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| Y3 Unit 6 | OBJECTIVES | Pupils should learn: | | CULTURE | |
| | | <ul style="list-style-type: none">To describe flags using adjectives of colourTo describe flags using shapes | | | <ul style="list-style-type: none">Flags of Spanish-speaking countries and others |
| | VOCABULARY | verbs | nouns | adjectives | [frequency] |
| | | bandera [2446] escudo [3516] círculo [1520] cruz [1325] franja [4413] estrella [974] y [4] mi [37] rojo [534] azul [811] verde [812] amarillo [1381] blanco [372] negro [307] naranja [>5000] | tiene [7] es [7] | uno [425] (un/una [6]) dos [64] tres [134] cuatro [241] cinco [284] seis [438] siete [603] ocho [641] nueve [991] diez [449] once [1700] doce [1138] trece [2700] catorce [2411] quince [1215] | GRAMMAR |
| | PHONICS | j ci a | | | |
| ACTIVITIES | <ul style="list-style-type: none">Practise sentences describing flags with colours, using actions to help embed vocabulary and structure. Build up the 6 colours gradually with a lot of repetition. (https://www.youtube.com/watch?v=TIFwjmeT7tM&list=PLgM5QBCeWdkKwe7ebDnU0ZuYZW-MNKFpu&index=26&t=390s)Draw attention to the verb form <i>es</i> and the conjunction <i>y</i>.Draw attention to the spelling change and sound change in the colours ending in –o (which change to –a) and ask children if they can work out why this has to happen (because it’s describing a feminine word <i>bandera</i>)Practise sentences describing the shapes seen on the flags, again using actions. (https://www.youtube.com/watch?v=3AaJWAet6sw&list=PLgM5QBCeWdkKwe7ebDnU0ZuYZW-MNKFpu&index=27&t=1s)Draw attention to the verb form <i>tiene</i> and discuss why it has to be used here instead of <i>es</i>.Show a grid with 16 flags. Describe one flag’s colours and shapes using the actions. Children listen and tell you which flag it is.Show a flag of a Spanish-speaking country that the children haven’t seen before. Give them a time limit to prepare the description of the shapes and colours with their partner. When the time is up, ask for a volunteer pair to say their description for the class.Children make, draw and colour their own flag, which they then describe to the class.Children write descriptions of flags in their books using the sentence builder or other writing frames for support. <p>Stories, poems, songs and rhymes:</p> <ul style="list-style-type: none">- https://www.youtube.com/watch?v=2w_-t2fod6E American countries + flags | | | | |
| RESOURCES | <ul style="list-style-type: none">PowerPoint showing images of flags with different colour combinations and different shapesPowerPoint showing “unseen” flags for descriptionPaper for making flagsDescription sentence builderKnowledge organiser | | | | |

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| | SUMMATIVE TASK | <ul style="list-style-type: none"> Children describe a flag orally Children describe some flags in written form |
| | "I CAN" | <p>I can</p> <ul style="list-style-type: none"> Join in with descriptions of flags using colours and shapes Use actions to help me to speak accurately Say and write what colours a flag has Say and write what shapes a flag has |
| | Pos | <p>Listening:</p> <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding <p>Speaking:</p> <ul style="list-style-type: none"> Describe things orally Speak in sentences using familiar vocabulary, phrases and basic language structures Present ideas orally to a range of audiences (class) <p>Writing:</p> <ul style="list-style-type: none"> Write at varying length (sentences) using the variety of grammatical structures that they have learned Describe things in writing <p>Grammar:</p> <ul style="list-style-type: none"> Gender and adjectival agreement of feminine singular adjectives Conjugation of high frequency verbs (ser / tener) <p>Key features and patterns of the language (need to agree adjectives with their subject)</p> |

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