3. Drawing a face

Prior Knowledge: It is helpful if the children already know how to play battleships

Objectives	Support	Main
Explore the patterns and sounds of language and link the spelling, sound and meaning of words. Read carefully and demonstrate understanding of words. Begin to develop an understanding of basic grammar e.g. plural form of nouns, position of adjectives	Ensure children have access to picture prompts when necessary. For children who have difficulty drawing, provide pictures of features that can be stuck on an outline of a face. **Extension** Play the Battleships game in pairs or small groups. Challenge individuals or pairs to look up other body parts in a dictionary.	Use portraits by well-known artists to revise orally the parts of the head and face learned in session 1 ICT Opportunities Use an internet search engine to find online portraits that can then be displayed and annotated on the interactive whiteboard. Introduce the written words for the parts of the face and head. Encourage pupils to match the sounds they have been learning to the written form. Display picture flashcards or interactive whiteboard images and play a game where children match pictures to text. Play *Tocad el dibujo.* Pictures of parts of the head and face are displayed on the board. The class is divided into two teams. One child from each team stands at the board and when you show the written word, the children race to touch the corresponding picture. ICT Opportunities Use the gallery or resource bank from the interactive whiteboard software for images of parts of the face. Allow children opportunities to listen, look and say singular and plurals of parts of the head, face and body. Revise numbers to five in Spanish to play 'Draw the Face' battleships game with the class divided into two teams. (see Teaching Tips) Challenge the children to create combinations of colours and body parts containing the same phoneme e.g. *rodillas amarillas*, *nariz azul*, *ojos rojos, pies negros.* Ask children what they notice about the position of the colours i.e. colours come after the noun.

Grammar	Grammar	Phonics focus	Phonics focus
For teachers: Position of adjectives – note	For children: Singular and plural	For teachers**:**	For children:

Retratos (Portraits)

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that colours follow the noun	form of nouns Position of adjectives – note that colours follow the noun	z – *nariz, azul* e – *pie, negro* ll – *rodilla, amarillo* j – *ojos, naranja, rojo* d - *verde, morado* rr / initial r– *marrón, rojo, rosa*	z – *nariz, azul* ll – *rodilla, amarillo* j – *ojos, naranja, rojo* e – *pie, negro*

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Learning Outcomes	New National Curriculum Links
Children can: • use newly learned vocabulary to join in a game	**English** <u>Terminology for pupils</u> – Years 3 – 4 verb, tense (past, present), adjective, noun, suffix, apostrophe, comma

Throughout the week: Update the word bank. Add *amarillo* to the *ll* page, *azul* to the *z* page, *rojo* and *naranja* to the *j* page, *morado* and *verde* to the *d* (like th in that) page and *verde* to the v page. Make your own alien from a variety of materials and label the body and face parts that have been learned in Spanish.	**Resources** • Portraits by well-known artists • Picture flashcards or interactive whiteboard images and text cards for parts of the face and head • Grids and images for Draw the Face Battleships game
Teaching Tips • To make the 'Draw the Face' battleships game: 1. You have a copy of Grid A that has numbers 1-5 on the horizontal axis and the names of five colours written on the vertical axis. Some of the blank squares of the grid are filled with an image of part of the head or face (e.g. mouth, nose, ear etc). 2. In addition, you have separate images of the same parts of the head or face on individual pieces of paper. 3. A blank grid is displayed on the board. 4. The children have mini-whiteboards on which they draw the outline of a head. 5. Invite individuals to give the "address" of one of the squares by saying the number (horizontal axis first) then the colour (vertical axis second). If an address is given where there is a part of the head or face, place the corresponding image in the appropriate square on the grid on the board. 6. The children can draw that part of the head or face on their mini-whiteboard. This activity may be replicated on an interactive whiteboard. • Make sure the children give the coordinates correctly, reminding them of the phrase 'along the corridor, up the stairs' as a way of ensuring that the horizontal readings are given before the vertical. • Children could play a Literacy Race game using the written form of the face	

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parts. Display all the word cards and call out a sound (eg: j / z / d / e / ll / rr) – pupils have to race to find a word containing this sound.	

El lenguaje del profesor / de la profesora	Teacher Language	*El lenguaje de los niños*	Children's Language
Vamos a repasar las partes de la cara	We are going to revise the parts of the face	*los ojos*	eyes
		las orejas	ears
Mirad/Mira la palabra	Look at (plural/singular) the word	*la nariz*	nose
Tocad/Toca el dibujo	Touch (plural/singular) the picture	*la boca*	mouth
Cantad/Canta	Sing (plural/singular)		
		Extension :	**Extension:**
La cara	**The face**	*las pestañas*	eyelashes
los ojos	eyes	*las cejas*	eyebrows
las orejas	ears	*las pecas*	freckles
la nariz	nose		
la boca	mouth	*1 uno*	1 one
		2 dos	2 two
Extension :	Extension:	*3 tres*	3 three
las pestañas	eyelashes	*4 cuatro*	4 four
las cejas	eyebrows	*5 cinco*	5 five
las pecas	freckles	*6 seis*	6 six
Los números	The numbers	*rojo*	red
1 uno	1 one	*azul*	blue
2 dos	2 two	*amarillo*	yellow
3 tres	3 three	*verde*	green
4 cuatro	4 four	*naranja*	orange
5 cinco	5 five	*morado*	purple
6 seis	6 six	*negro*	black
Vamos a jugar a la batalla de naves	We are going to play Battleships		
Jugad en grupos	Play in groups		
Jugad/Juega con una pareja	Play (plural/singular) with a partner		