

<p><b>UKS2 Cycle B Unit D2a</b></p>	<p><b>OBJECTIVES</b></p>	<p><b>Pupils should learn:</b></p> <ul style="list-style-type: none"> <li>To agree adjectives with feminine singular nouns</li> <li>To describe themselves and a third person using <i>ser</i> and adjectives</li> </ul>	<p><b>CULTURE</b></p>		
<p><b>i Describimos!</b></p>	<p><b>VOCABULARY</b></p>	<p><b>verbs</b>                      <b>nouns</b>                      <b>adjectives</b>                      [frequency]</p> <p>soy [7]                                      alto [231] eres [7]                                      bajo [452] es [7]    divertido [2465]    simpático [3349] muy [43]                                      tímido [3607] bastante [308]                                      inteligente [2167] un poco [1 / 76]                                      deportista [&gt;5000]</p> <p>chica [1129]                      una [6]                      no [11]                      y [4] chico [727]                      un [6]                                      pero [30]</p>	<p><b>GRAMMAR</b></p>	<ul style="list-style-type: none"> <li>Adjectival position</li> <li>Adjectival agreement (feminine singular)</li> <li>Use of intensifiers</li> <li>Use of conjunctions</li> <li>Use of <i>ser</i> to describe</li> </ul>	
			<p><b>PHONICS</b></p>	<p>ge / j a o</p>	
	<p><b>ACTIVITIES</b></p>	<ul style="list-style-type: none"> <li>Read <i>Redondo</i> by Gloria Fuertes. Ask children to work out why the spelling of <i>redondo</i> changes.</li> <li>Give children the words for some other round things (e.g. plato / donut / frisbi / piruleta / moneda / galleta). They find out the gender and therefore which spelling of <i>redondo</i> would be needed.</li> <li>Show the children the sentence <i>Es un chico alto, divertido y simpático</i>. Ask them how they would describe a girl the same way. (<i>Es una chica alta, divertida y simpática</i>) (NB adjectival position here)</li> <li>Ask what would happen if <i>inteligente</i> or <i>deportista</i> was part of the sentence (no change for feminine).</li> <li>Speaking practise Q&amp;A using <i>soy/eres</i> and the adjectives from the list</li> <li>Trapdoor descriptions</li> </ul> <p><b>Stories, poems, songs and rhymes:</b></p> <ul style="list-style-type: none"> <li><i>Redondo</i>, Gloria Fuertes</li> </ul>			
	<p><b>RESOURCES</b></p>	<ul style="list-style-type: none"> <li><i>Redondo</i> poem</li> <li>Sentence builder</li> <li>Knowledge organiser</li> <li>Trapdoor</li> <li>Feminine adjs practice sheet</li> </ul>			
	<p><b>SUMMATIVE TASK</b></p>	<ul style="list-style-type: none"> <li>Children write a description of themselves and a friend/family member. They may wish to use the dictionary to find some alternative adjectives. Encourage use of intensifiers, conjunctions and negative verbs using <i>no</i>.</li> </ul>			
	<p><b>" I CAN "</b></p>	<p>I can</p> <ul style="list-style-type: none"> <li>Agree adjectives with feminine singular nouns</li> <li>Describe myself and another person using <i>ser</i> and adjectives</li> </ul>			

	PoS	<p>Listening:</p> <ul style="list-style-type: none"> <li>- Listen attentively to spoken language and show understanding by joining in and responding</li> <li>- Appreciate stories, songs and rhymes in the language</li> <li>- Understand facts</li> </ul> <p>Speaking:</p> <ul style="list-style-type: none"> <li>- Describe things orally</li> <li>- Communicate facts</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>- Read carefully and show understanding of words, phrases and simple writing</li> <li>- Appreciate stories, songs and rhymes in the language</li> <li>- Develop their ability to understand new words that are introduced into familiar written material</li> <li>- Understand written language from a variety of authentic sources</li> <li>- Understand facts in writing</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>- Write at varying length (short paragraph) using the variety of grammatical structures they have learned</li> <li>- Adapt sentences to create new sentences, to express ideas clearly</li> <li>- Describe things in writing</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>- Gender and number</li> <li>- Conjugation of high frequency verbs (ser)</li> <li>- Key features and patterns of the language – adjectival agreement and position</li> <li>- intensifiers</li> <li>- conjunctions</li> </ul> <p>Language learning skills:</p> <ul style="list-style-type: none"> <li>- How the patterns, grammar and words of the new language are different from or similar to English – adjectival agreement and position</li> </ul>
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