

My Body	
<p>Classroom Instructions Listen attentively to spoken language and show understanding by joining in and responding in the context of giving and following classroom instructions.</p> <ul style="list-style-type: none"> • To give and respond appropriately to instructions. 	<p>The Body To listen attentively to spoken language and show understanding by joining in and responding in the context of body parts.</p> <ul style="list-style-type: none"> • To recognise and use different vocabulary related to the topic of body parts.
<p>Parts of the Body Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language in the context of naming body parts.</p> <ul style="list-style-type: none"> • To read, listen and respond to vocabulary about parts of the body. • To demonstrate my understanding with actions 	<p>What do I look like? To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of describing yourself.</p> <ul style="list-style-type: none"> • To describe your hair and eyes.
<p>Actions Listen attentively to spoken language and show understanding by joining in and responding in the context of everyday actions.</p> <ul style="list-style-type: none"> • To understand and respond to action words. 	<p>What are you doing? To describe people, places, things and actions orally and in writing in the context of activities in the classroom or around school.</p> <ul style="list-style-type: none"> • To apply my vocabulary and sentence structure knowledge to describe activities.
<p>Colours Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of naming colours.</p> <ul style="list-style-type: none"> • To recognise and repeat colour words accurately. 	<p>Fashion To understand basic grammar appropriate to the language being studied in the context of describing what someone is wearing.</p> <ul style="list-style-type: none"> • To use the verb 'llevar' to describe what someone is wearing.
<p>Clothes: What's in the Wardrobe? Broaden their vocabulary and develop the ability to understand new words that are introduced into familiar written material, including through using a dictionary. Understand basic grammar of feminine and masculine nouns in the context of clothing.</p> <ul style="list-style-type: none"> • To recognise and say masculine and feminine clothing nouns 	<p>How are you feeling today? To understand basic grammar; key features and patterns of the language; how to apply these in the context of talking about feelings.</p> <ul style="list-style-type: none"> • To apply my knowledge of Spanish adjectives to describe feelings.
<p>Clothes: What are you wearing? Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Understand basic grammar of feminine and masculine nouns in the context of clothing.</p> <ul style="list-style-type: none"> • To use simple conjunctions to link vocabulary for clothes and accessories. 	<p>What's the matter? To understand basic grammar appropriate to the language being studied in the context of talking about ailments. To explain what is wrong when you're feeling unwell.</p>
<p>Assessment Statements By the end of this unit... ...all children should be able to:</p>	<p>Assessment Statements By the end of this unit... ...all children should be able to:</p>

- give and respond to simple classroom instructions appropriately;
- name parts of the body from a song;
- identify colours;
- name items of clothing

...most children will be able to:

- ask and answer questions using the topic vocabulary;
- read and write simple words;
- link un/una to masculine and feminine nouns;
- use 'y' to link several items in a sentence.

...some children will be able to:

- use vocabulary they have learnt elsewhere to develop their sentences.

- name some parts of the body;
- give a simple description of their eyes and hair;
- make simple statements using the 3rd person;
- match emotions/health words with their pictures.

...most children will be able to:

- name facial features;
- extend a description using adjectives and conjunctions;
- make nouns/adjectives 'agree' according to their gender and number;
- make questions and answers using the 3rd person;
- say how they are feeling

....some children will be able to:

- spell adjectives correctly according to their gender/number;
- vary sentences by substituting other verbs, nouns or adjectives;
- identify if a sentence is in the 1st, 2nd or 3rd person;
- respond to questions about their emotions or health with confidence.