

We are learning:

- classroom instructions



Maria



Sebastian



Romeo

Teacher notes

Activites

¿si o no? – point to an instruction and give either a false instruction or the correct instruction being pointed at, followed by “si o no”. Children should say “si” or “no”. An alternative is for children to write “si” or “no” on individual whiteboards or use the downloadable flashcards.

Romeo dice... (variation of the game ‘Simon says’) – Ask the children to stand up. Either say an instruction directly or precede an instruction with “ Romeo dice...”. If children do the given action without the phrase “Romeo dice” at the start, then they are out. Who will be the winner?

Quiz

Match a written instruction to the corresponding picture.

Points to note

Hear the actions on any page by touching the images and/or the red text.

When saying the classroom instruction words, or listening to the spoken examples, it is important that the teacher and children make an action to help learn the instructions, for example:

- silencio – put your finger to your lips
- mirad – put your finger to an eye
- escuchad – put your hands to your ears and make a listening gesture
- repetid – rotate your fingers to show we are repeating something

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.

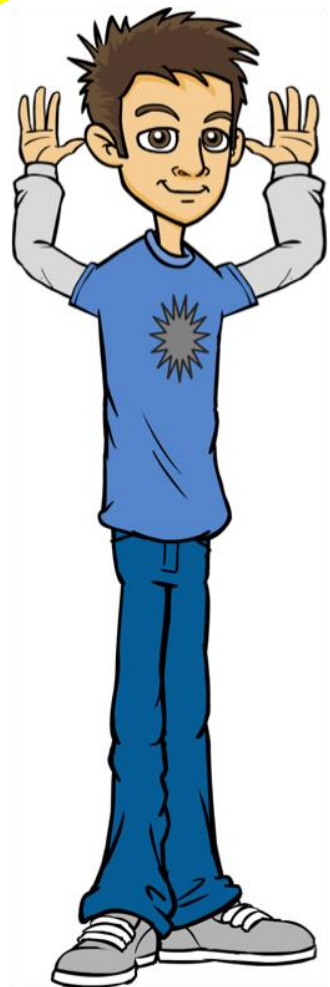
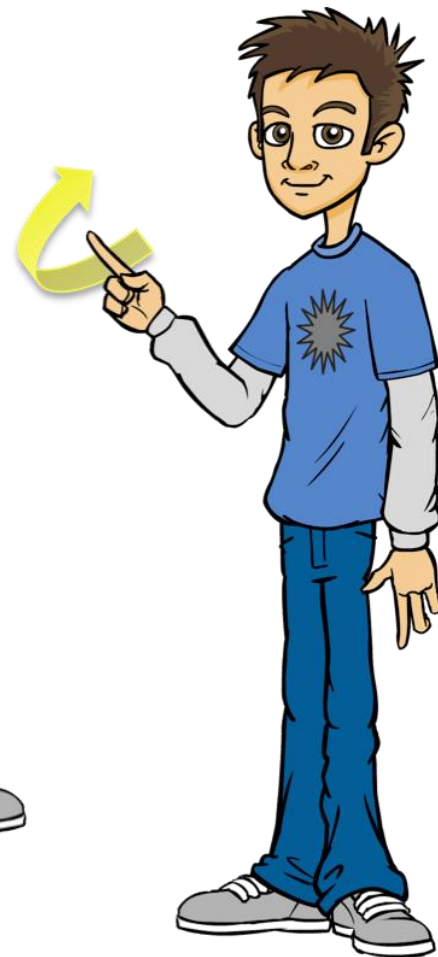
mirad



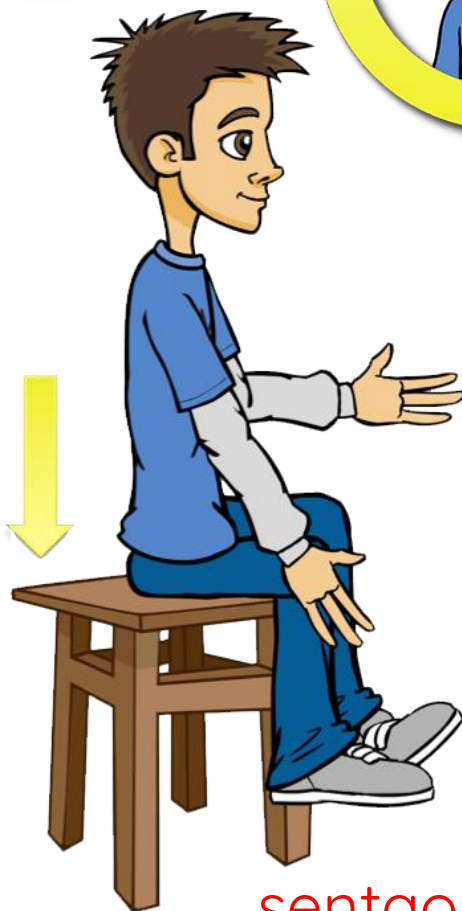
silencio



repetid



escuchad



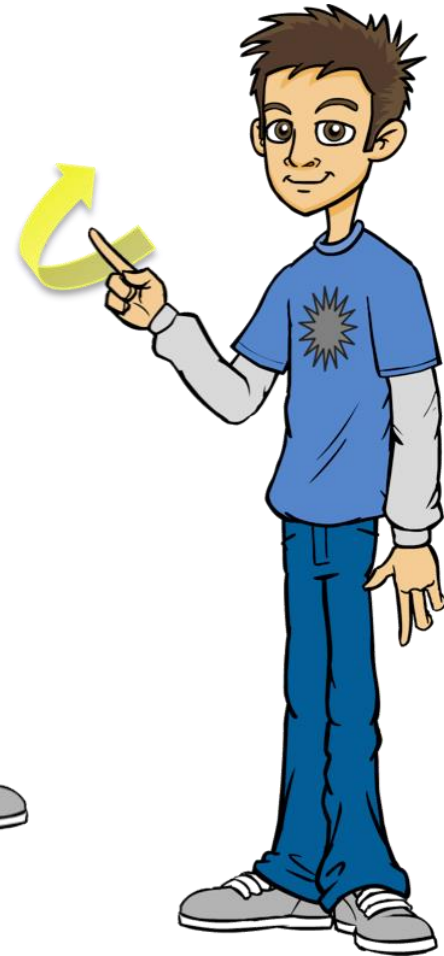
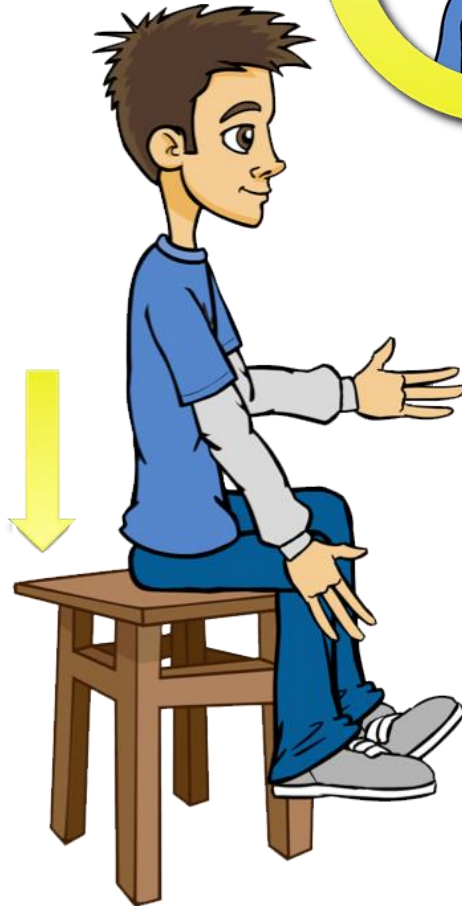
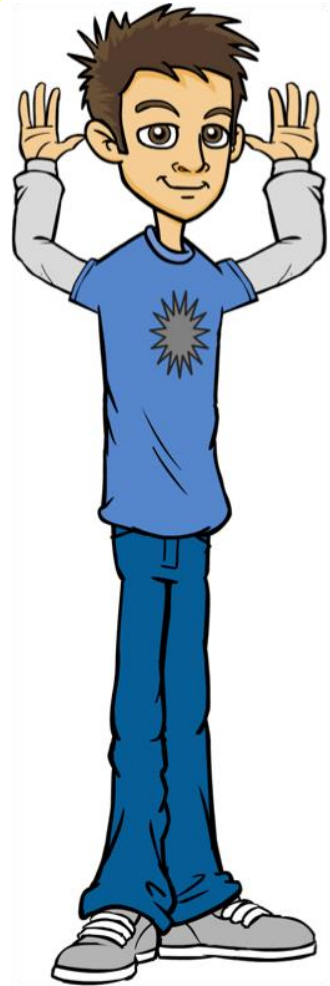
sentaos



levantaos

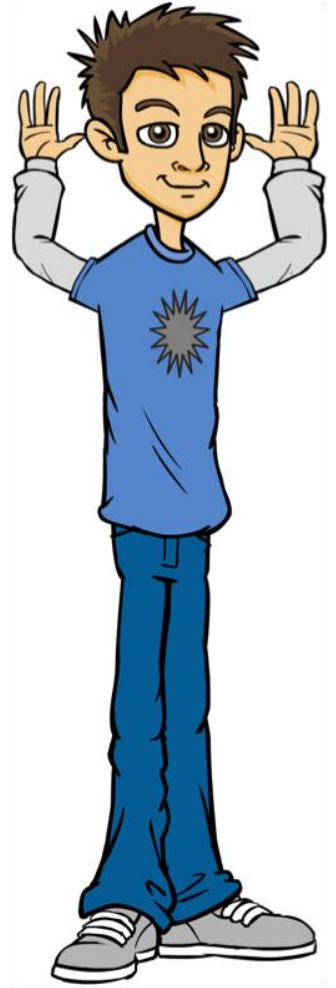
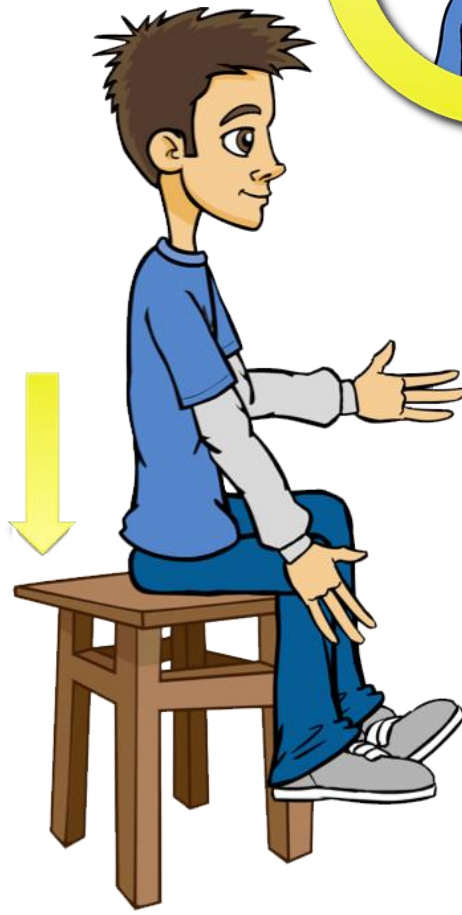
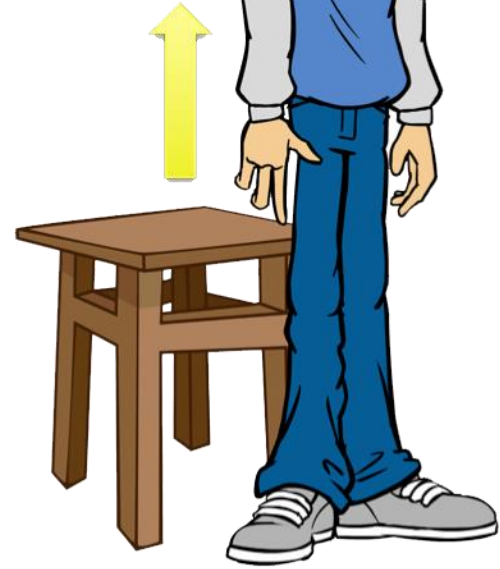
jugar ¿si o no?

yes or no?



Romeo dice...

Romeo says ...



Spanish pronunciation

Some letters in Spanish have a sound that is different to the sound of the letter that is written. For example:

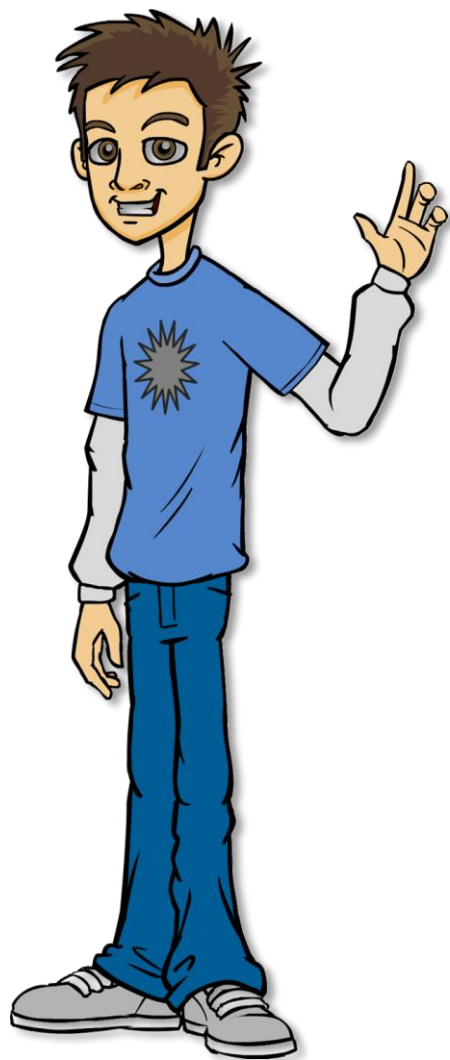
- **h** **hola** In Spanish the **h** is silent
- **v** **vivo en** In Spanish the **v** is a **b** sound
- **ll** **me llamo** In Spanish the **ll** is a **y** sound

In Latin America the **ll** is more of a **j** sound

vocabulario vocabulary

- mirad
- silencio
- repetid
- levantaos
- sentaos
- escuchad
- si
- no
- ¿qué es eso?

- look
- silence
- repeat
- get up
- sit down
- listen
- yes
- no
- what is it?



¡Hasta luego!