

## Language

## Core language

(La niña) duerme	(The little girl) is sleeping
(El barco) navega	(The boat) is gliding along
(El niño) nada	(The little boy) is swimming

Es ...	It is ...
No es ...	It is not ...

(Instructions are given in the familiar/singular form)

Pon	Take
Añade	Add
Mezcla	Mix
Decora	Decorate
Deja	Leave

## Additional language for this unit

la arena	the sand
el mar	the sea
el cielo	the sky
el barco	the boat
la playa	the beach
la cesta	the basket

una bahía	a bay
un acantilado	a cliff
una cueva	a cave
las conchas (f plural)	shells
las rocas (f plural)	rocks
los guijarros (m plural)	pebbles

## Additional language for teachers

¿Qué vamos a hacer?	What are we going to do?
Vamos a jugar a Tres en raya	We're going to play Noughts and Crosses
¿Qué hace el barco/la niña/la mujer?	What is the boat/little girl/woman doing?

## Unit 16 Pescadoras valencianas (Beach scene)

## About the unit

In this unit children use both new and familiar language to describe a painting. The painting used here is *Pescadoras valencianas* (Valencian fisherwomen) by Sorolla, but you can substitute an alternative. Children use their knowledge to write and perform their own poetry inspired by the painting.

## Where the unit fits in

In this unit children have the opportunity to revise colours in addition to the agreement and position of adjectives (first met in Unit 4).

## Prior learning

It is helpful if children already know:

- some colours
- agreement and position of feminine adjectives
- *ir a* + infinitive (immediate future)
- *que*
- some instructions used in simple recipes
- simple sentences with subject, verb, adjective.

## New language

- Giving a simple description (of a scene or place)
- Using adjectives to add interest and detail to a description
- Writing instructions
- *dormir* (irregular): *él/ella duerme*
- *Es, no es* + noun
- Imperatives: *tú* form of some regular and irregular verbs
- Phonic focus: revision of *z* and *c* (*ce, ci*); *gu* (before *i* and *e*); *qui* (as in *tranquilo*)

## Resources

- Colour cards
- Colour photocopies and/or an image of the Sorolla painting *Pescadoras valencianas*
- Large sentence cards to describe the picture and sets of smaller ones
- Flashcard figures from the painting
- Pictures or postcards of beach scenes and coastlines in the UK and in Spanish-speaking countries
- Word cards for features of a beach scene
- Copies of the text *La playa* (available at the end of this unit)
- Coloured pens or pencils
- Class and individual writing frames with instruction words for a recipe

## Links with other subjects

Primary framework for literacy: compare different types of narrative and informational texts and identify how they are structured; adapt handwriting for specific purposes, eg printing, use of italics; use a range of ICT programs to present text, making informed choices about which electronic tools to use for different purposes

Geography: describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world

Art and design: investigate art, craft and design in the locality and in a variety of genres, styles and traditions

## Expectations

## At the end of this unit

<i>most children will:</i>	listen to a story or poem and identify key words and phrases from the unit; create a short poem alone or with a partner and read this aloud, with reasonable pronunciation
<i>some children will not have made so much progress and will:</i>	need to refer to visual clues when listening to a story or poem; copy using words or short phrases
<i>some children will have progressed further and will:</i>	write a poem and read it aloud with accurate pronunciation; research new vocabulary using a bilingual dictionary



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Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn</p>		<p>Children</p>	
<p><b>Section 1. Beach scene</b></p> <ul style="list-style-type: none"> <li>to listen attentively and understand more complex phrases and sentences (O5.3)</li> <li>to recognise patterns in simple sentences (KAL)</li> <li>to manipulate language by changing an element in a sentence (KAL)</li> <li>to develop accuracy in intonation and pronunciation (KAL)</li> <li>to integrate new language into previously learnt language (LLS)</li> <li>to apply grammatical knowledge to make sentences (LLS)</li> <li>to practise new language with a friend (LLS)</li> </ul>	<ul style="list-style-type: none"> <li>Revise colours by playing <i>¡Tocad el dibujo!</i> (Touch the Picture!) Select two children to come to the front. Have colour cards displayed on the wall. Call out one of the colours. The winner is the first child to touch the correct picture. Confident children may want to take on the role of the teacher.</li> <li>Show an image of the Sorolla painting <i>Pescadoras valencianas</i>. Introduce new vocabulary and revise colours by describing an item, eg <i>El mar es azul</i> (The sea is blue). Children indicate which part of the picture you are describing. This can be done by inviting one child to point to the correct part or by small groups working on their own copy of the picture. Repeat with other items, such as <i>La arena es amarilla</i> (The sand is yellow), <i>El cielo es azul</i> (The sky is blue), <i>El barco es negro</i> (The boat is black) and <i>La cesta es amarilla</i> (The basket is yellow).</li> <li>Consolidate new vocabulary and practise pronunciation by playing some flashcard games (see Unit 6, Section 1 and Unit 12, Section 1).</li> <li>Read out more simple descriptions, such as <i>La cesta es roja</i>, <i>La arena es verde</i>. Children draw a simple picture on mini-whiteboards or paper, and colour it in if possible.</li> <li>Working in pairs or small groups, each child chooses up to three items from the Sorolla picture. They relay this information, including colours, to their partner or other group members, who draw the corresponding pictures. They check this by describing what they have drawn.</li> <li>Children who find drawing difficult or time-consuming can be given the outlines of pre-drawn items on a worksheet. Some will benefit from having a semi-completed writing frame with a selection of nouns and adjectives to choose from.</li> <li>Extension: Children use a bilingual dictionary to look for other words connected to the picture.</li> </ul>	<ul style="list-style-type: none"> <li>listen for and correctly identify specific words and phrases</li> <li>use previous knowledge and context to determine the meaning of new vocabulary</li> <li>pronounce short phrases with sufficient accuracy to relay information to others</li> </ul>	<ul style="list-style-type: none"> <li>An image of the Sorolla painting <i>Pescadoras valencianas</i> can be found on the internet.</li> <li>You can show the painting on an interactive whiteboard or make colour copies for children to work from in groups.</li> <li>Joaquín Sorolla (1863–1923) is thought to have painted this picture in 1915. It shows three fisherwomen walking along a beach. Two of them are carrying their babies. They are talking. There are some children swimming in the sea and a boat is sailing away in the distance. Further information can be found on the website above.</li> <li>Follow-up: Throughout the week, play <i>Tres en raya</i> (Noughts and Crosses), combining new and previously learnt vocabulary.</li> <li>Follow-up: Groups of children reproduce different parts of the picture and begin to build up a class display.</li> <li>Link with literacy work: The fifth activity links to work on descriptive writing in year 3.</li> </ul>

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 2. Bringing a picture to life

- to listen attentively and understand more complex phrases and sentences (O5.3)
  - to develop accuracy in pronunciation and intonation (KAL)
  - to recognise the typical conventions of word order in the foreign language (KAL)
  - to use actions and rhymes to aid memorisation (LLS)
- Revise vocabulary and phrases from the previous section by playing *Tres en raya* (Noughts and Crosses). Say *Vamos a jugar a Tres en raya* (We're going to play Noughts and Crosses) (see 'Grammar point' in 'Points to note'). In each square, put a noun and a colour from which children can make a phrase.
  - Show the Sorolla painting. Introduce some verbs, eg *El barco navega* (The boat is gliding along). Then ask *¿Qué hace el barco?* (What is the boat doing?) Encourage children to repeat the answer *El barco navega*. Continue, encouraging children to repeat the answers, eg *¿Qué hace la niña?* (What is the girl doing?) *La niña duerme* (The girl is sleeping) *¿Qué hace la mujer?* (What is the woman doing?) *La mujer mira al mar* (The woman is looking at the sea).
  - Children mime the above phrases. Invite individuals to choose a phrase for the class to mime.
  - Extension: Introduce some verbs in the plural, eg *¿Qué hacen las mujeres?* *Las mujeres hablan*. *¿Qué hacen los niños?* *Los niños nadan*. (What are the women doing? The women are talking. What are the children doing? The children are swimming.)
  - Extension: Encourage children to link two simple sentences using *y*, eg *La mujer mira al mar y los niños nadan*.
  - Bring the picture to life by giving groups part of the picture to freeze-frame. Each part is brought to life when that group hears their phrase.
  - 'Conduct' the class picture. Indicate to groups when they should start their mime. They also repeat their phrase until directed to stop. Repeat, with children taking on the role of conductor. Encourage less confident children to take on this role, to increase their self-esteem.
  - Play Secret Signaller. Agree on two sentences from the previous activity and two children go out of the room. A child in the room is chosen as the secret signaller. The class choose a signal (such as a scratch of the head) and, when the two children return, the class begin to chant one of the sentences. When the secret signal is given, the class begin to chant the second sentence, and so on. The aim of the game is for the two children to spot the identity of the secret signaller.
- recall, retain and use words, phrases and sentences with increasing accuracy
  - use actions and mime to aid memorisation
- Grammar point: The structure *ir a + infinitive* can become a very useful part of your everyday classroom language, as you can use it throughout the day in different contexts, in both the *nosotros* form (first person plural) and the *tú* (second person singular) and *yo* (first person singular) forms, eg *¿Qué vas a hacer durante el recreo?* *Voy a jugar al fútbol*. (What are you going to do at breaktime? I'm going to play football.) *¿Qué vamos a hacer ahora?* *Vamos a cantar una canción*. (What are we going to do now? We're going to sing a song.)
  - When revising familiar language, accept single words or phrases from less confident children.
  - Follow-up: Throughout the week, play *Simón dice* (Simon Says) to practise the sentences.
  - You could zoom in on different sections of the painting and capture the screen. Save the different segments as separate screens on the interactive whiteboard. Children could identify figures that they have found in enlarged segments of the picture, dress up as those characters and adopt the same pose. Digital photographs of the pose will stimulate descriptions, as well as helping children to develop a deeper understanding of the whole painting.
  - Follow-up: Children bring the picture to life as a dance.
  - Link with literacy work: The seventh activity links to work in year 3, when children use drama strategies to explore stories and issues.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 3. Writing a description

- to listen attentively and understand more complex phrases and sentences (O5.3)
  - to write short phrases and sentences using a reference (L5.3)
  - to recognise patterns in simple sentences (KAL)
  - to recognise the typical conventions of word order in the foreign language (KAL)
  - to manipulate language by changing one element in a sentence (KAL)
- Play Secret Signaller (see previous section).
  - Show the Sorolla picture. As a class, match sentence cards (eg *La niña duerme / El barco navega*) to the picture. Repeat this as a paired activity.
  - Give pairs of children a picture or postcard of a beach scene. Invite them to use their sentence cards as a model to write some sentences to describe their beach. Invite pairs to write one of their sentences on the board and read it aloud. Give less confident children a list of possible sentences to choose from.
  - Reproduce the background from the painting, represented by three horizontal bands: the lower one is yellow to represent the beach, the middle one blue to represent the sea and the top one light blue to represent the sky. Create some flashcard figures from the painting that can be added to the background to populate the scene. Use the picture to model a description that adapts and extends that of the painting.
  - Ask children (in English) how they could make their sentences more interesting and elicit suggestions for Spanish adjectives of colour and size. Invite children to suggest a suitable adjective for one of the sentences on the board. Say the new sentence. Encourage children to come to the board and write the adjective in the correct place, eg *El barco rojo navega*.
  - Repeat with more sentences, and the class read these aloud.
  - Extension: Children draw their own beach scene and write sentences to describe it. This can be done on a computer.

- write words, phrases and sentences using a model
- understand how a simple sentence is written

- Follow-up: Throughout the week, read out one of the sentences but with an element changed, eg *El barco rojo navega* becomes *El barco verde navega*. Children identify which element has changed and, if appropriate, name the word class.
- The fourth activity would work very well on the interactive whiteboard, using different screens for the background and the figures.
- Link with literacy work: The fifth activity links to work on composing sentences using adjectives for clarity and impact (year 3).
- Follow-up: Make an interactive display using the Sorolla picture. Children write sentence strips and stick these onto the picture. They can add some strips with simple dialogue between people in the painting.
- The extension activity would work well as an ICT exercise, with children working individually or in groups on computers.

## Section 4. Comparing beaches

- to re-read frequently a variety of short texts (L5.1)
  - to recognise similarities and differences between places (IU5.2)
  - to look and listen for visual and aural clues (LLS)
- Revise language from the unit, using a selection of photos or postcards of beaches in the UK and Spanish-speaking countries.
  - Discuss in English similarities and differences between beaches and coastlines in the UK and abroad. Children may have personal experiences to share. It may be appropriate to discuss the use of different coastal areas, such as shipping, fishing or tourism.
  - Introduce names for some additional features in the photos or postcards, eg *una bahía* (a bay), *un acantilado* (a cliff), *una cueva* (a cave), *las conchas* (shells), *las rocas* (rocks), *los guijarros* (pebbles).
  - Point to one of the features and ask, eg *¿Es una bahía? (Is it a bay?)* Elicit *Sí, es una bahía* (Yes, it is a bay).
  - Extension: Introduce some questions that will need a negative response, eg *¿Es una bahía? No, no es una bahía. Es un acantilado. (Is it a bay? No, it is not a bay. It is a cliff.)*
  - Play *¿Quién habla? (Who is Speaking?)* to consolidate these new words (see Unit 13, Section 3).
  - Show children the written words on the interactive whiteboard or text cards. Ask individual children to come out and match the text to the pictures. Play games such as *Enseñadme* (Show Me) so that children can practise copy-writing the words.
  - Draw attention to the sound *cu* in *cueva*. Say some other words and ask children to listen for a similar sound (eg *cuántos, cuatro*). Children could do an action on hearing a particular sound, eg hands on head for *cu* sound.
  - Give pairs of children a copy of the text *La playa* (available at the end of this unit). They are going to play at being 'language detectives'. Read the text aloud as children listen and look for words containing the graphemes *zu* and *ci*, which they then circle. Some children may find it helpful to have picture clues to help them understand the text.
  - Extension: Ask children to repeat the above activity, this time putting a box around the grapheme *cu/qu*.
  - Children continue to work on the text in pairs. They read it to themselves and underline, in colour, words that they either know or can guess the meaning of. They underline adjectives in a different colour. As a class they discuss strategies for working out the meaning of unfamiliar language. Ask children to comment on any other features of the text to see if they can identify the similes. Discuss this briefly.
  - Extension: Children underline verbs and nouns in addition to adjectives.

- identify features of beaches in the UK and abroad
- identify key features of a spoken and written text

- Introducing vocabulary could be done as a team challenge game. Provide a list of words in English. Children have to find the Spanish equivalent in a dictionary. They gain extra points if they can provide the gender of the nouns as well.
- Follow-up: Throughout the week, play games such as Secret Signaller or *Tres en raya* to practise vocabulary.
- Follow-up: Build a word bank of words containing *za, zo, zu, ce, ci* for children to pronounce and copy-write.
- Follow-up: Children use images and information from the internet to make a presentation about beaches around the world, using presentation software.
- The Geograph British Isles website, [www.geograph.org.uk](http://www.geograph.org.uk), is sponsored by Ordnance Survey. The purpose of the website is to show photographs of every square kilometre of the British Isles. Children could search to find pictures of their locality and then describe the pictures.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 5. Class poem

- to re-read frequently a variety of short texts (L5.1)
  - to make simple sentences and short texts (L5.2)
  - to notice different text types (KAL)
- Select one of the photos or postcards showing a beach in a Spanish-speaking country. Explain to children that, together, they are going to create a poem about the picture.
  - Display a writing frame which contains instruction words for a recipe, eg *pon, añade, mezcla, decora, deja*. Ask children if they know any of these words and in which context they have previously met them. Mime the new verbs and invite children to guess their meaning. Children chorus the pronunciation.
  - Create a 'recipe' for the place in the picture. See 'Points to note' for an example of a possible text.
  - Give each pair of children one copy of the poem *La playa* (available at the end of this unit). They use this as a prompt to help them suggest 'ingredients'. Write their suggestions into the class writing frame and the class read the poem together. Discuss whether any editing is necessary, eg can they suggest alternative adjectives from the *La playa* text?
  - Extension: If using the plural form of nouns and verbs, highlight the sentence *Mézclalo todo con los niños que nadan* and discuss what children notice about the sentence. Ask for alternative verbs for that line, eg you could substitute *nadan* with *hablan*. Some children may wish to extend this line even further, eg *Las personas que hablan y los niños que nadan*.

- choose words, phrases and sentences for a class poem

- An example of a possible text using the writing frame:

*Pon un sol brillante y la arena amarilla  
Añade un barco rojo pequeño  
Mézclalo todo con la niña que duerme  
Decóralo con una concha blanca  
Déjalo al sol durante una semana  
Y así tienes la playa de Brighton.*

(Take a shining sun and some yellow sand  
Add a little red boat  
Mix it all with the little girl who is sleeping  
Decorate with a white shell  
Leave in the sun for a week  
And there you have the beach at Brighton.)

- The writing frame may also contain adjectives learnt in previous units, in order to help children develop the ability to retrieve and reuse language learnt in previous contexts. The interactive whiteboard is a powerful tool to promote this skill: one screen may contain the writing frame and another screen may contain a bank of vocabulary drawn from other units. Words can be copied or dragged into the writing frame. It is also useful to present a version of the writing frame in the word-processing software that children regularly use, so that they can work on drafting and redrafting their poem.
- Links with literacy work: The second, third and fourth activities link to work on writing instructional texts from year 3 onwards.
- An alternative writing frame for the extension activity:

*Pon un sol brillante y la arena amarilla  
Añade un barco rojo pequeño  
Mézclalo todo con los niños que nadan en un mar azul  
Decóralo con muchas conchas blancas  
Déjalo al sol durante una semana  
Y así tienes la playa de Brighton.*

(Take a shining sun and some yellow sand  
Add a little red boat  
Mix it all with children swimming in a blue sea  
Decorate with some white shells  
Leave in the sun for a week  
And there you have the beach at Brighton.)

The sentence *Mézclalo todo con los niños que nadan* introduces *nadar* (to swim) in the third person plural.

## Section 6. Individual poems

- to listen attentively and understand more complex phrases and sentences (O5.3)
  - to make simple sentences and short texts (L5.2)
  - to write words, phrases and short sentences using a reference (L5.3)
  - to recognise patterns in simple sentences (KAL)
  - to manipulate language by changing an element in a sentence (KAL)
  - to apply grammatical knowledge to make sentences (LLS)
- Read the class poem from the previous session and remind children how it was constructed.
  - Children work in pairs or individually to create their own poems about Sorolla's picture *Pescadoras valencianas*. Some children may benefit from a writing frame and an illustrated word bank. Encourage children to think about how they can use ICT or styles of handwriting to present their poetry.
  - Extension: Give children some other verbs to create sentences with, eg *corta* (cut), *calienta* (heat), *mira* (look at). They can investigate other adjectives by using a bilingual dictionary.
  - Extension: Children use plural forms of nouns and verbs in their poem.

- choose words, phrases and sentences to create a poem

- Follow-up: Throughout the week, children work on the written presentation of their poetry.
- Follow-up: The National Gallery's website, [www.takeonpicture.org](http://www.takeonpicture.org), provides opportunities for schools to explore further how pictures can provide a stimulus for cross-curricular work.
- Links with literacy work: The first activity links to responding to poetry from year 3. The second activity links to work on writing creatively, showing imagination through language. It also makes links to presenting written work through neat, legible, joined handwriting (year 4) or using word-processing packages to present written work.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## End-of-unit activities

- to apply the knowledge, skills and understanding in this unit

- In pairs or individually, children read their poems aloud to the class.
- The class evaluate the poems and suggest 'two stars and a wish' (two things that they liked about a poem and one idea for improving it).

- read their poetry to an audience

- Follow-up: Children make an illustrated class book of their poetry for the class or school library.
- Follow-up: If the school has a Spanish-speaking partner school, share children's poetry that they have written or particularly like via the internet.
- Link with literacy work: The second activity links to reflecting independently and critically on their own writing to improve it (year 5).
- To link with literacy and ICT objectives relating to the creation of multilayered texts, children could start with a copy of the Sorolla picture and create hyperlinks from the picture to sentences that they have created in Spanish. These could be simple descriptive sentences using adjectives of colour or size, or more complex sentences using similes.
- If the class have done the segmentation activity outlined in Section 2, 'Points to note', they could make a booklet of the sections they have analysed. If they present the booklet in digital format, they could also incorporate a short clip of appropriate Spanish music, eg *En el mar* from *Recuerdos de viaje*, op. 71 by Isaac Albéniz.

**La playa**

*El mar en calma es tan brillante como el sol.*

*El sol brillante es tan dorado como la arena.*

*La arena dorada es tan blanda como las nubes.*

*Las nubes blandas son tan blancas como las conchas.*

*Las conchas blancas son tan silenciosas como los barcos.*

*Los barcos silenciosos son tan tranquilos como el mar.*

*¡Qué bonita es la playa!*

**The beach**

The calm sea is as shiny as the sun.

The shining sun is as golden as the sand.

The golden sand is as soft as the clouds.

The soft clouds are as white as the shells.

The white shells are as silent as the boats.

The silent boats are as calm as the sea.

How lovely is the beach!