

FUTURE LEARNING

Children will study a Spanish-speaking location in unit 12 'Un país hispanohablante'. This may include the opportunity to look at sports associated with certain regions or countries, such as *la pelota* in the Basque Country.

CORE VOCABULARY AND STRUCTURES

<i>la cabeza</i>	<i>el tenis</i>
<i>los hombros</i>	<i>la gimnasia</i>
<i>las rodillas</i>	<i>el rugby</i>
<i>los pies</i>	<i>el fútbol</i>
<i>el brazo</i>	<i>el golf</i>
<i>los ojos</i>	<i>la equitación</i>
<i>la nariz</i>	<i>la natación</i>
<i>la boca</i>	<i>el baloncesto</i>
<i>las orejas</i>	<i>el esquí</i>
<i>el pelo</i>	<i>el ciclismo</i>
<i>la mano</i>	<i>el baile</i>
<i>el dedo</i>	<i>el patinaje</i>
<i>la pierna</i>	
<i>el cuerpo</i>	<i>me gusta</i>
	<i>no me gusta</i>
<i>tocad</i>	<i>fantástico</i>
<i>Simón dice ...</i>	<i>aburrido</i>
	<i>fácil</i>
	<i>difícil</i>
	<i>genial</i>
	<i>divertido</i>
	<i>interesante</i>

Unit 9 Los deportes

ABOUT THE UNIT

In this unit children learn the names for the main parts of the body and some sports. They begin to use these in other areas of the curriculum such as sport, dance and movement.

WHERE THE UNIT FITS IN

This unit provides opportunities to respond to instructions in Spanish. It gives children a new context in which to exchange information about likes and dislikes and to express opinions.

PRIOR LEARNING

It is helpful if children already know:

- numbers from 0 to 100
- that nouns in Spanish have a gender and can be singular or plural
- classroom phrases and instructions
- *me gusta/no me gusta*

NEW LANGUAGE CONTENT

- names of parts of the body
- names of sports
- giving opinions
- adjectives to describe feelings

RESOURCES

- flashcards/poster of parts of the body
- CD-ROMs that practise vocabulary for parts of the body
- pictorial and text flashcards of sports
- cassette of Spanish songs
- video clips of sporting events

OUT-OF-SCHOOL LEARNING

Children could:

- contact their Spanish partner school and complete a survey about likes, dislikes and favourite sports
- produce a poster to show a healthy lifestyle
- create a collage of sporting activities
- use the internet to find information about sports and sporting events in Spain and Spanish-speaking countries

LINKS WITH OTHER SUBJECTS

This unit could be linked to PE, using Spanish instructions and counting the number of circuits. The unit could also complement healthy living topics in science. Children could use the information gathered on favourite sports to create graphs using ICT.

EXPECTATIONS

At the end of this unit

most children will:

recognise and respond to instructions involving parts of the body; say what activities they like and dislike; understand related written information; write short sentences expressing their opinion

some children will not have made so much progress and will:

respond with an action or gesture to an instruction in Spanish; respond with an action, *sí* or *no* to questions about whether or not they enjoy different sports; copy single words or short phrases

some children will have progressed further and will:

give opinions about different activities and use the new structures to express opinions about other situations or contexts; complete written accounts of activities and opinions and exchange this information with other speakers of Spanish

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

Section 1. Parts of the body

- to recognise and say names for parts of the body in Spanish
- Use flashcards, puppets or posters to introduce vocabulary for parts of the body. Use lots of repetition to ensure accurate pronunciation.
- Reinforce with a game such as *Simón dice* (Simon says), eg *Simón dice: tocad la cabeza. Simón dice: tocad la rodilla. Tocad la nariz.*
- Sing 'Head, shoulders, knees and toes' in Spanish (*cabeza, hombros, rodillas, pies*) to reinforce vocabulary and to incorporate movement.
- Revise colours in Spanish (see unit 3 'La familia', section 4). Play a memory game with the colours. Stick flashcards of colours onto the board and give children ten seconds to memorise the order. Turn the cards over, concealing the colours, while the children's eyes are closed. Children then call out the colours in Spanish in the correct order.
- Do a 'Picasso dictation' with children. Describe a person in Spanish and ask children to draw what they hear on mini-whiteboards, eg *Tiene el pelo naranja, un ojo verde y un ojo amarillo.* The children hold up their mini-whiteboards to show their drawings.
- ▲ Children could make a 'Wanted' poster in Spanish (*Se busca*). They draw a person and write a description in Spanish, eg *Se llama Ramón Dragón. Tiene el pelo verde y los ojos rosas.*
- ▲ Use ICT programmes that manipulate text and images to practise body vocabulary.

- recognise, respond to and use words for parts of the body
- sing songs in Spanish to practise these new words and phrases
- play a game in Spanish to practise the words
- listen to a description and respond by drawing what they hear
- create an image and label it in Spanish
- use ICT to manipulate the new words in their written form

- Encourage children to take the lead and give instructions when playing *Simón dice* or doing the 'Picasso dictation'.
- Links with other areas of the curriculum: aspects of work on the body in science, movement in PE.

Section 2. Sports

- to recognise and use correct vocabulary for sports
- Use flashcards, video clips, mimes and photos to introduce new vocabulary.
- Stress the number of syllables in words when pronouncing them, eg *ci/clics/mo, na/ta/ción, pa/ti/na/je*. Play 'Syllable ping pong'.
- Play 'Bingo' with pictures of sports.
- Children could work in pairs or groups with small pictorial cards depicting various sports, using games such as 'Matching pairs' or 'Snap'. They score only if they pronounce the word correctly and clearly.
- Stick a mixture of pictorial and text flashcards to the board. Invite children to match the correct word with its corresponding picture. Set a time limit to add challenge.
- Introduce *¿Te gusta el fútbol?* to elicit the response *Sí, me gusta el fútbol* or *No me gusta el fútbol*.
- Encourage children to practise *me gusta/gustan* and *no me gusta/gustan*, linking them with sports, eg *Me gusta el baloncesto. No me gusta el golf.*
- Invite children to select flashcards of sports they like and some of sports they dislike and then write sentences based on these choices. The sentences could be written in their exercise books in two columns: one column for sports they like and the other for sports they dislike.

- repeat the new words accurately
- recognise pictorial flashcards and respond with the correct word in Spanish
- show understanding of written words by matching pictures and words
- listen to and repeat the question *¿Te gusta ...?* and respond using *Sí, me gusta/No me gusta ...*
- write short sentences expressing likes and dislikes

- Opportunity for revision and consolidation of pronunciation rules: remind children of the pronunciation of the letter *c* when followed by the letters *e* and *i*, as in *baloncesto, equitación, natación*.
- Children will be familiar with the concept of a syllable in the context of words in English (NLS years 2–6).

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CHILDREN SHOULD LEARN

CHILDREN

Section 3. Favourite sports

- how to respond to questions about favourite sports
- Introduce the adjectives *fácil, difícil, divertido, genial, fantástico, interesante, aburrido* by asking children questions such as *El golf es aburrido, ¿sí o no? El rugby es divertido, ¿sí o no?* Children respond with *sí* or *no*. Check that they have understood.
- Give children sets of cards – a mixture of pictorial flashcards of sports and text flashcards of adjectives. Invite children to match the sport with an adjective.
- Introduce the question *¿Cuál es tu deporte favorito?*, repeating it several times with the children to ensure accurate pronunciation and intonation. Encourage children to reply using a full sentence including a reason, eg *Me gusta el fútbol porque es interesante*. If children reply using only the name of a sport, or just *Me gusta el fútbol*, ask them *¿Por qué?* to elicit *porque es interesante*.
- ▲ Children take part in a survey to find out the most popular sport in their class. They ask and answer the question using a survey or bar chart to record responses. *¿Cuál es tu deporte favorito? (Mi deporte favorito es) la natación*. If they have a Spanish-speaking partner school, classes can exchange information by e-mail.

- express an opinion orally
- produce longer utterances in Spanish, eg *Me gusta el tenis, es divertido*
- elicit and record responses from several children in the form of a survey about sports

- Compare the use of intonation to signal a question in Spanish and in English.
- Point out the adjectival gender agreements, eg *el baloncesto es divertido, la equitación es divertida*.
- Children will be familiar with the use of adjectives to add precision to nouns from their work in English (NLS from year 3).
- Present language so that children can graduate likes and dislikes, eg *me encanta, me gusta, me da lo mismo, odio*.

Section 4. Using Spanish in other curriculum areas

- to respond to and use Spanish in other curriculum areas
- In PE, introduce Spanish instructions when possible, eg *Dad una vuelta a la izquierda. Saltad dos veces*.
- In food technology, elicit opinions on taste in Spanish.
- In science, label parts of the body in Spanish.
- ▲ Label rooms, doors, items around the school in Spanish.

- respond physically to instructions in Spanish
- begin to use Spanish as a natural means of communication in other contexts

- The use of Spanish by children outside Spanish lessons could be encouraged through a merit/points system. Set an example by praising children in Spanish.
- Children will be familiar with the form and purpose of instructions in English (NLS years 2–5).

END-OF-UNIT ACTIVITIES

- to apply the knowledge, skills and understanding learnt in this unit
- At the end of the unit children and teachers could produce a display with 'Wanted' posters.
- Children could produce a display about popular sports in Spain or another Spanish-speaking country, incorporating, if possible, information and opinions gathered from a Spanish-speaking partner school.

- write captions and short sentences in Spanish

- Draw on children's experiences of writing different non-fiction texts in English, such as posters and notices (NLS years 4–6).