### OBJECTIVES
Pupils should learn:
- to say and understand some parts of the head and face
- to describe the parts of the head and face with adjectives of colour
- to describe using correct word order and adjectival agreement
- to form the plural of nouns

### CULTURE
- Famous Spaniards / Spanish speakers

### VOCABULARY

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Nouns</th>
<th>Adjectives</th>
<th>[Frequency]</th>
</tr>
</thead>
<tbody>
<tr>
<td>pelo</td>
<td>el [1]</td>
<td>uno [425]</td>
<td>[un/una 6]</td>
</tr>
<tr>
<td>ojo</td>
<td>la [1]</td>
<td>dos [64]</td>
<td>azul [51]</td>
</tr>
<tr>
<td>cabeza</td>
<td></td>
<td>siete [603]</td>
<td>rosa [1500]</td>
</tr>
<tr>
<td>tengo</td>
<td></td>
<td>ocho [641]</td>
<td>violeta [641]</td>
</tr>
<tr>
<td>tienes</td>
<td></td>
<td>nueve [991]</td>
<td>naranja [1500]</td>
</tr>
<tr>
<td>tiene</td>
<td></td>
<td>diez [449]</td>
<td>morado [5000]</td>
</tr>
<tr>
<td>rubio</td>
<td></td>
<td>once [1700]</td>
<td>gris [1734]</td>
</tr>
<tr>
<td>castaño</td>
<td></td>
<td>doce [1138]</td>
<td>multicolor [15000]</td>
</tr>
<tr>
<td>pelirrojo</td>
<td></td>
<td>trece [2700]</td>
<td></td>
</tr>
<tr>
<td>cabezas</td>
<td></td>
<td>quince [1215]</td>
<td></td>
</tr>
</tbody>
</table>

### GRAMMAR
- Adjectival agreement
- Adjectival position
- Plurals
- Use of tener

### PHONICS
- z, j, ñ

### ACTIVITIES
- Practise using actions sentences describing the hair. Use tengo, tienes and tiene (https://www.youtube.com/watch?v=JxPsUmYm20&list=PLgM5QBCeWd/Ke7ebDnJ0ZuY5ZzYzWz-MKPU&index=48) (Tengo el pelo azul etc). Use the 12 colours that children already know.
- Describe un ojo in the same way then los ojos and discuss why the spelling of the colour has to change.
- Describe the hair and eyes of the made-up people on the PowerPoint.
- Describe the hair and eyes of real people, using the hair colours negro, rubio, castaño, pelirrojo. Children describe themselves and some friends.
- Play Guess Who.
- Describe the hair and eyes of some famous Spaniards / famous Spanish speakers.
- Read Fuera de aqui, horrible monstruo verde, and look at the new body parts and the description.
- Practise the parts of the head and face.
- By this point children will have seen adjectival agreement for masculine singular, feminine singular and masculine plural. Ask them to predict what happens with feminine plural.
- Practise some descriptions of different numbers of the body parts using the colours. (NB children will need to make the nouns plural sometimes)

### RESOURCES
- PowerPoints for hair and eyes
- Knowledge organiser
- Sentence builders
- Description grid
- Fuera de aqui horrible monstruo verde
- Guess Who cards

### STORIES, POEMS, SONGS AND RHYMES
- Fuera de aqui, horrible monstruo verde

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### SUMMATIVE TASK
- Wanted poster of a monster. Describe using the parts of the head and face and adjectives of colour. Children may also want to incorporate some of the adjectives seen in 13A. More able children may want to experiment with adjectives of size and shape such as grande / pequeño / largo / corto / enorme / minúsculo / puntiagudo

### "I CAN"

- Say and understand the parts of the head and face
- Describe the parts of the head and face using colours using correct adjectival position and agreement

### PoS

**Listening:**
- Listen attentively to spoken language and show understanding by joining in and responding
- Appreciate stories, songs and rhymes in the language
- Understand facts

**Speaking:**
- Describe things orally
- Communicate facts

**Reading:**
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs and rhymes in the language
- Develop their ability to understand new words that are introduced into familiar written material
- Understand written language from a variety of authentic sources
- Understand facts in writing

**Writing:**
- Write at varying length (short paragraph) using the variety of grammatical structures they have learned
- Adapt sentences to create new sentences, to express ideas clearly
- Describe things in writing

**Grammar:**
- Gender and number
- Conjugation of high frequency verbs (tener)
- Key features and patterns of the language – adjectival agreement and position, plurals

**Language learning skills:**
- How the patterns, grammar and words of the new language are different from or similar to English – adjectival agreement and position, cognates