

<b>Y3</b> <b>Unit</b> <b>3</b>	<b>OBJECTIVES</b>	<b>Pupils should learn:</b> <ul style="list-style-type: none"> <li>to say 12 colours in Spanish</li> <li>to respond to the question <i>¿Es de qué color?</i></li> <li>to use the <i>soy</i>, <i>eres</i> and <i>es</i> forms of the verb <i>ser</i> (to be)</li> <li>to describe something with colour simply by using <i>de color</i> + colour</li> </ul>	<b>CULTURE</b>	
<b>los colores</b>	<b>VOCABULARY</b>	<div> <div>verbs</div> <div>nouns</div> <div>adjectives</div> <div>[frequency]</div> </div> <div> <div>rojo [534]</div> <div>soy [7]</div> <div>azul [811]</div> <div>eres [7]</div> <div>verde [812]</div> <div>es [7]</div> <div>amarillo [1381]</div> <div>color [358]</div> <div>blanco [372]</div> <div>negro [307]</div> <div>rosa [&gt;5000]</div> <div>de [2]</div> <div>violeta [6461]</div> <div>qué [50]</div> <div>naranja [&gt;5000]</div> <div>marrón [6008]</div> <div>gris [1751]</div> <div>multicolor [&gt;5000]</div> </div>	<b>GRAMMAR</b>	1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> persons singular of <i>ser</i>
			<b>PHONICS</b>	j z
	<b>ACTIVITIES</b>	<ul style="list-style-type: none"> <li>practise the colours in two groups (11 at once is too many) – rojo, azul, verde, amarillo, blanco and negro as one group, then the remaining colours as the second group</li> <li>introduce and practise the colours using flashcards and flashcard games</li> <li>give each colour an action and practise the colours using these actions to facilitate later activities</li> <li>play Kim's game with the colours</li> <li>work on the spellings of the colours using strategies such as writing in the air and wordshapes</li> <li>introduce the sentence structure <i>Soy de color</i> + colour. Practise the sentences with different colours using actions to help. Soy – point at self; de color – make C with hand</li> <li>repeat the process with <i>¿Eres de color</i> + colour and <i>Es de color</i> + colour.</li> <li>Give a child a colour flashcard or coloured item which they hide. Other children ask <i>¿Eres de color...?</i> and the child replies <i>Soy de color....</i> You can also ask the children what colour the volunteer is to elicit the sentence <i>Es de color...</i></li> <li>Point at things in the classroom and ask <i>¿Es de qué color?</i> for the reply <i>Es de color...</i></li> <li>Children complete the writing sheet. They colour in the figures and write the necessary sentences using the three verb forms.</li> </ul> <b>Stories, poems, songs and rhymes:</b>		
	<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>Colour flashcards or other coloured items.</li> <li>Soy, eres, es + colours writing sheet</li> <li>Colours spelling repetition sheet</li> <li>Sentence builder</li> <li>Knowledge organiser</li> </ul>		
	<b>SUMMATIVE TASK</b>	<ul style="list-style-type: none"> <li>Soy, eres, es + colours writing sheet</li> </ul>		

	"I CAN"	<p>I can</p> <ul style="list-style-type: none"> <li>• Say and understand 12 colours</li> <li>• Write colours correctly</li> <li>• Use the verb forms soy, eres and es in short descriptive sentences</li> </ul>
	Pos	<p>Listening:</p> <ul style="list-style-type: none"> <li>- Listen attentively to spoken language and show understanding by joining in and responding</li> <li>- Understand facts</li> </ul> <p>Speaking:</p> <ul style="list-style-type: none"> <li>- Ask and answer questions</li> <li>- Engage in conversations</li> <li>- Communicate facts</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>- Read carefully and show understanding of words</li> <li>- Understand facts in writing</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>- Write at varying length (words and short sentences)</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>- ser</li> </ul>

CAS 04/20