<b>Y5</b> Unit 13B	OBJECTIVES	Pupils should learn:     to say and understand some parts of the head and face     to describe the parts of the head and face with adjectives of colour     to describe using correct word order and adjectival agreement     to form the plural of nouns	CULTURE	Famous Spaniards / Spanish speakers	
l sou	VOCABULARY	verbs         nouns         adjectives         [frequency]           pelo [873] ojo [169] la [1] oreja [2095] los [1] nariz [1570] las [1] boca [465] diente [1365] y [4] cabeza [265]         las [1] cuatro [241] amarillo [1381] blanco [372] loca [465] diente [1365] y [4] seis [438] negro [307] rosa [>5000] coho [641] violeta [6461] nueve [991] naranja [>5000] tienes [19] diez [449] once [1700] doce [1138] trece [2700] catorce [2411] pelirrojo [>5000]         multicolor [>5000]	PHONICS GRAMMAR	Adjectival agreement     Adjectival position     Plurals     Use of tener   z j ñ	
i Describimos	RESOURCES ACTIVITIES	Practise using actions sentences describing the hair. Use tengo, tienes and tiene (https://www.youtube.com/watch?v=JxPsUMYtn20&list=PLgM5OBCeWdkKwe7ebDnU0ZuYZW-MNKFpu&index=48) (Tengo el pelo azul etc) Use the 12 colours that children already know  Describe un ojo in the same way then los ojos and discuss why the spelling of the colour has to change.  Describe the hair and eyes of the made-up people on the PowerPoint.  Describe the hair and eyes of real people, using the hair colours negro, rubio, castaño, pelirrojo. Children describe themselves and some friends.  Play Guess Who  Describe the hair and eyes of some famous Spaniards / famous Spanish speakers  Read Fuera de aqui, horrible monstruo verde, and look at the new body parts and the description.  Practise the parts of the head and face.  By this point children will have seen adjectival agreement for masculine singular, feminine singular and masculine plural. Ask them to predict what happens with feminine plural.  Practise some descriptions of different numbers of the body parts using the colours. (NB children will need to make the nouns plural sometimes)  Stories, poems, songs and rhymes:  Fuera de aqui, horrible monstruo verde  PowerPoints for hair and eyes  Knowledge organiser  Sentence builders  Description grid  Fuera de aqui, horrible monstruo verde  Guess Who cards			

SUMMATIV E TASK	Wanted poster of a monster. Describe using the parts of the head and face and adjectives of colour. Children may also want to incorporate some of the adjectives seen in 13A. More able children may want to experiment with adjectives of size and shape such as grande / pequeño / largo / corto / enorme / minúsculo / puntiagudo		
"I CAN"	<ul> <li>Say and understand the parts of the head and face</li> <li>Describe the parts of the head and face using colours using correct adjectival position and agreement</li> </ul>		
	Listening:  - Listen attentively to spoken language and show understanding by joining in and responding - Appreciate stories, songs and rhymes in the language - Understand facts		
	Speaking:  Describe things orally Communicate facts		
PoS	Reading:  - Read carefully and show understanding of words, phrases and simple writing - Appreciate stories, songs and rhymes in the language - Develop their ability to understand new words that are introduced into familiar written material - Understand written language from a variety of authentic sources - Understand facts in writing		
	Writing:  - Write at varying length (short paragraph) using the variety of grammatical structures they have learned - Adapt sentences to create new sentences, to express ideas clearly - Describe things in writing		
	Grammar: - Gender and number - Conjugation of high frequency verbs (tener) - Key features and patterns of the language – adjectival agreement and position, plurals		
	Language learning skills:  - How the patterns, grammar and words of the new language are different from or similar to English – adjectival agreement and position, cognates		

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