

UKS2
Cycle
B
Unit
D2c

i Describimos!

OBJECTIVES	<p>Pupils should learn:</p> <ul style="list-style-type: none"> To say and understand the words for parts of the body To describe the body of a strange animal using the structure <i>el (body part) de un(a) (animal)</i> To identify cognates 	CULTURE																	
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>pelo [873] ojo [169] oreja [2095] nariz [1570] boca [465] diente [1365] cabeza [265]</td> <td>el [1] la [1] los [1] las [1] y [4]</td> <td>búho [>5000] burro [4626] caballo [907] cerdo [3720] cocodrilo [>5000] elefante [5001] flamenco [>5000] gallo [3025] gatito [>5000] gato [1728] hipopótamo [>5000] león [2107] mono [3835] oso [4449] pato [4857] perrito [>5000] perro [888]</td> <td>perro [888] pingüino [>5000] ratón [3415] rinoceronte [>5000] tigre [3813] araña [4427] cucaracha [>5000] gallina [3153] jirafa [>5000] oveja [4040] rana [>5000] tortuga [5064] vaca [2775]</td> </tr> <tr> <td>cuerpo [232] brazo [470] mano [135] pierna [776] pie [365] rodilla [1839] dedo [716] estómago [2285] hombro [1146] cola [1867]</td> <td>de [2] un [6] una [6]</td> <td></td> <td></td> </tr> <tr> <td>tiene [19]</td> <td></td> <td></td> <td></td> </tr> </table>	verbs	nouns	adjectives	[frequency]	pelo [873] ojo [169] oreja [2095] nariz [1570] boca [465] diente [1365] cabeza [265]	el [1] la [1] los [1] las [1] y [4]	búho [>5000] burro [4626] caballo [907] cerdo [3720] cocodrilo [>5000] elefante [5001] flamenco [>5000] gallo [3025] gatito [>5000] gato [1728] hipopótamo [>5000] león [2107] mono [3835] oso [4449] pato [4857] perrito [>5000] perro [888]	perro [888] pingüino [>5000] ratón [3415] rinoceronte [>5000] tigre [3813] araña [4427] cucaracha [>5000] gallina [3153] jirafa [>5000] oveja [4040] rana [>5000] tortuga [5064] vaca [2775]	cuerpo [232] brazo [470] mano [135] pierna [776] pie [365] rodilla [1839] dedo [716] estómago [2285] hombro [1146] cola [1867]	de [2] un [6] una [6]			tiene [19]				GRAMMAR	<ul style="list-style-type: none"> Genitive form using <i>de</i> <i>tener</i>
verbs	nouns	adjectives	[frequency]																
pelo [873] ojo [169] oreja [2095] nariz [1570] boca [465] diente [1365] cabeza [265]	el [1] la [1] los [1] las [1] y [4]	búho [>5000] burro [4626] caballo [907] cerdo [3720] cocodrilo [>5000] elefante [5001] flamenco [>5000] gallo [3025] gatito [>5000] gato [1728] hipopótamo [>5000] león [2107] mono [3835] oso [4449] pato [4857] perrito [>5000] perro [888]	perro [888] pingüino [>5000] ratón [3415] rinoceronte [>5000] tigre [3813] araña [4427] cucaracha [>5000] gallina [3153] jirafa [>5000] oveja [4040] rana [>5000] tortuga [5064] vaca [2775]																
cuerpo [232] brazo [470] mano [135] pierna [776] pie [365] rodilla [1839] dedo [716] estómago [2285] hombro [1146] cola [1867]	de [2] un [6] una [6]																		
tiene [19]																			
PHONICS			j z ll h																
ACTIVITIES	<ul style="list-style-type: none"> Practise the body words Label animal sheets using knowledge of cognates Read the descriptions of some animals which use colours, numbers and parts of the body. Work out which animal is describing itself. Make strange animals using www.switcheroozoo.com and describe which animals' body parts they have, e.g. <i>tiene el cuerpo de un oso</i> Explore animal sounds with <i>Muuu Beee Así fue</i> and <i>Vengan a ver mi granja</i> <p>Stories, poems, songs and rhymes:</p> <ul style="list-style-type: none"> <i>Muuu. Beee. Así fue</i> (Sandra Boynton) <i>Vengan a ver mi granja</i> (Take 10 en español) 																		
RESOURCES	<ul style="list-style-type: none"> Knowledge organiser Sentence builder Body labelling sheet Animal labelling sheets Take 10 en español 																		
SUMMATIVE TASK	<ul style="list-style-type: none"> Children draw a creature which is made of bits of other animals, and write sentences to describe it. They may also wish to incorporate words and structures from 13A and 13B. 																		

	" I CAN "	<p>I can</p> <ul style="list-style-type: none"> • Say and understand the parts of the body • describe the body of a strange animal
	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, songs, poems and rhymes in the language - Understand facts <p>Speaking:</p> <ul style="list-style-type: none"> - Engage in conversations - Describe things orally - Communicate facts - Speak in sentences using familiar vocabulary, phrases and basic language structures <p>Reading:</p> <ul style="list-style-type: none"> - Read carefully and show understanding of words, phrases and simple writing - Appreciate stories, songs, poems and rhymes in the language - Develop their ability to understand new words that are introduced into familiar written material - Understand facts in writing <p>Writing:</p> <ul style="list-style-type: none"> - Write at varying length (short paragraph) using the variety of grammatical structures that they have learned - Adapt sentences to create new sentences, to express ideas clearly - Describe things in writing <p>Grammar:</p> <ul style="list-style-type: none"> - plurals - Conjugation of high-frequency verbs (tener) - Genitive form <p>Phonics:</p> <ul style="list-style-type: none"> - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words or phrases - Speak with accurate pronunciation and intonation - Link the spelling, sound and meaning of words