



Spanish Unit 4 Retratos (Portraits)

Unit title (Topic/Theme): 4 Retratos (Portraits) **Class / Yr Group:** Year 3

Length of unit: 6 Weeks

Start date:

So what do you want pupils to learn in this unit? Objectives for the unit – what will you see and hear by the end?		Core Activities / Pupils' Challenge
<p>Skills:</p> <ul style="list-style-type: none"> Parts of the body Colours Descriptions of people <p>Function / Notion</p> <ul style="list-style-type: none"> Making simple statements (about appearance) Giving a simple description (of a person) <p>Grammar</p> <ul style="list-style-type: none"> Adjectives: agreement and position tener: él/ella tiene ser: él/ella es 	<p>Core Language</p> <ul style="list-style-type: none"> los colores rojo, negro, blanco, amarillo, violeta, naranja, rosa, marrón, azul, verde (Yo) tengo ... (Él/Ella) tiene ... el pelo azul/rojo/verde/ amarillo/rubio la boca azul/roja/verde/amarilla los ojos azules/rojos/verdes/ amarillos (Él/Ella) es ... alto/alta bajo/baja <p>Phonic Focus</p> <ul style="list-style-type: none"> difference between the sounds z and d (th as in 'although') revision of j and ll 	<p>Outline of Core Lesson Activities</p> <p>In this unit children learn the names for main parts of the body and describe colours. They ask and answer questions about physical appearance.</p> <p>What will they will achieve / present at the end of the unit?</p> <p>most children will: develop their understanding of the way sounds are represented in writing; copy accurately in writing some key words from the unit; sing a song from memory; recognise and respond to instructions including parts of the body; describe the colour of facial features; begin to use agreements of adjectives of colour</p> <p>some children will not have made so much progress and will: understand and respond to simple questions with prompts or visual support; understand parts of the body with the support of visual clues; refer to text or visual clues when singing songs; copy or label using single words or short phrases</p> <p>some children will have progressed further and will: ask simple questions and write set phrases using mainly memorised language; begin to apply aspects of grammar in new contexts</p>



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Language		Additional language for this unit	
Core language			
<i>los colores (m)</i>	colours	<i>la nariz</i>	nose
<i>rojo</i>	red	<i>el brazo</i>	arm
<i>negro</i>	black	<i>el codo</i>	elbow
<i>blanco</i>	white	<i>la cabeza</i>	head
<i>amarillo</i>	yellow	<i>la boca</i>	mouth
<i>violeta</i>	purple	<i>la pierna</i>	leg
<i>naranja</i>	orange	<i>los hombros</i>	shoulders
<i>rosa</i>	pink	<i>las rodillas</i>	knees
<i>marrón</i>	brown	<i>los pies</i>	feet
<i>azul</i>	blue	<i>los dedos</i>	fingers
<i>verde</i>	green	<i>los dedos del pie</i>	toes
		<i>los ojos</i>	eyes
		<i>el ojo</i>	eye
<i>(Yo) tengo ...</i>	I have ...	<i>las orejas</i>	ears
<i>(Él/Ella) tiene ...</i>	He/She has ...	<i>la oreja</i>	ear
<i>el pelo azul/rojo/verde/ amarillo/rubio</i>	blue/red/green/yellow/ blond hair		
<i>la boca azul/roja/ verde/amarilla</i>	a blue/red/green/ yellow mouth	<i>¡He ganado!</i>	I've won!
<i>los ojos azules/rojos/ verdes/amarillos</i>	blue/red/green/yellow eyes		
<i>(Él/Ella) es ...</i>	He/She is ...		
<i>alto/alta</i>	tall (m/f)		
<i>bajo/baja</i>	short (m/f)		



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Additional language for teachers	
<i>Cantad/Canta</i>	Sing (plural/singular)
<i>Escribid/Escribe</i>	Write (plural/singular)
<i>Poneos en orden correcto</i>	Put yourselves in the right order
<i>Leed/Lee</i>	Read (plural/singular)
<i>Tirad/Tira el dado</i>	Throw (plural/singular) the dice
<i>¿Es ... o ...?</i>	Is it ... or ...?
<i>¿Quién ha acabado su monstruo?</i>	Who has finished their monster?
<i>¿Qué color para ...?</i>	What colour for ...?
<i>Vamos a repasar ...</i>	We're going to revise ...
<i>las partes del cuerpo</i>	parts of the body
<i>las partes de la cabeza y la cara</i>	parts of the head and face
<i>Vamos a jugar a monstruo/ al disparate</i>	We're going to play Make-a- Monster / Chinese Whispers
<i>¡Vamos a jugar!</i>	Let's play!
<i>Es vuestro turno / es tu turno</i>	It's your turn! (plural/singular)



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Lesson	Learning Outcomes
Body parts	<ul style="list-style-type: none">• listen with care• identify specific words• respond to instructions and indicate understanding
Colours	<ul style="list-style-type: none">• join in with a simple song• recognise their birthday month when they hear it• chorus, in groups, their birthday month
Party games	<ul style="list-style-type: none">• join in with a song• repeat words modelled by the teacher• use newly learnt vocabulary to join in a game
Drawing a face	<ul style="list-style-type: none">• use newly learnt vocabulary to join in a game
Monsters	<ul style="list-style-type: none">• listen with care• identify and read simple words and phrases• follow a simple story• read and understand familiar words• read familiar words aloud• are aware that pronunciation of certain colours changes if the colour describes a feminine noun
Guess who?	<ul style="list-style-type: none">• listen with care• remember a sequence of spoken words and indicate understanding
My portrait	<ul style="list-style-type: none">• recall and pronounce up to six colours accurately• understand and pronounce vocabulary for parts of the face and head accurately• label parts of the face and head accurately