





# Spanish – EYFS

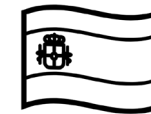
Autumn 1	Greetings (Los saludos)					
<b>Prior learning</b> 						
<b>Lesson objective</b> 	To introduce the unit 'Los saludos' (Greetings) and explain to the pupils that they will be learning how to say and use basic greetings in Spanish as well as meeting 8 new Spanish-speaking characters.	To consolidate the greetings 'Hola' and 'Buenos días' and to learn how to say 'my name is...' in Spanish.	To consolidate how to say 'hi/hello', 'buenos días' and 'my name is...', before learning how to ask somebody how they are feeling, in Spanish.	To consolidate the greetings learnt in Lessons 1-3, before learning how to reply to the question 'How are you?' in Spanish.	To consolidate the greetings learnt in Lessons 1-4, before learning how to say 'goodbye' in Spanish.	To consolidate the greetings learnt in previous lessons, before learning how to say 'see you later' in Spanish.
<b>Key vocabulary</b> 	Los saludos = Greetings/Salutations ¡Hola! = Hi/Hello! ¡Buenos días! = Good morning!	Los saludos = Greetings/Salutations ¡Hola! = Hi/Hello! ¡Buenos días! = Good morning! Me llamo... = My name is...	Los saludos = Greetings/Salutations ¡Hola! = Hi/Hello! ¡Buenos días! = Good morning! Me llamo... = My name is... ¿Cómo estás? = How are you?	Los saludos = Greetings/Salutations ¡Hola! = Hi/Hello! ¡Buenos días! = Good morning! Me llamo... = My name is... ¿Cómo estás? = How are you? Estoy bien. = I am fine. Estoy mal. = I am not great. Estoy regular. = So-so.	Los saludos = Greetings/Salutations ¡Hola! = Hi/Hello! ¡Buenos días! = Good morning! Me llamo... = My name is... ¿Cómo estás? = How are you? Estoy bien. = I am fine. Estoy mal. = I am not great. Estoy regular. = So-so.	Los saludos = Greetings/Salutations ¡Hola! = Hi/Hello! ¡Buenos días! = Good morning! Me llamo... = My name is... ¿Cómo estás? = How are you? Estoy bien. = I am fine. Estoy mal. = I am not great. Estoy regular. = So-so.

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					¡Adiós! = Goodbye!	¡Adiós! = Goodbye! ¡Hasta luego! = See you later!
<b>Creative context</b> 	Songs embedded in Language Angels.	Songs embedded in Language Angels.	Songs embedded in Language Angels.	Songs embedded in Language Angels.	Songs embedded in Language Angels.	Songs embedded in Language Angels.
<b>ELG objectives</b>	<b>UTW:</b> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; <b>UTW:</b> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	<b>UTW:</b> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; <b>UTW:</b> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	<b>UTW:</b> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; <b>UTW:</b> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	<b>UTW:</b> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; <b>UTW:</b> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	<b>UTW:</b> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; <b>UTW:</b> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	<b>UTW:</b> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; <b>UTW:</b> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
<b>Future learning</b>						



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