## Y3 Unit 5A

### OBJECTIVES

- To say and understand family words
- To adapt previously learned gender rules to new family words
- To say the name of a family member
- To say the age of a younger member of the family

### CULTURE

- Spanish royal family
- Día de los Muertos (Coco)
- Spanish names

### VOCABULARY

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### GRAMMAR

- 1st and 3rd person of tener (tengo... años / tiene... años)
- 1st and 3rd person of llamarse (me llamo / se llama)
- Possessive adjective mi

### PHONICS

- silent h
- ll = y
- ñ

### ACTIVITIES

- 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?
- Use a numbered grid of characters that children will be familiar with to practise se llama. Ask the question ¿Cómo se llama el número...?
- Use the same characters and numbers to practise tener... años. Ask the question ¿Cuántos años tiene...?
- Point to a member of the class and ask the same questions for classmates to answer
- Focus on building sentences about name and age of siblings and friends (smaller numbers needed for age)
- Secret Sentence activity to practise saying someone’s name and age
- Watch the first 30 mins or so of the film Coco, where Miguel explains who everyone in his family is.
- Give some pictures of characters from Coco 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 Y tú, ¿cómo te llamas? to see other members of the family and se llama.
- Practise some sentences using mi, the new family words and se llama / tiene... años (they will only be able to say the ages of younger members of a family with the numbers 1-15)
- Show the children how Leonor and Sofía fit into the rest of the Spanish royal family, and how they are descended from Queen Victoria.

### Stories, poems, songs and rhymes:

- Y tú, ¿cómo te llamas? (Daniel Nesquens y Elisa Argüel)
- La familia (Spanish reader, Fiona Undrill) – useful quiz
- https://www.youtube.com/watch?v=qXBAJcMCbk La familiar Dedo

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### RESOURCES
- Photos of the Spanish royal family
- *Coco* DVD
- Imaginary family tree sheet
- Y tú, ¿cómo te llamas? (Daniel Nesquens y Elisa Argüel)
- Siblings and friends flowchart sentence builder
- Knowledge organiser

### SUMMATIVE TASK
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”
- Say and understand some members of the family
- Say the name of a member of the family
- Say the age of a member of the family

### PoS

**Listening:**
- listen attentively to spoken language and show understanding by joining in and responding
- appreciate stories in the language
- understand facts

**Speaking:**
- engage in conversations
- communicate facts

**Reading:**
- 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

**Grammar:**
- conjugation of high frequency verbs – ser, tener, llamarse
- gender

**Language learning skills:**
- how the patterns, grammar and words of the new language are different from or similar to English – family words, verb llamarse