say how old we are and use numbers to say the date. Now we will be able to say bigger numbers and talk about how old people are that are older than 31. Point at a number on the slides and ask “¿qué número es?” – children should write the number in words on a whiteboard and show you. Play “¿sí o no?”. Say a number in Spanish and ask the children to write the number in digits on a whiteboard and show you.

Introduce the new learning of the lesson by using the phrase “**hoy vamos a aprender los números hasta cien**” – “today we are going to learn the numbers to 100”. With the new numbers, use **escuchad** and **repetid** to practise them. Point at a number on the slides and ask “¿qué número es?” – children should write the number in words on a whiteboard and show you – check for the correct spelling. Play “¿sí o no?”. Say a number in Spanish and ask the children to write the number in digits on a whiteboard and show you.

Make a point of showing the children that from the number 30, the digits 1 to 9 and the multiples of 10 are combined with **y** (and) to make the numbers 31 to 100 (for example, **treinta y seis** - 30 and 6). To make numbers from 30 to 100, all we need to do is learn the multiples of ten and use the same pattern. Use the multiples and digits slide to make number combinations by pressing a multiple of 10, then **y** (and) followed by a single digit.

Revise the concepts of **antes** (before) and **después** (after). Now give the children a random number, for example ask them to tell you “¿qué número es antes de treinta?” and “¿qué número es después de cuarenta y dos?”. Ask them to write their answers on a whiteboard to show you. Using whiteboards in this way will enable you to assess their understanding. Expect a 100% response – ask the children to show you their whiteboards even if they are blank. Revise the vocabulary for the four mathematical operations. Write simple number sentences on the whiteboard or flipchart using numbers between 0 and 100 and all four number operations so that the answer will be 100 or less.

- ¿cuánto es 42 mas 52? $42 + 52$
- ¿cuánto es 60 menos 5? $60 - 5$
- ¿cuánto es 4 multiplicado por 8? 4×8
- ¿cuánto es 100 dividido por 5? $100 \div 5$

Teacher notes

Introduce the concept of possessives by asking the children what they know about possessives in English. Tell the children that the possessive words in Spanish need to be singular or plural, depending on whether the noun is singular or plural, just like adjectives and articles - if a noun is plural, EVERYTHING must be plural. Show the table to demonstrate this - **tu hermana** - your sister, **tus hermanas** - your sisters, for example. If necessary, remind the children about the **tú** (you - with an accent) and **tu** (your - no accent) rule. Listen to and read the conversations to see how possessives are used. Ask the children to discuss how possessives have been used.

Point out how the verb **tener** (to have) can be used to ask “how old are your parents/brothers?”, “how many brothers do you have?” etc. Point out how the dialogues also ask “what are your parents/brothers/sisters called?” Ask the children to work in pairs to create a conversation using the examples shown. The children can invent family members if they want to, or use the KS2 Spanish family or a famous TV cartoon family. The children should present their conversations to the class or in a school assembly. Ask the children to begin to write play scripts for their conversations, using the model dialogues to help them with spelling and structure. How much previous learning can the children add to their conversations?

Play bingo - use the copiable resource bingo sheets. If they have been laminated then dry-wipe pens can be used so that the cards can be re-used.

- give the children a small range of numbers, for example 40-60, 80-100 (as a range from 0-100 will take all day to play!)
- ask the children to write down 6 numbers between that range
- call out random numbers in Spanish within that range
- if the children have the number called, they should cross it out
- the children need to call “Bingo” when all the numbers have been called that they have written

Match the digit flashcards to the word flashcards.

Teacher notes

Points to note

Be aware of any sensitive issues in the classroom regarding family members of children.

When generally asking someone how many brothers and sisters someone has, the masculine plural form is always used, for example – “¿cuántos hermanos tienes?”. The masculine plural form is used to talk about:

- parents – mother and father/step-mother and step-father padres / padrastros
- grandparents – grandfather and grandmother abuelos
- brothers and sisters / step-brothers and step-sisters hermanos / hermanastros
- cousins – boys and girls primos
- friends – boys and girls amigos
- uncles and aunties tíos

The feminine plural form is only used when the gender of the group is only female, for example:

- sisters hermanas
- aunties tías
- friends (girls only) amigas

Some children may ask you for the words for nephew (**sobrino**) and niece (**sobrina**).

Click a number on the slides to hear the number pronounced, as well as clicking the red word.

Touch the screen during the conversation to advance the dialogue.

Teacher notes

Counting can be reinforced at any time of the day when there are opportunities to do so. The children should respond in Spanish.

- How many children are in the class today?
- How many books are on the shelf?
- How many pencils are on the table?

¿cuántos chicos hay en la clase hoy?

¿cuántos libros hay?

¿cuántos lapices hay en la mesa?

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.**

árbol de familia family tree



Julian



Sulma



Diego



Martha



Maria



Juan



Sara



Santiago



Sebastian



Juliana

los números numbers



los números numbers

30

treinta

40

cuarenta

50

cincuenta

60

sesenta

70

setenta

80

ochenta

90

noventa

100

cien

30

40

1

2

3

50

60

y

4

5

70

80

6

7

90

8

9

los números numbers

- treinta **y** uno
- treinta **y** dos
- treinta **y** tres
- treinta **y** cuatro
- cuarenta **y** cinco
- cincuenta **y** seis
- sesenta **y** siete
- setenta **y** ocho
- ochenta **y** nueve
- noventa **y** siete

- 31
- 32
- 33
- 34
- 45
- 56
- 67
- 78
- 89
- 97

After 30, the multiple of ten joins with **y** (and) to the digits 1 to 9 – for example: treinta **y** uno

vocabulario vocabulary

- antes
- después
- ¿cuánto es?
- mas
- menos
- dividido por
- multiplicado por
- before
- after
- how much is it?
- add (more)
- subtract (less)
- divided by
- multiplied by

grámatica grammar



- el verbo 'tener'
- yo tengo
- tú tienes
- el / ella tiene
- ellos / ellas tienen

- the verb 'to have'
- I have
- you have
- she / he has
- they have

In English we say "I am 10 years old".

In Spanish we say "I have 10 years"
using the verb 'tener' and we ask
"How many years do you have?"

grámatica grammar

The possessive adjectives “my”, “your”, “her” and “his” also change depending if the noun they describe is either singular or plural.

	singular	plural
my	<u>mi</u> hermana my sister	<u>mis</u> hermanas my sisters
your	<u>tu</u> hermana your sister	<u>tus</u> hermanas your sisters
his / her	<u>su</u> hermana his/her sister	<u>sus</u> hermanas his/her sisters

tú - tu you and your



Mi cumpleaños es el diecinueve de agosto. ¿Y **tú**? ¿Cuándo es **tu** cumpleaños?

My birthday is the nineteenth of August. And **you**? When is **your** birthday?

Have you noticed that sometimes the word **tu** has an accent on the **ú** and sometimes it doesn't?

The word **tú** with an accent is used to say **you** and the word **tu** without an accent means **yours**.

Have a look at the example on the left.



Hola Maria.
¿Tienes
hermanos?

No. No tengo
hermanos. Soy
hijo unico.
¿Cuántos años
tiene tu
hermana?

¡Hasta luego,
Maria!

Buenos días
Abdul. Si, tengo
una hermana.
Se llama
Martha. ¿Y tú?
¿Tienes
hermanos?

Ella tiene treinta
y cinco años.

Adiós Abdul.



Hola Maria.
¿Cómo se
llaman tus
padres?

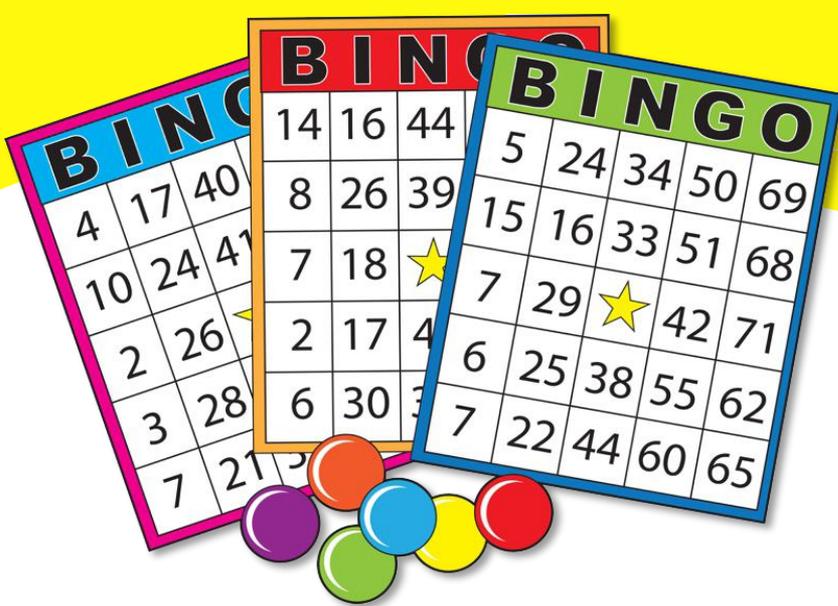
¿Cuántos años
tienen tus
padres?

¡Hasta luego,
Maria!

¿Qué tal, Abdul?
Mis padres se
llaman Sulma y
Julian.

Mi padre tiene
setenta y dos
años y mi
madre tiene
sesenta y ocho
años.

Adiós Abdul.



- Write down 6 numbers between a range given by your teacher
- Listen to your teacher call out numbers in Spanish
- If you have the number called, cross it out
- Call “Bingo” when all your numbers have been called



¡Hasta pronto!