

## Retratos (Portraits)

### Overview Unit 4

ABOUT THIS UNIT		WHERE THIS UNIT FITS IN
In this unit children learn the names for main parts of the body and describe colours. They ask and answer questions about physical appearance.		Children use newly learned vocabulary to describe themselves and others. They consolidate their knowledge of sound and spelling links, and question forms.
<b><u>Prior Learning</u></b> It is helpful if children already know: <ul style="list-style-type: none"> <li>how to play 'Battleships' and 'Chinese Whispers'</li> </ul>	<b><u>New Language Content</u></b> <ul style="list-style-type: none"> <li>Names of parts of the body</li> <li>Colours</li> <li>Agreement and position of adjectives</li> <li>Saying what someone looks like</li> <li>Adjectives to describe size</li> <li>Phonic focus: <i>rr/initial r</i>; <i>consolidation of e, j, ll, ñ, z</i>;</li> </ul>	<b><u>End of Unit Activity</u></b> 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.
<b><u>Expectations</u></b> At the end of this unit:  <i>Most children will:</i> 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 physical features; begin to use agreements of adjectives of colour  <i>Some children will not have made so much progress and will:</i> 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  <i>Some children will have progressed further and will:</i> ask simple questions and write set phrases using mainly memorised language; begin to apply aspects of grammar in new contexts		<b><u>Links to the New National Curriculum for KS2 Foreign Languages</u></b> <ul style="list-style-type: none"> <li>Listen attentively to simple spoken language and show understanding by joining in and responding.</li> <li>Explore the patterns and sounds of language through songs and rhyme and link the spelling, sound and meaning of words.</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Read carefully and show understanding of <b>words</b>, phrases and simple writing</li> <li>Describe people, places, things and actions orally and in <b>writing</b></li> <li>Understand basic grammar appropriate to the language being studied, <b>such as (where relevant): feminine, masculine and neuter forms</b> and the conjugation of high-frequency verbs; <b>key features and patterns of the language</b>; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>

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#### **Resources**

- Song 'Heads, shoulders, knees and toes' in Spanish
- Picture flashcards or interactive whiteboard images to show body parts (see session 1)
- Large colour cards and children's individual colour cards (see session 2)
- Multi-link cubes
- Interactive whiteboard
- Multimedia presentation
- Internet colouring sites
- Spanish colours song (see session 2)
- Portraits by well-known artists
- Picture flashcards or interactive whiteboard images and text cards for parts of the face and head (see session 3)
- Grids and images for Draw the Face Battleships game (see session 3)
- Mini-whiteboards
- Story involving colours and/or body parts (see session 4)
- Visualiser
- Dice
- Large sheets of sugar paper
- Video clip of the song *Baila con tu cuerpo*
- Two colourful wigs
- Pictures/portraits of famous Spanish people/Spanish speakers past and present
- Digital portraits of teacher and children copied onto A4 sheets
- Written descriptions of facial features cut up into sentences
- Picture flashcards of facial features
- Phrase bank(s) for simple portrait descriptions