

LKS2 Cycle B Unit B3b	OBJECTIVES	Pupils should learn: <ul style="list-style-type: none"> To work out the plural form of nouns To say how many of something there is using <i>hay</i> and numbers to 39 	CULTURE	<ul style="list-style-type: none"> Parque de la Naturaleza de Cabárceno, near Santander (https://www.parquedecabarceno.com/inicio) Spanish native animals 								
En el parque de animales	VOCABULARY	<table border="0"> <tr> <td style="text-align: center; color: red;">verbs</td> <td style="text-align: center; color: blue;">nouns</td> <td style="text-align: center; color: green;">adjectives</td> <td style="text-align: center;">[frequency]</td> </tr> <tr> <td> <i>hay</i> [13] <i>jirafa</i> [>5000] <i>oso pardo</i> [4449/4745] <i>mono</i> [3835] <i>llama</i> [3059] <i>elefante</i> [5001] <i>avestruz</i> [>5000] <i>bisonte</i> [>5000] <i>caballo</i> [907] <i>cebra</i> [>5000] <i>gorila</i> [>5000] <i>animal</i> [322] <i>hipopótamo</i> [>5000] <i>león</i> [2107] <i>cocodrilo</i> [>5000] <i>flamenco</i> [>5000] <i>cerdo</i> [3720] <i>ratón</i> [3415] <i>mi</i> [37] </td> <td> <i>uno</i> [425] (<i>un/una</i> [6]) <i>dos</i> [64] <i>tres</i> [134] <i>cuatro</i> [241] <i>cinco</i> [284] <i>seis</i> [438] <i>siete</i> [603] <i>ocho</i> [641] <i>nueve</i> [991] <i>diez</i> [449] <i>once</i> [1700] <i>doce</i> [1138] <i>trece</i> [2700] <i>catorce</i> [2411] <i>quince</i> [1215] </td> <td> <i>dieciséis</i> [3373] <i>diecisiete</i> [3430] <i>dieciocho</i> [2730] <i>diecinueve</i> [4232] <i>veinte</i> [819] <i>veintiuno</i> [>5000] <i>veintidós</i> [>5000] <i>veintitrés</i> [>5000] <i>veinticuatro</i> [4059] <i>veinticinco</i> [2643] <i>veintiséis</i> [>5000] <i>veintisiete</i> [>5000] <i>veintiocho</i> [>5000] <i>veintinueve</i> [>5000] <i>treinta</i> [829] </td> <td> <i>y</i> [4] </td> </tr> </table>	verbs	nouns	adjectives	[frequency]	<i>hay</i> [13] <i>jirafa</i> [>5000] <i>oso pardo</i> [4449/4745] <i>mono</i> [3835] <i>llama</i> [3059] <i>elefante</i> [5001] <i>avestruz</i> [>5000] <i>bisonte</i> [>5000] <i>caballo</i> [907] <i>cebra</i> [>5000] <i>gorila</i> [>5000] <i>animal</i> [322] <i>hipopótamo</i> [>5000] <i>león</i> [2107] <i>cocodrilo</i> [>5000] <i>flamenco</i> [>5000] <i>cerdo</i> [3720] <i>ratón</i> [3415] <i>mi</i> [37]	<i>uno</i> [425] (<i>un/una</i> [6]) <i>dos</i> [64] <i>tres</i> [134] <i>cuatro</i> [241] <i>cinco</i> [284] <i>seis</i> [438] <i>siete</i> [603] <i>ocho</i> [641] <i>nueve</i> [991] <i>diez</i> [449] <i>once</i> [1700] <i>doce</i> [1138] <i>trece</i> [2700] <i>catorce</i> [2411] <i>quince</i> [1215]	<i>dieciséis</i> [3373] <i>diecisiete</i> [3430] <i>dieciocho</i> [2730] <i>diecinueve</i> [4232] <i>veinte</i> [819] <i>veintiuno</i> [>5000] <i>veintidós</i> [>5000] <i>veintitrés</i> [>5000] <i>veinticuatro</i> [4059] <i>veinticinco</i> [2643] <i>veintiséis</i> [>5000] <i>veintisiete</i> [>5000] <i>veintiocho</i> [>5000] <i>veintinueve</i> [>5000] <i>treinta</i> [829]	<i>y</i> [4]	GRAMMAR	<ul style="list-style-type: none"> Making plurals of nouns Using <i>hay</i> Revising the gender of nouns
	verbs	nouns	adjectives	[frequency]								
	<i>hay</i> [13] <i>jirafa</i> [>5000] <i>oso pardo</i> [4449/4745] <i>mono</i> [3835] <i>llama</i> [3059] <i>elefante</i> [5001] <i>avestruz</i> [>5000] <i>bisonte</i> [>5000] <i>caballo</i> [907] <i>cebra</i> [>5000] <i>gorila</i> [>5000] <i>animal</i> [322] <i>hipopótamo</i> [>5000] <i>león</i> [2107] <i>cocodrilo</i> [>5000] <i>flamenco</i> [>5000] <i>cerdo</i> [3720] <i>ratón</i> [3415] <i>mi</i> [37]	<i>uno</i> [425] (<i>un/una</i> [6]) <i>dos</i> [64] <i>tres</i> [134] <i>cuatro</i> [241] <i>cinco</i> [284] <i>seis</i> [438] <i>siete</i> [603] <i>ocho</i> [641] <i>nueve</i> [991] <i>diez</i> [449] <i>once</i> [1700] <i>doce</i> [1138] <i>trece</i> [2700] <i>catorce</i> [2411] <i>quince</i> [1215]	<i>dieciséis</i> [3373] <i>diecisiete</i> [3430] <i>dieciocho</i> [2730] <i>diecinueve</i> [4232] <i>veinte</i> [819] <i>veintiuno</i> [>5000] <i>veintidós</i> [>5000] <i>veintitrés</i> [>5000] <i>veinticuatro</i> [4059] <i>veinticinco</i> [2643] <i>veintiséis</i> [>5000] <i>veintisiete</i> [>5000] <i>veintiocho</i> [>5000] <i>veintinueve</i> [>5000] <i>treinta</i> [829]	<i>y</i> [4]								
	PHONICS		v ce / ci / z i j ll h									
ACTIVITIES	<ul style="list-style-type: none"> Introduce and practise numbers to 39 Recap animal park animals Work out the plural forms of the animal words. Count the animals in the photographs and answer the question <i>¿Cuánt@s ... hay?</i> Stories, poems, songs and rhymes: <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=43LiPjvKLYs - <i>Singing Spanish ¿Cuántos animales?</i> 											
SUMMATIVE TASK	<ul style="list-style-type: none"> Children design an animal park and populate it with different numbers of different animals. They use the bilingual dictionary to find new words that they need. They write sentences to say how many of each animal there is using <i>En mi parque de animales hay (number) (animal in plural form)</i> 											
RESOURCES	<ul style="list-style-type: none"> Knowledge organiser Animal words Animal photographs Plan del Parque Cabárceno http://www.parquedecabarceno.com/docs/planoAnimales.pdf 											

	" I CAN "	<p>I can</p> <ul style="list-style-type: none"> • Count from 1 to 39 • Use the numbers to 39 out of sequence • Work out the plural forms of some nouns
PoS		<p>Listening:</p> <ul style="list-style-type: none"> - Listen attentively to spoken language and show understanding by joining in and responding - Understand facts <p>Speaking:</p> <ul style="list-style-type: none"> - Ask and answer questions - Engage in conversations - Communicate facts - Speak in sentences, using familiar vocabulary, phrases and basic language structures - Present ideas and information orally <p>Phonics:</p> <ul style="list-style-type: none"> - Develop accurate pronunciation and intonation so that others understand then they are reading aloud or using familiar words and phrases - Speak with accurate pronunciation and intonation - Link the spelling, sound and meaning of words <p>Reading:</p> <ul style="list-style-type: none"> - Read carefully and show understanding of words, phrases and simple writing - Understand facts in writing <p>Writing:</p> <ul style="list-style-type: none"> - Write at varying length using the variety of grammatical structures they have learned - Adapt sentences to create new sentences to express ideas clearly <p>Grammar:</p> <ul style="list-style-type: none"> - Gender - <i>Hay</i> - Plural forms <p>Language learning skills: How the patterns, grammar and words of the new language are different from or similar to English</p>