

Language

Core language

<i>los colores (m)</i>	colours
<i>rojo</i>	red
<i>negro</i>	black
<i>blanco</i>	white
<i>amarillo</i>	yellow
<i>violeta</i>	purple
<i>naranja</i>	orange
<i>rosa</i>	pink
<i>marrón</i>	brown
<i>azul</i>	blue
<i>verde</i>	green
<i>(Yo) tengo ...</i>	I have ...
<i>(Él/Ella) tiene ...</i>	He/She has ...
<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>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)

Additional language for this unit

<i>la nariz</i>	nose
<i>el brazo</i>	arm
<i>el codo</i>	elbow
<i>la cabeza</i>	head
<i>la boca</i>	mouth
<i>la pierna</i>	leg
<i>los hombros</i>	shoulders
<i>las rodillas</i>	knees
<i>los pies</i>	feet
<i>los dedos</i>	fingers
<i>los dedos del pie</i>	toes
<i>los ojos</i>	eyes
<i>el ojo</i>	eye
<i>las orejas</i>	ears
<i>la oreja</i>	ear

¡He ganado! I've won!

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)

Unit 4 Retratos (Portraits)

About the unit

In this unit children learn the names for main parts of the body and describe colours. They ask and answer questions about physical appearance.

Where the unit fits in

Children use newly learnt vocabulary to describe themselves and others. They consolidate their knowledge of sound and spelling links as well as question forms.

Prior learning

It is helpful if children already know:

- how to play Battleships and Chinese Whispers.

New language

- Making simple statements (about appearance)
- Giving a simple description (of a person)
- Adjectives: agreement and position
- *tener: él/ella tiene*
- *ser: él/ella es*
- Phonic focus: difference between the sounds *z* and *d* (*th* as in 'although'); revision of *j* and *ll*

Resources

- Song *Juan Dedo baila*
- Picture flashcards or interactive whiteboard images to show body parts (see Section 1)
- Large colour cards and children's individual colour cards (see Section 2)
- Multi-link cubes
- Portraits by well-known artists
- Picture flashcards or interactive whiteboard images and text cards for parts of the face and head (see Section 3)
- Grids and images for Draw the Face Battleships game (see Section 3)
- Mini-whiteboards
- Story involving colours and/or body parts (see Section 4)
- Dice
- Large sheets of sugar paper
- Song *¿Cómo planta usted las flores?*
- Two colourful wigs
- Digital portraits of teacher and children copied onto A4 sheets

Links with other subjects

Primary framework for literacy: speak audibly and clearly; listen to others in class, ask relevant questions and follow instructions; actively include and respond to all members of the group; experiment with and build stores of words to communicate in different contexts; apply phonic knowledge and skills as a prime approach to reading and spelling; organise ideas into a coherent structure

Art and design: record from experience and imagination as well as first-hand observation; explore a range of starting points, ie themselves

ICT: be sensitive to the needs of the audience and think carefully about the content and quality when communicating information; share and exchange information in a variety of forms, including email

Music: sing songs in unison; improvise

Expectations

At the end of this unit

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

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

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

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn</p>		<p>Children</p>	
<p>Section 1. Body parts</p> <ul style="list-style-type: none"> to listen and respond to simple songs (O3.1) to recognise and respond to sound patterns and words (O3.2) to perform simple communicative tasks using simple words, phrases and short sentences (O3.3) to use gestures to show they understand (LLS) 	<ul style="list-style-type: none"> Children listen to the <i>Juan Dedo baila</i> song in Spanish. Sing or play the song again, this time with the actions. Focus on the word <i>Dedo</i>. Show the written word. Can the children hear the difference in the way the two <i>ds</i> are pronounced? Discuss with the class any songs they know in English that would help children to learn parts of the body. Teach the vocabulary of body parts used in the song by using picture flashcards. Encourage children to practise pronunciation by repeating after you. Children listen to the song again and follow you in pointing to the flashcard showing the appropriate body part. They listen to it again and, this time, start to join in. Play <i>Juan dice</i> (Simon Says) to reinforce key vocabulary. Children may respond with a gesture and take turns being the caller. Accept a physical response from those not ready to respond verbally. 	<ul style="list-style-type: none"> listen with care identify specific words respond to instructions and indicate understanding 	<ul style="list-style-type: none"> <i>Juan Dedo baila</i> is a traditional children's song that can be performed as a dance. An example of this can be seen on the Early language learning <i>Good Practice</i> DVD (Excerpts, Film 3, B1) (CILT, the national centre for languages). The text for this song is as follows and the tune can be found on the internet. <p><i>Juan Dedo baila, baila, baila, baila (2x)</i> <i>Con el pie, pie, pie (2x)</i></p> <p><i>Juan Dedo baila, baila, baila, baila (2x)</i> <i>Con la mano, mano, mano</i> <i>Con el pie, pie, pie</i></p> <p><i>Juan Dedo baila, baila, baila, baila (2x)</i> <i>Con el dedo, dedo, dedo</i> <i>Con la mano, mano, mano</i> <i>Con el pie, pie, pie</i></p> <p><i>Juan Dedo baila, baila, baila, baila (2x) ...</i></p> <p>(John Finger dances, dances, dances, dances (2x) With his foot, foot, foot (2x)</p> <p>John Finger dances, dances, dances, dances (2x) With his hand, hand, hand With his foot, foot, foot</p> <p>John Finger dances, dances, dances, dances (2x) With his finger, finger, finger With his hand, hand, hand With his foot, foot, foot</p> <p>John Finger dances, dances, dances, dances (2x) ...</p> <p>The song can be continued by adding a new part of the body in each verse.</p> <ul style="list-style-type: none"> Follow-up: Make a class display of a body with labelled parts. Follow-up: Compose a song using only body parts vocabulary, to the tune of a well-known nursery rhyme or 'Happy Birthday to You'. Record the song on a cassette recorder or MP3 player and play to another class, possibly on a whiteboard screen saved on the school network. Follow-up: Throughout the week, sing the song and play <i>Juan dice</i> to reinforce key vocabulary. Link with work in English: Children should be familiar with making adventurous word choices appropriate to the style of the text from year 2 work in English.
<p>Section 2. Colours</p> <ul style="list-style-type: none"> to listen and respond to simple songs (O3.1) to recognise and respond to sound patterns and words (O3.2) to perform simple communicative tasks using single words, phrases and short sentences (O3.3) to use gestures to show they understand (LLS) 	<ul style="list-style-type: none"> Teach the names of primary and secondary colours (approximately six as a starting point). Try games such as <i>Enséñame</i> (Show Me), in which children show you the colour card that you have asked for, and Colour Bingo. Make up a song about the colours, <i>Canción de los colores</i> ('The Colours Song'), to the tune of 'Here We Go Round the Mulberry Bush', using the key colour vocabulary (see 'Points to note' for an example). Play a colour listening game. Children listen to a repeated sequence of colours, eg <i>blanco, rojo, verde, azul</i> (white, red, green, blue), and place multi-link cubes in the same sequence on their tables. Invite individual children to say the colour sequence aloud. Some children might need to have the keywords displayed for support. Create a human 'colour line'. Give individual children coloured cards and ask them to form into a line according to your instructions. Extension: Draw four or five colour sequences on the board and read one of them out. Children work out which is the one that you have said. Extension: Challenge children in pairs to produce their own sequences for the class to identify. Extension: Repeat the above activity, this time with written colours. Add <i>rojo</i> and <i>naranja</i> (orange) to the <i>j</i> page of the word bank, <i>azul</i> to the <i>z</i> page, <i>amarillo</i> to the <i>ll</i> page and <i>verde</i> to the <i>v</i> and <i>d</i> (<i>th</i>) pages. 	<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 	<ul style="list-style-type: none"> An example of a <i>Canción de los colores</i> song. Children could make up their own versions: <p><i>Rojo, negro, blanco, rosa</i> <i>Amarillo, violeta</i> <i>Marron, azul, verde</i> <i>Naranja.</i></p> <p>(Red, black, white, pink Yellow, purple Brown, blue, green Orange.)</p> <ul style="list-style-type: none"> Link with work in English: The third activity links to listening with sustained concentration and building new stores of words in different contexts (year 1). Follow-up: Throughout the week, sing the song and play the colour listening game. Play <i>Enséñame</i>, eg <i>Enséñame qué cosa es de color azul</i> (Show me something blue).

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 3. Drawing a face

- to recognise and respond to sound patterns and words (O3.2)
 - to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
 - to recognise some familiar words in written form (L3.1)
 - to recognise how sounds are represented in written form (KAL)
 - to identify specific sounds, phonemes and words (KAL)
- Use portraits by well-known artists to revise orally the parts of the head and face learnt in Section 1.
 - Introduce the written words for the parts of the face and head. Add *ojo* (eye) and *oreja* (ear) to the word bank under *j* and *nariz* (nose) under *z*.
 - Display picture flashcards or interactive whiteboard images and play a game where children match pictures to text.
 - Play *Toca el dibujo* (Touch the Picture). Pictures of parts of the head and face are displayed on the board. The class is divided into two teams. One child from each team stands at the board and, when you show the written word, the children race to touch the corresponding picture.
 - Allow children opportunities to listen, look and say singular and plural forms of parts of the head, face and body.
 - Revise or introduce numbers to five in Spanish. Reinforce with flashcard matching games.
 - Play the Draw the Face Battleships game with the class divided into two teams.
 - Extension: Play the Draw the Face Battleships game in pairs or small groups.
 - Challenge the children to create combinations of colours and body parts containing the same phoneme, eg *ojos rojos* (red eyes) or *nariz azul* (blue nose).

- use newly learnt vocabulary to join in a game

- To make the Draw the Face Battleships game:
 - You have a copy of Grid A, which has numbers 1–5 on the horizontal axis and the names of five colours written on the vertical axis. Some of the blank squares of the grid are filled with an image of part of the head or face (eg mouth, nose, ear, etc).
 - In addition, you have separate images of the same parts of the head or face on individual pieces of paper.
 - A blank grid is displayed on the board.
 - The children have mini-whiteboards on which they draw the outline of a head.
 - Invite individuals to give the 'address' of one of the squares by saying the number (horizontal axis first) then the colour (vertical axis second). If an address is given where there is a part of the head or face, place the corresponding image in the appropriate square on the grid on the board.
 - The children can draw that part of the head or face on their mini-whiteboards. This activity may be replicated on an interactive whiteboard.
- For children who have difficulty drawing, provide pictures of features that can be stuck onto an outline of a head for the Draw the Face Battleships game.
- Follow-up: Throughout the week, play *Tres en raya* (Noughts and Crosses) with numbers and/or body parts. Play Kim's Game with flashcards of body parts.
- Follow-up: Make your own alien from a variety of materials and label the body and face parts that have been learnt in Spanish.

Section 4. Monsters

- to listen and respond to a simple story (O3.1)
 - to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
 - to hear main word classes (KAL)
 - to use a physical response and play games to help remember (LLS)
- Play *Repetid si es correcto* (Repeat if it's True). Hold up a picture card or point to a part of the body and name it. If you give the correct name, the children repeat it. If you deliberately give the wrong name, they must remain silent.
 - Read a story with a focus on either colour or body parts. Children can listen and respond by pointing to parts of the body or holding up colour cards as they are mentioned.
 - Children listen to the story again and chorus familiar language.
 - Divide the class into two teams to play Monster Beetle.
 - Extension: Children design their own monsters and label body parts and colours in Spanish.
 - Extension: Children play the beetle game in pairs or small groups.

- 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

- To play Monster Beetle:
 - You need one die to generate a number that represents a labelled part of the body or head.
 - You need a second die to generate a number that represents a labelled colour.
 - You need a large sheet of sugar paper for each team on which they draw their monster.
 - Children in each team take turns to throw the two dice. They have to read aloud the part of the body or head and the colour. They draw this onto their team's monster.
 - The first team to draw a complete monster with a previously agreed set of body parts and features is the winner, eg a green mouth, two arms, three legs, a yellow nose, etc.
- Follow-up: Throughout the week, children can enjoy listening to and joining in with the story.
- Follow-up: Using painting software, children can design a monster and label parts, combining text and graphics. Alternatively, use a digital content provider to perform the same activity. Some digital content providers are accessible at home or in a public library.

Section 5. Guess who?

- to listen and respond to a simple song (O3.1)
 - to recognise and respond to sound patterns and words (O3.2)
 - to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
 - to locate the country/countries where the language is spoken (IU3.2)
 - to make indirect or direct contact with a country where the language is spoken (IU3.4)
 - to identify specific sounds (KAL)
- Choose one boy and one girl to come to the front. Using colourful wigs, teach *Él/Ella tiene el pelo azul* (He/she has blue hair), for example. Describe another feature in the same way.
 - Ask the children to compare and discuss the use of *Él/Ella tiene ...* Continue describing the children in this way.
 - Ask the children to complete sentences started by you, eg *Ella tiene ...* (the children select one feature to complete the sentence).
 - Select two boys and two girls to come to the front. Describe the hair and eye colour of a child using *Él/Ella tiene*. Which words gave the class clues to work out which child was being described?
 - Play Guess Who? by inviting six to eight children to the front of the class and describing one of them. Using gesture, bring in some additional language such as *Es alto/alta* (tall m/f) or *bajo/baja* (short m/f). The children guess the identity.
 - Model this a few times and then ask confident children to lead the game. Allow some children to use labelled prompt cards for support.
 - Extension: Make 'sets' of children in the class according to eye colour and/or hair colour.
 - Use pictures/portraits of famous Spanish people, past and present, to reinforce describing physical features.
 - Phonic focus: Play a running game to help the children differentiate between the sounds *z* (*th* as in 'think') and *d* (*th* as in 'although'). This is best played in the hall or outside, between two walls. Assign a sound to each wall. As you call a sound, the children must run to the correct wall.
 - Literacy link: Compare the sounds practised above with the two ways of pronouncing *th* in English.

- listen with care
- remember a sequence of spoken words and indicate understanding

- Grammar point: In Spanish, the personal pronoun (*yo, tú, él, ella*, etc) is used only for emphasis. It is not normally used in everyday speech. It is important that children notice that it is the verb ending that indicates the subject of the verb. (Where included here, the personal pronoun is for your reference.)

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 6. My portrait

- to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
- to recognise some familiar words in written form (L3.1)
- to experiment with the writing of simple words (L3.3)

- Play Chinese Whispers to build a portrait. Organise children into lines, in teams of about six. Give the last child in each team the first sentence of a written description of a facial feature, face down, eg *Él tiene los ojos marrones* (He has brown eyes). On a given signal, the children turn over their phrase and whisper it to the next child in line. Some children may need help reading the phrases. The phrase is passed along the team to the child at the front, who selects the correct picture and sticks it on an outline of a face or just on a board. The game continues until the portrait is complete.
- Model writing your description as you say it aloud, eg *¡Hola! Me llamo ... Tengo el pelo castaño* (Hello! I am called ... I have brown hair).
- Ask the children to suggest a new hair colour. Turn to a black-and-white copy of your digital portrait (or a simple drawing) and, using the interactive whiteboard or felt tip pens, colour the hair and write the appropriate sentence (or amend the one that you modelled previously). The children continue to suggest alternative colours for eyes and mouth.
- Children use the model to create colourful self-portraits using black-and-white A4 copies of their digital portraits. Using a phrase bank, children write simple descriptions of themselves. Some children may benefit from a personal vocabulary bank to cut up and stick onto their portrait.
- Extension: Some children can experiment with writing the vocabulary for facial features from memory.
- Extension: Insert a digital image of a child or famous person into the electronic whiteboard. Draw around the image with the whiteboard pen and then delete the original image to reveal the 'pen portrait'. The portrait's features could then be enhanced with the whiteboard pen and printed out, together with a simple description.

- 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

- Grammar note: Most colours must have an agreement appropriate to the noun they are describing, eg *rojo, negro, amarillo, blanco: un brazo rojo / dos brazos rojos* (one red arm/two red arms). *Verde* and *violeta* do not change according to whether the noun is masculine or feminine, and both take an *s* in the plural. *Marrón* and *azul* are also invariable but take *es* in the plural, eg *marrones, azules*.
- Ensure that there are mixed-ability teams for Chinese Whispers. Place less confident children at the end of the team with a partner, to help them select the appropriate pictures.
- Follow-up: Look at Spanish portraits on the websites of Spanish art galleries or those in the National Portrait Gallery via their website: www.npg.org.uk/live/educatio.asp.

End-of-unit activities

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

- Children present their portraits and descriptions.
- Build a display of children's colourful portraits. The display can then be used for a Guess Who? game.

- have fun using Spanish for real purposes

- Children can use ICT to record, display and, if appropriate, send information.
- Link with literacy work: This work links to making choices about which ICT programs to select when presenting texts.