

LKS2 Cycle B Unit B1b	OBJECTIVES	Pupils should learn: <ul style="list-style-type: none"> To say and understand family words To say the name of a family member 	CULTURE	<ul style="list-style-type: none"> Spanish royal family Día de los Muertos (<i>Coco</i>) Spanish names 								
Presento a mi familia	VOCABULARY	<table border="0"> <tr> <td style="text-align: center;">verbs</td> <td style="text-align: center;">nouns</td> <td style="text-align: center;">adjectives</td> <td style="text-align: center;">[frequency]</td> </tr> <tr> <td> madre [226] padre [162] hermano [333] hermana [3409] abuelo [4796] abuela [783] tío [988] tía [1205] primo [1451] prima [3095] amigo [210] amiga [1172] bisabuelo [>5000] bisabuela [6050] tatarabuelo [>5000] tatarabuela [>5000] tío abuelo [>5000] tía abuela [>5000] familia [233] </td> <td> me llamo [22 / 122] se llama [27 / 122] </td> <td> ¿cómo? [151] </td> <td> mi [37] </td> </tr> </table>	verbs	nouns	adjectives	[frequency]	madre [226] padre [162] hermano [333] hermana [3409] abuelo [4796] abuela [783] tío [988] tía [1205] primo [1451] prima [3095] amigo [210] amiga [1172] bisabuelo [>5000] bisabuela [6050] tatarabuelo [>5000] tatarabuela [>5000] tío abuelo [>5000] tía abuela [>5000] familia [233]	me llamo [22 / 122] se llama [27 / 122]	¿cómo? [151]	mi [37]	GRAMMAR	1 st and 3 rd person of llamarse (<i>me llamo / se llama</i>) possessive adjective <i>mi</i>
	verbs	nouns	adjectives	[frequency]								
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ACTIVITIES	<ul style="list-style-type: none"> 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? 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? Show a second picture of Leonor with Sofía – she is saying Mi hermana se llama Sofía, tiene ... años. What is she saying? Use a numbered grid of characters that children will be familiar with to practise se llama. Ask the question ¿Cómo se llama el número ...? Point to a member of the class and ask the same questions for classmates to answer Focus on building sentences about name of siblings and friends Secret Sentence activity to practise saying someone's name Watch the first 30 mins or so of the film <i>Coco</i>, where Miguel explains who everyone in his family is. Give some pictures of characters from <i>Coco</i> 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? Show similarity between hermana and hermano – can children work out the feminine form of family words given the masculine or vice versa? Read <i>Y tú, ¿cómo te llamas?</i> to see other members of the family and se llama. Practise some sentences using mi, the new family words and se llama Show the children how Leonor and Sofía fit into the rest of the Spanish royal family, and how they are descended from Queen Victoria. <p>Stories, poems, songs and rhymes:</p> <ul style="list-style-type: none"> Y tú, ¿cómo te llamas? (Daniel Nesquens y Elisa Arguilé) La familia (Spanish reader, Fiona Undrill) – useful quiz https://www.youtube.com/watch?v=qXBaiJcMCbk La familiar Dedo 			PHONICS	silent h ll = y vowels							

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

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