

Y3 Unit 5A	OBJECTIVES	Pupils should learn:			CULTURE	<ul style="list-style-type: none"><li>Spanish royal family</li><li>Día de los Muertos (<i>Coco</i>)</li><li>Spanish names</li></ul>
	VOCABULARY	<div>verbsnounsadjectives[frequency]</div> <div><div><div>madre [226]</div><div>padre [162]</div><div>hermano [333]</div><div>hermana [3409]</div><div>abuelo [4796]</div><div>abuela [783]</div><div>tío [988]</div><div>tía [1205]</div><div>primo [1451]</div><div>prima [3095]</div><div>amigo [210]</div><div>amiga [1172]</div><div>bisabuelo [&gt;5000]</div><div>bisabuela [6050]</div><div>tatarabuelo [&gt;5000]</div><div>tatarabuela [&gt;5000]</div><div>tío abuelo [&gt;5000]</div><div>tía abuela [&gt;5000]</div><div>familia [233]</div></div><div><div>me llamo [22 / 122]</div><div>se llama [27 / 122]</div><div>tengo [19]</div><div>tiene [19]</div><div>año(s) [46]</div><div>¿cómo? [151]</div><div>¿cuántos? [580]</div><div>mi [37]</div></div><div><div>uno [425] (un/una [6])</div><div>dos [64]</div><div>tres [134]</div><div>cuatro [241]</div><div>cinco [284]</div><div>seis [438]</div><div>siete [603]</div><div>ocho [641]</div><div>nueve [991]</div><div>diez [449]</div><div>once [1700]</div><div>doce [1138]</div><div>trece [2700]</div><div>catorce [2411]</div><div>quince [1215]</div></div></div>			GRAMMAR	<div>1<sup>st</sup> and 3<sup>rd</sup> person of tener (tengo... años / tiene ... años)</div> <div>1<sup>st</sup> and 3<sup>rd</sup> person of llamarse (me llamo / se llama)</div> <div>possessive adjective mi</div>
		PHONICS	<div>silent h</div> <div>ll = y</div> <div>ñ</div>			
ACTIVITIES	<ul style="list-style-type: none"><li>Show picture of Princess Leonor who is talking about herself with me llamo and tengo...años, plus Vivo en Madrid con mi familia. What is she saying?</li><li>Show a picture of Leonor with her sister Sofía. Sofía is saying Me llamo Sofía. Leonor es mi hermana. What do they think mi hermana means?</li><li>Show a second picture of Leonor with Sofía – she is saying Mi hermana se llama Sofía, tiene ... años. What is she saying?</li><li>Use a numbered grid of characters that children will be familiar with to practise se llama. Ask the question ¿Cómo se llama el número ...?</li><li>Use the same characters and numbers to practise tiene...años. Ask the question ¿Cuántos años tiene...?</li><li>Point to a member of the class and ask the same questions for classmates to answer</li><li>Focus on building sentences about name and age of siblings and friends (smaller numbers needed for age)</li><li>Secret Sentence activity to practise saying someone's name and age</li><li>Watch the first 30 mins or so of the film Coco, where Miguel explains who everyone in his family is.</li><li>Give some pictures of characters from Coco and say what their relationship to Miguel is, preceded by mi. Give them a separate list with the English family words on. Can children work out which family word is which?</li><li>Show similarity between hermana and hermano – can children work out the feminine form of family words given the masculine or vice versa?</li><li>Read Y tú, ¿cómo te llamas? to see other members of the family and se llama.</li><li>Practise some sentences using mi, the new family words and se llama / tiene ... años (they will only be able to say the ages of younger members of a family with the numbers 1-15)</li><li>Show the children how Leonor and Sofía fit into the rest of the Spanish royal family, and how they are descended from Queen Victoria.</li></ul> <p><b>Stories, poems, songs and rhymes:</b></p> <ul style="list-style-type: none"><li>Y tú, ¿cómo te llamas? (Daniel Nesquens y Elisa Arguilé)</li><li>La familia (Spanish reader, Fiona Undrill) – useful quiz</li><li><a href="https://www.youtube.com/watch?v=qXBAiJcMCbk">https://www.youtube.com/watch?v=qXBAiJcMCbk</a> La familiar Dedo</li></ul>					

	RESOURCES	<ul style="list-style-type: none"> <li>• Photos of the Spanish royal family</li> <li>• <i>Coco</i> DVD</li> <li>• Imaginary family tree sheet</li> <li>• Y tú, ¿cómo te llamas? (Daniel Nesquens y Elisa Arguilé)</li> <li>• Siblings and friends flowchart sentence builder</li> <li>• Knowledge organiser</li> </ul>
	SUMMATIVE TASK	<ul style="list-style-type: none"> <li>• Create an imaginary family tree, using any family words they like and famous people, people from literature etc to be their family member. They write “Mi madre se llama...” etc</li> </ul>
	“I CAN”	<p>I can</p> <ul style="list-style-type: none"> <li>• Say and understand some members of the family</li> <li>• Say the name of a member of the family</li> <li>• Say the age of a member of the family</li> </ul>
	PoS	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>- listen attentively to spoken language and show understanding by joining in and responding</li> <li>- appreciate stories in the language</li> <li>- understand facts</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>- engage in conversations</li> <li>- communicate facts</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- read carefully and show understanding of words, phrases and simple writing</li> <li>- appreciate stories in the language</li> <li>- develop their ability to understand new words that are introduced into familiar written material</li> <li>- understand facts in writing</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- conjugation of high frequency verbs – ser, tener, llamarse</li> <li>- gender</li> </ul> <p><b>Language learning skills:</b></p> <ul style="list-style-type: none"> <li>- how the patterns, grammar and words of the new language are different from or similar to English – family words, verb llamarse</li> </ul>

CAS 05/20