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| **Mis Mascotas – My Pets**  |
| **Learning Outcomes:****BA –** Able to recognise some pets in Spanish. **Core –** Able to understand and say six pets in Spanish. Able to ask what pets someone has, with support. Able to say what pet they have, with support. **AA –** Able to understand and say six pets in Spanish. Able to ask what pets someone has, independently. Able to say what pet they have, independently.  | **Vocabulary:*** un gato – a cat
* un perro – a dog
* un pájaro – a bird
* un pez – a fish
* una tortuga – a turtle
* un conejo – a rabbit
* Mira, es un perro. Es la mascota de Juanito. – Look, it’s a dog. It is Juanito’s pet
* ¿Qué hay en la bolsa? – What’s in the bag.
* hay un/una… – there is a…
* ¿Tienes una mascota? – Do you have a pet?
* Sí, tengo un/una … - Yes, I have a…
* Soy un/una – I am a…
* nuestras mascotas – our pets
 | **Resources:*** Puppet/soft toy
* Bag
* Small world animals
* Ingredients for ‘gloop’ (optional): Cocoa powder, cornflour, x2 trays, small world animals
* Sensory tray: rice/sand/pasta, tray, small world animals
* Pet paper plates: paper plates, googly eyes, cut out ears, felt tips
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| **No.** | **Vocabulary**  | **Whole Class Teaching (10/15 mins)** | **Ongoing Activities** | **Resources**  |
| **1** | **Lesson 1****Spanish Objective:*** To understand what is a pet in Spanish and to talk about our pets.

**Links to EYFS Objectives:*** Is able to follow directions (if not intently focused on own choice of activity). (C and L:L and A, 30-50m)
* Responds to simple instructions, e.g. to get or put away an object. (C and L:U, 30-50m)
* Can usually adapt behaviour to different events, social situations and changes in routine. (PSED:MF and B, 30-50m)
* Enjoys joining in with dancing and ring games. (EAD:E and UMM, 30-50m)
* Sings a few familiar songs. (EAD:E and UMM, 30-50m)
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| * nuestras mascotas – our pets
 | * Bring out Juanito (or whatever you have called the soft toy/puppet Spanish mascot) and sing ‘Hola Amigos’ song (slide 19) to him.
* Remind ch that Juanito only speaks Spanish so we’ve got to try to speak to him in Spanish. Mime Juanito talking to T. Explain that Juanito has a special friend he would like us to meet.
* Bring out a different soft toy that is either a dog or a cat.
* Say ‘Mira, es un perro. Es la mascota de Juanito.’ (Look, it’s a dog. It is Juanito’s pet). Sound files on slide 20.
* Practice the word ‘mascota’ as a class and teach the ch that it means pet.
* *Do you have pets at home? What kind of pets do you have?*
* On a piece of flipchart paper write the phrase ‘Nuestras Mascotas’. Record all the pets that the children have (in English is fine).
* Ask ch to bring in pictures of their pets for display.
* Sing ‘adiós’ song (slide 19) to Juanito.
 | * Stick up the flipchart paper with the title ‘Nuestras Mascotas’ and add the children’s photos when they bring them in.
* Throughout the week, talk to the children about their pets: what are they called?; where do they live?; what do they like to do?
 | 1. Mis Mascotas PowerPoint
2. Flashcards Activity PowerPoint slides 4-9 – x1 set for display, x1 set for teaching
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| **2** | **Lesson 2****Spanish Objective:*** To understand and say two pets in Spanish.

**Links to EYFS Objectives:*** Is able to follow directions (if not intently focused on own choice of activity). (C and L:L and A, 30-50m)
* Responds to simple instructions, e.g. to get or put away an object. (C and L:U, 30-50m)
* Enjoys joining in with dancing and ring games. (EAD:E and UMM, 30-50m)
* Sings a few familiar songs. (EAD:E and UMM, 30-50m)
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| * un gato – a cat
* un perro – a dog
 | * Bring out Juanito and sing ‘Hola Amigos’ song (slide 19) to him.
* *What are we learning about this half term? Do you remember the word in Spanish?* (una mascota)
* Explain that today we are going to learn two words for pets in Spanish.
* Introduce the words (slides 5-6) and practice through choral rehearsal.
* Create actions for each word (e.g. hand stroking nose for cat and tail wagging for dog).
* Ask a st to come up and pretend to be an animal. Ch have to guess if it was a dog or a cat.
* Sing ‘adiós’ song to Juanito.
 | * Leave out a small world toy dog and cat alongside the flashcards for dog and cat. Ask ch to place them on the correct flashcard. Ask ch ‘¿Qué es?’ (what is it?) and encourage ch to respond, ‘es…’ (it is…). Sound files on slide 21.
 | 1. Mis Mascotas PowerPoint
2. Flashcards, Activity PowerPoint slides 4-9 – x1 set for display, x1 set for teaching
3. Soft toy/puppet
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| **3** | **Lesson 3****Spanish Objective:*** To understand and say four pets in Spanish.

**Links to EYFS Objectives:*** Is able to follow directions (if not intently focused on own choice of activity). (C and L:L and A, 30-50m)
* Responds to simple instructions, e.g. to get or put away an object. (C and L:U, 30-50m)
* Enjoys joining in with dancing and ring games. (EAD:E and UMM, 30-50m)
* Sings a few familiar songs. (EAD:E and UMM, 30-50m)
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| * un gato – a cat
* un perro – a dog
* un pájaro – a bird
* un pez – a fish
 | * Bring out Juanito and sing ‘Hola Amigos’ song (slide 19) to him.
* Show a flashcard of a dog and say ‘un perro’, repeat with ‘un gato’. Ask ch to say it back to you. Repeat getting quicker and quicker.
* Introduce two more animals (slides 7-8).
* Practice pronunciation through choral rehearsal.
* Invites two ch up at a time to play **Picture Splat**. Stick up flashcards on wall. Using fly swatters or rulers, T says the word and ch splat the correct picture.
* Sing ‘adiós’ song to Juanito.
 | * Leave out a small world toy dog, cat, fish and bird alongside the corresponding flashcards. Ask ch to match them to the correct flashcard. Ask ch ‘¿Qué es?’ (what is it?) and encourage ch to respond, ‘es…’ (it is…). Sound files on slide 21.
 | 1. Mis Mascotas PowerPoint
2. Flashcards, Activity PowerPoint slides 4-9 – x1 set for display, x1 set for teaching
3. Soft toy/puppet
4. Small world toys
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| **4** | **Lesson 4****Spanish Objective:*** To understand and say six pets in Spanish.

**Links to EYFS Objectives:*** Listens to others one to one or in small groups, when conversation interests them. (C and L:L and A, 30-50m)
* Is able to follow directions (if not intently focused on own choice of activity). (C and L:L and A, 30-50m)
* Responds to simple instructions, e.g. to get or put away an object. (C and L:U, 30-50m)
* Enjoys joining in with dancing and ring games. (EAD:E and UMM, 30-50m)
* Sings a few familiar songs. (EAD:E and UMM, 30-50m)
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| * un gato – a cat
* un perro – a dog
* un pájaro – a bird
* un pez – a fish
* una tortuga – a turtle
* un conejo – a rabbit
 | * Bring out Juanito and sing ‘Hola Amigos’ song (slide 19) to him.
* Play **Slow Reveal** with animals learnt so far. Place the flashcards in a bag and slowly bring one out, one at a time. Can ch say what it is.
* Teach the last two pets (slides 9-10). Practice pronunciation through choral rehearsal.
* Teach actions to go with pets, e.g. (rabbit: make bunny ears with hands; turtle: link thumbs together and move hands slowly)
* T to say a pet and ask ch to do the correct actions. Repeat with different pets.
* To challenge ch more, T does the action and ch say the word.
* Sing ‘adiós’ song to Juanito.
 | * Hide small world pets in a tray of sand/rice/pasta. When ch find one, they must say the word in Spanish. Ask ch ‘¿Qué es?’ (what is it?) and encourage ch to respond, ‘es…’ (it is…). Sound files on slide 21.
* Alternatively, create a pet washing station. Make brown gloop by mixing cocoa powder, cornflour and water. Place in a tray and add small world animals. Ch clean the pets in soapy water in a tray next to mucky tray. When the pet is clean, they say what it is.
 | 1. Mis Mascotas PowerPoint
2. Flashcards, Activity PowerPoint slides 4-9 – x1 set for display, x1 set for teaching
3. Soft toy/puppet
4. Bag
5. Cocoa powder, cornflour, x2 trays, small world animals
6. Rice/sand/pasta, tray, small world animals
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| **5** | **Lesson 5****Spanish Objective:*** To ask and answer what is in a bag in Spanish.

**Links to EYFS Objectives:*** Is able to follow directions (if not intently focused on own choice of activity). (C and L:L and A, 30-50m)
* Responds to simple instructions, e.g. to get or put away an object. (C and L:U, 30-50m)
* Enjoys joining in with dancing and ring games. (EAD:E and UMM, 30-50m)
* Sings a few familiar songs. (EAD:E and UMM, 30-50m)
* Explores colour and how colours can be changed. (EAD:E and UMM, 30-50m)
* Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. (PD:M and H 30-50m)
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| * Same as above +
* ¿Qué hay en la bolsa? – What’s in the bag.
* hay un/una… – there is a…
 | * Bring out Juanito and sing ‘Hola Amigos’ song (slide 19) to him.
* Revise the pets learnt so far by playing **Quick Flash**. Show a flashcard to the class and then quickly turn it back over. Ch must say what the word is.
* Teach the question and answer (slide 22) ‘¿Qué hay en la bolsa?’ (What’s in the bag) and ‘hay un/una…’ (there is a…).
* Prior to the lesson collect six small world toy pets. Show each one to the class and say the word in Spanish.
* Ask ch to shut their eyes and put one toy in the bag.
* Invite one st to the front of the class. The rest of the class say/sing, ‘¿Qué hay en la bolsa?’.
* St must put their hand in the bag and without taking the toy out, guess what it is.
* St respond ‘hay un/una…’.
* St takes out the toy to see if they got it right.
* Repeat with different ch and different pets.
* Sing ‘adiós’ song (slide 19) to Juanito.
 | * Leave out the bag and small world toys for ch to continue the game.
* Invite ch to make pictures of their pets at the art table (Activity PowerPoint slide 10)
 | 1. Mis Mascotas PowerPoint
2. Flashcards, Activity PowerPoint slides 4-9 – x1 set for display, x1 set for teaching
3. Soft toy/puppet
4. Bag
5. Small world toys
6. Activity PowerPoint slide 10 – x1 per st
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| **6** | **Lesson 6****Spanish Objective:*** To say what pets we have in Spanish.

**Links to EYFS Objectives:*** Listens to others one to one or in small groups, when conversation interests them. (C and L:L and A, 30-50m)
* Is able to follow directions (if not intently focused on own choice of activity). (C and L:L and A, 30-50m)
* Responds to simple instructions, e.g. to get or put away an object. (C and L:U, 30-50m)
* Enjoys joining in with dancing and ring games. (EAD:E and UMM, 30-50m)
* Sings a few familiar songs. (EAD:E and UMM, 30-50m)
* Explores colour and how colours can be changed. (EAD:E and UMM, 30-50m)
* Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. (PD:M and H 30-50m)
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| * ¿Tienes una mascota? – Do you have a pet?
* Sí, tengo un/una … - Yes, I have a
* Soy un/una – I am a…
 | * Bring out Juanito and sing ‘Hola Amigos’ song (slide 19) to him.
* Teach the question and answer (slide 23) ‘¿Tienes una mascota?’ (Do you have a pet?) and ‘Sí, tengo un/una …’ (Yes, I have a…).
* If possible, listen to the following song on youtube <https://www.youtube.com/watch?v=P0jBXo2JhZA> Tengo Una Mascota | Canciones Infantiles | Super Simple Español
* Hand out small flashcards and play **Musical Spanish**.
* Hand out small flashcards (Activity PowerPoint slide 2 or 3) to each ch.
* Revise pets in Spanish by holding up large flashcards and saying the word.
* Ch stand up on the carpet, play Spanish music. When the music stops, ch find a partner and ask, ‘¿Tienes una mascota?’. Ch respond with the pet they have on their flashcard, ‘Sí, tengo un/una …’. Ch swap flashcards and continue the game. If the questions and answers are too tricky you can either say it as a class or just say the animal.
* If ch are finding it tricky to remember their pet, T can display a large flashcard and all ch say the question and answer at the same time.
* Sing ‘adiós’ (slide 19) song to Juanito.
 | * Create pets out of paper plates, paint, googly eyes and card for sticking. T to leave out some examples and pre cut ear shapes. Ch make their own paper plate pets.
* Ch hold up paper plate pets in front of the their face and say what they are in Spanish. ‘Soy un perro.’ (I am a dog.). Sound files on slide 24.
 | 1. Mis Mascotas PowerPoint
2. Flashcards, Activity PowerPoint slides 4-9 – x1 set for display, x1 set for teaching
3. Small flashcards, Activity PowerPoint slide 2-3 - x1 per st
4. Soft toy/puppet
5. Paper plates, paint, googly eyes, cut out ears, felt tips
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