

## Retratos (Portraits)

### 1. Body parts

**Prior Knowledge:** It is helpful if children already know how to play the game 'Simon Says'

<p><b><u>Objectives</u></b></p> <p>Listen attentively to simple spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhyme and link the spelling, sound and meaning of words</p>	<p><b><u>Support</u></b></p> <p>Accept a physical response from those not ready to respond verbally.</p> <p><b><u>Extension</u></b></p> <p>Some children may be ready to learn additional vocabulary for body parts (see Extension vocabulary).</p> <p>Some children could assume the role of the caller in Simon Says.</p>	<p><b><u>Main</u></b></p> <p>The children to listen to 'Heads, shoulders, knees and toes' song in Spanish ('<i>cabeza, hombro, rodilla y pie.</i>') Do they recognise the song? Throughout the session, encourage children to show they understand by using the question and response <i>¿Está bien? Está bien.</i></p> <p><b><u>ICT Opportunities:</u></b> A video clip of this song, with words, is available on this site: <a href="http://www.cancionesparaniños.net/video-y-letra-de-la-cancion-cabeza-hombro-rodilla-y-pie/">http://www.cancionesparaniños.net/video-y-letra-de-la-cancion-cabeza-hombro-rodilla-y-pie/</a></p> <p>Sing or play the song again but this time adding the actions. Talk about the differences between the Spanish and English versions, (e.g. foot instead of toes and everything in the singular instead of plural.)</p> <p><b><u>ICT Opportunities:</u></b> Create an mp3 version of the song and also a 'karaoke' version with melody + backing track or ask your partner school or a native speaker to sing the song and record it for the class to listen to.</p> <p>Teach vocabulary of body parts used in the song by using visuals. Children use gestures to show they understand. Encourage children to practise pronunciation by repeating after you. Use <i>más despacio / más rápido / más fuerte / más bajo</i> (Units 2 &amp; 3) to practise the new language in a variety of ways.</p> <p><b><u>ICT Opportunities:</u></b> Pictures could be shown on flashcards or using images on the IWB.</p> <p>Children listen to the song again, filling in gaps left by pointing to the appropriate body part.</p> <p>They listen to the song once more and, this time supply the Spanish words for the missing body parts.</p> <p>Play games such as Simon Says ('<i>Simón dice</i>') to reinforce key vocabulary; take turns to be the caller.</p>	
<p><b><u>Grammar</u></b></p> <p><u>For teachers:</u></p> <p>There are four definite articles used in Spanish – <i>el, la, los</i></p>	<p><b><u>Grammar</u></b></p> <p><u>For children:</u></p> <p>No specific focus</p>	<p><b><u>Phonics focus</u></b></p> <p><u>For teachers:</u></p> <p>z – <i>cabeza, nariz</i> silent h – <i>hombro</i></p>	<p><b><u>Phonics focus</u></b></p> <p><u>For children:</u></p> <p>No specific focus</p>

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and <i>las</i> . <i>El</i> precedes a masculine noun ( <i>el hombro</i> ), <i>la</i> precedes a feminine noun ( <i>la cabeza</i> ), <i>los</i> is used before a masculine plural noun ( <i>los ojos</i> ) and <i>las</i> is used for a feminine plural noun ( <i>las orejas</i> ). Definite articles are used much more in Spanish than in English, often where we would not use 'the'.		<i>ll</i> – <i>rodilla</i> <i>e</i> – <i>pie</i> <b>j</b> – <b><i>ojos, orejas</i></b>	
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<b><u>Learning Outcomes</u></b> Children can: <ul style="list-style-type: none"><li>listen with care</li><li>identify specific words</li><li>respond to instructions and indicate understanding</li></ul>		<b><u>New National Curriculum Links</u></b> <b>Music</b> – Key Stage 2 Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression	
<b><u>Throughout the week:</u></b> Sing the song and play <i>Simón dice</i> to reinforce key vocabulary.		<b><u>Resources</u></b> <ul style="list-style-type: none"><li>Song ‘Heads, shoulders, knees and toes’ in Spanish This is the Spanish version of the song (the tune and actions are the same): <i>Cabeza, hombro, rodilla y pie, rodilla y pie, Cabeza, hombro, rodilla y pie, rodilla y pie, Ojos, orejas, boca y nariz Cabeza, hombro, rodilla y pie, rodilla y pie.</i></li><li>Picture flashcards or interactive whiteboard images to show body parts</li></ul>	
<b><u>Teaching Tips</u></b> <ul style="list-style-type: none"><li>In the song, the word <i>pie</i> (foot) is used since it fits the tune more effectively than the literal translation <i>los dedos del pie</i> (toes)</li><li>Give children plenty of opportunities to imitate the new vocabulary, by using different voices, saying the word to the ceiling, to the floor, to a partner etc.</li><li>When children are confident with the new body parts vocabulary, play ‘catch them out’ by pointing to a part of the body and saying the right or wrong word – children should only repeat if it is the correct word.</li></ul>			
<b><i>El lenguaje del profesor / de la profesora</i></b>	<b>Teacher Language</b>	<b><i>El lenguaje de los niños</i></b>	<b>Children’s Language</b>
<i>Escuchad (la canción)</i> <i>Cantad</i> <i>¿Es ... o ... ?</i> <i>¿Qué es?</i>  <b><i>las partes del cuerpo</i></b> <i>la cabeza</i> <i>el hombro</i> <i>la rodilla</i> <i>el pie</i> <i>los ojos</i> <i>las orejas</i> <i>la boca</i> <i>la nariz</i>	Listen (to the song) Sing Is it ... or ... ? What is it?  <b>parts of the body</b> head shoulder knee foot eyes ears mouth nose	<i>la cabeza</i> <i>el hombro</i> <i>la rodilla</i> <i>el pie</i> <i>los ojos</i> <i>las orejas</i> <i>la boca</i> <i>la nariz</i> <i>Simón dice</i> <i>Tocad la cabeza / el hombro etc.</i>	head shoulder knee foot eyes ears mouth nose Simon says Touch your head / your shoulder etc.

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<i>Repetid</i> <i>Otra vez</i> <i>Más despacio / más rápido</i> <i>Más fuerte / más bajo</i> <i>Simón dice</i> <i>Tocaos la cabeza / el hombro etc.</i> <i>¿está bien?</i>  <b>Extension :</b> <i>El brazo/la pierna/la mano</i> <i>los dedos / los dedos del pie /el pelo</i>	Repeat again slower / faster louder / more quietly Simon says Touch your head / your shoulder etc. All right?  <b>Extension:</b> arm/leg/hand fingers/toes/hair	<b>Extension :</b> <i>el brazo</i> <i>la pierna</i> <i>la mano</i> <i>los dedos</i> <i>los dedos del pie</i> <i>el pelo</i>  <i>Está bien</i>	<b>Extension:</b> arm leg hand fingers toes hair  All right
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