







60 mins		Spring 2	Yr 2	body parts and clothes	
Week	Objectives	Language (core content)	Resource(s)	ICU	Follow up
1	<p>1. to learn at least 6 body parts- some will learn/reco gnise 10</p> <p>2. to read and understand the words in order to stick them next to the correct picture</p> <p>3. to listen to a song and move the correct body part at the appropriate time</p>	<p>parts of the body</p> <p>la cabeza= the head el cuello= the neck el cuerpo= the body las manos= the hands las piernas= the legs los pies= the feet orejas=ears boca=mouth nariz=nose rodillas= knees</p>	<p>♪cabeza, hombros, rodillas, pies</p> <p>♪Basho and friends- Baila con el cuerpo</p> <p>worksheet (1 per student) *cut out words and stick onto the correct part of the body</p> <p>3 Little Pigs Guess Where the Wolf is game</p>	<p>Both countries sing similar songs- The Spanish version differs- eyes, mouth, ears and nose...the UK version eyes and ears and mouth and nose.</p> <p>salsa dance steps</p>	<p> music, biology, performance skills, literacy</p> <p>Golden Mile</p>
2	1. to learn	el gorro- the	♪Rocalingua-	compare	Thinking skills-

	<p>at least 6 items of clothing</p> <p>2. to learn 4 more body parts</p> <p>3. WORLD BOOK DAY - to listen to a story and do 3 actions to specific words</p>	<p>woolly hat la bufanda = the scarf la chaqueta= the jacket los guantes= the gloves los pantalones= the trousers las botas= the boots song vocab. en invierno=in winter llueva= it rains nieva= it snows Ponte= put on tu= your o= or se congela=it will freeze</p> <p>songs hombros= shoulder caderas= hips lengua= tongue ojos= eyes</p>	<p>En invierno nieva</p> <p>worksheet (one per student) *Circle the clothes vocabulary and underline the body parts. *Match words and pictures</p> <p>♪cabeza, hombros, rodillas, pies</p> <p>3 Little Pigs book puppets-wolf, 3 pigs casa= house wolf=lobo cerdito= little pig</p>	<p>the weather in the UK with the weather in Spain</p>	<p>look for patterns in the song.  music, biology, performance skills, literacy</p> <p>Say what the weather is like today.</p> <p>Golden Mile</p>
<p>3</p>	<p>1 to learn three new clothing words</p> <p>2. to copy 6 clothing</p>	<p>clothes el sombrero= the hat la camiseta- t-shirt las medias=tight</p>	<p>♪Rocalingua- En invierno nieva</p> <p>Worksheet from last session</p>	<p>ay, ay, ay= an expression often used in Spain similar to well, well</p>	<p> music, performance skills, literacy</p> <p>Thinking skills- looking for a pattern,</p>

	<p>words correctly</p> <p>3. to notice that there are 4 ways of saying 'the' in Spanish</p>	<p>s(los calcetines= socks)</p> <p>revisit los pantalones= trousers and colours- rojo=red, azul=blue, amarillo= yellow, verde= green</p>	<p>story clip- Azul el Sombrero L21b</p>	<p>or wow</p>	<p>collaborative learning...discussing which words mean 'the'.</p> <p>Golden Mile</p>
4	<p>1 to sing along to part or all of the song from previous session using actions to show understanding</p> <p>2. to listen to a story in Spanish, listening for specific words (clothes) Using the visual cues and knowledge of some of the</p>	<p>la camiseta= t-shirt</p> <p>los pantalones cortos= shorts</p> <p>sandalias= sandals</p> <p>zapatillas= slippers</p> <p>gafas de sol= sunglasses</p> <p>la gorra= the baseball cap</p> <p>!!! el gorro= the woolly hat!</p>	<p>♪Rocalingua- En invierno nieva</p> <p>book- Vístete Robertito.</p> <p>Pictures from the story to put in order</p> <p>vocabulary cards in Spanish and English to match up</p> <p>whiteboards and pens</p>	<p>In English there is one word for 'the' but in Spanish there are 4</p>	<p> Literacy, Music, Thinking skills- *words that look similar to English words *words that we have seen before but have something added to them e.g. pantalones= trousers, pantalones cortos= ? sol= sun, gafas de sol= ?</p> <p>Golden Mile</p> <p>Student to dress up in clothes according to the story.</p>

	<p>vocabulary to help work out which are the clothes words</p> <p>3. to say what the weather is like today</p>				
5	<p>1. to listen to a Spanish song, doing an agreed action for specific animal and body part words</p> <p>2. to use visual cues to help understand the new vocabulary for animals</p>	<p>animal pinguino=penguin una girafa-giraffe un búfalo=a buffalo un mono= a monkey un gorila= a gorilla un cocodrilo=a crocodile una foca= seal un gato = cat un burro= donkey un elefante= elephant un camello=a camel yo= me</p> <p>body part la cabeza= head el cuello=neck</p>	<p>De la Cabeza a los Pies (Eric Carle)-story clip in Spanish, Chinese and in sign language</p> <p>extra Juan Pequeño Baila</p>	<p>Look for a pattern in the Chinese story</p>	<p> PHSE, music, literacy,</p> <p>transferable skill- use visual cues to aid understanding</p>

		<p>los hombros= shoulders</p> <p>los brazos= arms</p> <p>las manos= the hands</p> <p>el pecho= the chest</p> <p>la espalda= the back</p> <p>las caderas= the hips</p> <p>el dedo gordo del pie= the big toe</p>			
6	<p>1. to revisit and embed what was learned about Carnival(Carnaval), the Burial of the Sardine(el Entierro de la Sardina), Ash Wednesday (Miércoles de Ceniza) and Lent(Cuarema) last half term</p> <p>2. To find</p>	<p>Semana Santa = Holy/Easter Week</p> <p>el Ramo de Pascua- the palm from Palm Sunday</p> <p>Domingo de Ram</p> <p>la Mona de Pascua- the Easter cake given to the Godchild by the Godparents</p> <p>el huevo= the egg</p> <p>el pollito= the</p>	<p>card/paper, colours, glue, scissors</p> <p>a palm leaf/ strip of sugar paper</p> <p>ppt- Easter</p>	<p>Discuss the clothes people wear in the Easter processions.</p> <p>Semana Santa in the south of Spain</p>	<p> RE-Easter sometimes known as Pascha(Latin)- Pascua in Spanish. Christianity as a world faith</p> <p>Make an Easter card to give to someone using the images / words from today's lesson.</p> <p>Play the 'around the room' game to consolidate the vocabulary.</p> <p>Golden Mile</p>

	out how Spanish children celebrate Easter	chick la Misa= the mass Querido/a/os /as= dear ¡Felices Pascuas!= Happy Easter un abrazo= a hug besos= kisses con cariño= with love			
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