

## Overview of Unit 4: People Around Me

This 'The People around Me' unit will teach your class how to identify and introduce family and pets and spell their names. To support non-specialists, there are also sound files of all key vocabulary, plus extra teacher guidance at the end of the lesson plans where necessary.

### New language introduced in this unit

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| <ul style="list-style-type: none"> <li>¿Quién es? [Who's this?], yo [me], mi (singular)/mis (pl) [my], padres [my parents], madre [mother], padre [father], hermano [brother], hermana [sister], abuela [grandmother], abuelo [grandfather], abuelos [grandparents], familia [family], padrastro [stepfather], madrastra [stepmother], hermanastro [stepbrother], hermanastra [stepsister] aquí está/están [here is/are].</li> <li>Un perro [dog], un gato [cat], una tortuga [tortoise], un hámster/hámsteres [a hamster/ hamsters], un pez/peces [a fish/fish (plural)], un pájaro [bird], un ratón/ratones [a mouse/ mice], una cobaya [guinea pig], un conejo [rabbit], una serpiente [snake], ¿Tienes animales? [Do you have pets?], tengo/ tienes [I have/you have].</li> </ul> | <ul style="list-style-type: none"> <li>La letra [letter], el alfabeto [alphabet], ¿Qué falta? [What's missing?].</li> <li>¿Cómo se llama? [What's their name?], se llama [they are called], te toca a ti [it's your turn], tío [uncle], tía [aunt], primo [cousin – male], prima [cousin – female].</li> <li>Cómo [how], se escribe [it/that is written], mayúscula [capital letter], la tilde [accent], minúscula [lower case].</li> <li>¿Tienes animales? [Do you have any pets?], Tengo... [I have], ¿Cómo se llama? [What's their name?], se llama [they are called], ¿Quién hay en tu familia? [Who's in your family?].</li> </ul> |
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### Expectations at the end of this unit:

<b>All children should be able to:</b>	<ul style="list-style-type: none"> <li>Identify and introduce some of their relations;</li> <li>Name some common pets;</li> <li>Recognise some of the letters of the Spanish alphabet.</li> </ul>
<b>Most children will be able to:</b>	<ul style="list-style-type: none"> <li>Consider how verbs have different forms for different subjects;</li> <li>Make new sentences by substituting other vocabulary appropriately;</li> <li>Pronounce some of the letters of the alphabet.</li> </ul>
<b>Some children will be able to:</b>	<ul style="list-style-type: none"> <li>Use the correct form of a verb for the subject;</li> <li>Use singular and plural possessive determiners;</li> <li>Use the Spanish alphabet to spell words.</li> </ul>



## Medium Term Plan

Lesson	Lesson Breakdown	Learning Objectives	Resources Required
<b>1 Meet My Family</b>	Present ideas and information orally to a range of audiences in the context of family.	<ul style="list-style-type: none"> <li>To present a picture of family members using possessive determiners.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Pack</li> <li>Photos of teacher's family (if you don't wish to use photos of your family)</li> <li>Mini whiteboards</li> </ul>
<b>2 Have You Got Any Pets?</b>	Understand basic grammar, including the conjugation of high-frequency verbs; engage in conversations; ask and answer questions; in the context of pets.	<ul style="list-style-type: none"> <li>To use the correct verb form of 'tener' when talking about pets.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plan Pack</li> </ul>
<b>3 The Alphabet</b>	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; in the context of the alphabet.	<ul style="list-style-type: none"> <li>To use songs or rhymes to help me remember new language.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plan Pack</li> <li>Mini whiteboards and pens</li> </ul>
<b>4 What's Their Name?</b>	Understand basic grammar and conjugate high-frequency verbs; Write phrases from memory, and adapt these to create new sentences, to express ideas clearly; in the context of introducing people.	<ul style="list-style-type: none"> <li>To use a range of vocabulary to create different sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plan Pack</li> <li>Mini whiteboards and pens</li> </ul>
<b>5 How Do You Spell...?</b>	Speak in sentences using familiar vocabulary, phrases and basic language structures; Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; in the context of spelling familiar words and names.	<ul style="list-style-type: none"> <li>To use Spanish pronunciation of the alphabet to spell words.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plan Pack</li> <li>Mini whiteboards and pens</li> </ul>



<b>6 Let's Recap!</b>	To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of talking about family and friends.	<ul style="list-style-type: none"><li>To use a range of vocabulary to have short conversations in Spanish.</li></ul>	<ul style="list-style-type: none"><li>Lesson Plan Pack</li><li>Mini whiteboards and pens</li></ul>
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