

Overview of Unit 2: My Body

This My Body unit will teach your class to understand and follow instructions, name parts of the body, identify colours and say what they are wearing. To support non-specialists, there are sound files of all key vocabulary plus extra teacher guidance on the grammar taught in some lessons.

New language introduced in this unit

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| <ul style="list-style-type: none"> • Siéntate [sit down], levántate [stand up], arregla las sillas [put your chairs under], cállate [be quiet], escucha [listen], mira [look], mírame [look at me], ven a la alfombra [come to the carpet], repíte [repeat], recoge la mesa [tidy up the desk], ¡vamos! [off you go!], vamos a jugar [let's play]. • Aquí está [here is], aquí están [here are], la cabeza [head], los hombros [shoulders], las piernas [legs], los pies [feet], los ojos [eyes], las orejas [ears], la boca [mouth], la nariz [nose]. • Aplaud [Clap], pon [put down], patalea [stamp your feet], corre [run], levanta la mano [put your hand up], baja la mano [put your hand down], salta [jump], cruza los brazos [cross your arms], anda [walk], toca [touch], coge [take]. | <ul style="list-style-type: none"> • ¿De qué color es? [What colour is it?], azul [blue], blanco [white], rojo [red], negro [black], amarillo [yellow], verde [green], gris [grey], naranja [orange], rosa [pink], violeta [purple], marrón [chestnut brown], Es... [It's...]. • Una falda [skirt], unos pantalones [trousers], un jersey [jumper], una camiseta [T-shirt], una camisa [shirt], unos pantalones cortos [shorts], un vestido [dress], una sudadera [sweatshirt], unos zapatos [shoes], unas zapatillas [trainers], unos calcetines [socks], ¿Qué hay en el armario? [What's in the wardrobe?], Hay... [There is/are...]. • Unos guantes [gloves], una bufanda [scarf], un abrigo [coat], un gorro [hat], un impermeable [waterproof jacket], unas gafas [glasses], un cinturón [belt], unas botas [boots], ¿Qué llevas? [What are you wearing?], Llevo... [I'm wearing...], y [and]. |
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Expectations at the end of this unit:

All children should be able to:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • use vocabulary they have learnt elsewhere to develop their sentences.



Medium Term Plan

Lesson	Lesson Breakdown	Learning Objectives	Resources Required
1 Classroom Instructions	Listen attentively to spoken language and show understanding by joining in and responding; in the context of giving and following classroom instructions.	<ul style="list-style-type: none"> To give and respond appropriately to instructions. 	<ul style="list-style-type: none"> puppet
2 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.	<ul style="list-style-type: none"> To read, listen and respond to vocabulary about parts of the body. To demonstrate my understanding with actions. 	<ul style="list-style-type: none"> Lesson Plan Pack
3 Actions	Listen attentively to spoken language and show understanding by joining in and responding; in the context of everyday actions.	<ul style="list-style-type: none"> To understand and respond to action words 	<ul style="list-style-type: none"> Lesson Plan Pack Classroom Instructions Vocabulary Cards(from lesson 1)
4 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.	<ul style="list-style-type: none"> To recognise and repeat colour words accurately. 	<ul style="list-style-type: none"> Lesson Plan Pack A set of coloured items per pair, e.g. felt tips – one item of each colour taught in the lesson Strips of paper (crêpe/border roll/ etc. in the range of colours taught in the lesson)



			<ul style="list-style-type: none"> • Space to move around – hall or playground if possible • Puppet • Felt tips or crayons in the colours taught in the lesson – per child or pair
5 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.	<ul style="list-style-type: none"> • To recognise and say masculine and feminine clothing nouns 	<ul style="list-style-type: none"> • Lesson Plan Pack • Clothing • Puppet
6 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.	<ul style="list-style-type: none"> • To use simple conjunctions to link vocabulary for clothes and accessories. 	<ul style="list-style-type: none"> • Lesson Plan Pack • Puppet • Set of clothing per group (one of each of the items taught in this lesson in each set)

