

| Spanish Year 4 | | | |
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| Learning Objectives | Content/Vocabulary | Suggested teaching activities | Resources |
| <p>Personal Information O3.1 Listen and respond to simple rhymes, stories and songs O3.2 Recognise and respond to sound patterns and words O3.3 Perform simple communicative tasks using single words, phrases and short sentences O3.4 Listen attentively and understand instructions, everyday classroom language and praise words O4.3 Listen for sounds, rhyme and rhythm O4.4 Ask and answer questions on several topics</p> <p>P.O.S. 1 Listen attentively to spoken language and show understanding by joining in and responding. P.O.S. 3 Engage in conversations; ask and answer questions;</p> | <p>¿Cómo te llamas? Me llamo.... ¿Cómo se llama? Se llama.....</p> <p>¿Dónde vives? Vivo en ¿Dónde vive? Vive en en Inglaterra.</p> | <ul style="list-style-type: none"> Reinforce the question and answer in the first and second person and introduce the third person singing to the same tune of 'Nice One Cyril' Reinforce the phrase Vivo en(+ town) using a map of the UK . Ask children to respond to the question '¿Dónde vives?' as you point to locations on the map. Encourage children to apply the question and answer using other world cities they have learnt about in other curriculum subjects. Play the detectives game, where two children leave the room and then return asking all the others '¿Dónde vives?'. All the children give the same answer except for one child who has a different answer eg, 'Vivo en Barcelona' (this has been agreed with the teacher). The first child to discover the different answer wins a point for their team. Extend this further by introducing '¿Dónde vive?' referring to other pupils in the class Pass a bag around with the names of cities or countries inside, singing ¿Dónde vive? to the tune of Big Ben. When the song stops that person takes a place name from the bag, says what it is and the class say the phrase 'Vive en' At the end the class has to try and remember who lives where, this could be a girl/boy competition | <p>Soft toy.</p> <p>Map of UK, either paper map or map on interactive whiteboard.</p> <p>Policeman hats or other props</p> <p>Bag Small name cards of cities</p> |

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| <p>express opinions and respond to those of others; seek clarification and help</p> <p>P.O.S. 4 Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>P.O.S. 12 Understand basic grammar appropriate to the language being studied, such as (where relevant): feminine and masculine forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> | <p>¿Cuántos años tienes? Tengo ... años.</p> <p>¿Y tú?</p> <p>Phonemes: To look at the sound of the letter ñ</p> <p>¿Qué tal? Excelente, fenomenal, muy bien, bien, así así, regular, mal, muy mal, fatal. Estoy feliz, triste, cansado/a, malo/a.</p> <p>¿Cuándo es tu cumpleaños?</p> | <ul style="list-style-type: none"> Reinforce the question '¿Cuántos años tienes?' and the answer 'Tengo años' singing the song as in year three. To create more varied answers, distribute number flashcards to the children. They answer the question using the number on their flashcard eg. 'Tengo doce años' Encourage children to ask the question back by saying '¿Y tú?' (use with all the questions they know) Ask children if they can sound out some (un)familiar words that have the letter ñ. (<i>años, mañana, araña, otoño...</i>) Recycle the question and answers as in year three and extend the responses Encourage children to answer in a full sentence with 'Estoy...' where possible. Get pupils to ask and answer the question about birthdays as in year 3. Encouraging to use a full sentence, 'mi cumpleaños es.....'. Pupils could work in pairs to ask and answer all the questions they know. Encourage them to practise this outside of the lesson then each week allow a different pair to do it for the class. | <p>Number flashcards</p> <p>Mini flashcards of emotions which can be slotted into a dice with plastic covers.</p> |

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| <p>Numbers from 0 - 100</p> <p>To understand and use numbers to 100</p> <p>O4.2 Listen for specific words and phrases</p> <p>L3.1 Recognise some familiar words in written form</p> <p>L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words</p> <p>L3.3 Experiment with the writing of simple words</p> <p><i>P.O.S. 1</i></p> <p><i>P.O.S. 2 Explore the patterns and sounds of language through songs and rhymes and link the spelling sound and meaning of words</i></p> | <p>Contad de 0 a 100</p> <p>Contad al revés</p> <p>Más</p> <p>Menos</p> <p>Son / igual a.....</p> <p>Grapheme/phoneme 'v'.</p> | <ul style="list-style-type: none"> • Revise numbers using flashcards in various ways, for example slowly reveal the card, show the card very quickly, hide the card and the children guess which number it is. • Introduce numbers 30 - 100 using games, songs and rhymes, for example the teacher says a sum in Spanish and the pupils respond by writing the answer on a mini whiteboard. The teacher can see immediately who has understood and can check answers. • Introduce mental arithmetic eg <i>ocho más quince, dieciséis menos tres</i> • Class teacher can reinforce numbers throughout the day. Eg when giving out books • Play number/colour bingo. Children work in pairs or in groups. Each group is given a set of cards with numbers written on them. Each card is a different colour. The children spread the cards on the table face up and the teacher calls out a colour and a number, eg, rojo/veinte. The children turn over the cards that match. The first group to turn over all their cards wins. • When children are familiar with the numbers orally, use word cards to reinforce the sound/spelling • Use power-point of numbers written in different colours. Play 'which one's missing?' then get pupils to copy a given number eg 'Copiad el número de color azul', 'Copiad dos más cuatro. ¿De qué color es?' • Draw attention to the letter 'v' (<i>veinte, noventa, nueve</i>) and how it sounds very much like the letter 'b' in English. | <p>Number flashcards</p> <p>Mini whiteboards</p> <p>Bingo cards</p> <p>Word cards of written numbers</p> <p>Powerpoint of numbers written in different colours</p> |

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| <p>Colours</p> <p>To recognise and name colours in Spanish.</p> <p>O4.2 Listen for specific words and phrases</p> <p>O4.3 Listen for sounds, rhyme and rhythm</p> | <p>In addition to the colours learnt last year:</p> <p>Plata Oro Azul claro Azul oscuro</p> <p>The question and answer: ¿Qué color te gusta? 'Me gusta..., no me gusta'</p> | <ul style="list-style-type: none"> • Revise vocabulary for colours with flashcards or a large picture of a rainbow, giving plenty of repetition. Use songs to reinforce the colours with familiar tunes • Allow the children to come to the front of the class and raise their card as the colour is mentioned. • Introduce further colours using the song '¿Qué color te gusta?' Encourage children to answer with full sentences and introducing the negative form as well: 'Me gusta rojo, no me gusta azul' • Use the Ikea boxes to reinforce colours and to introduce the concept that the colour comes after the noun eg 'La caja roja'. If questions are asked about the pronunciation of the colour eg 'roja' give a simple explanation about gender agreement though it is enough for them to understand that sometimes colours sound different and that they come after the noun. • Play the Four Corners Game. Go into the hall and place four colours in the four corners. The children get in a circle and sing a colour song. At the end of the song the teacher claps and the children have to pick a corner. The teacher pulls a colour out of the bag if he/she picks 'azul' everyone in the blue corner is out – those remaining have to do what the teacher says, eg, , contad de 0 a 31, saltad cinco veces | <p>Colour flashcards Ikea boxes Power-point presentation of colours including written words for colours</p> |

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| <p>To read and write words for colours.</p> <p>L3.1 Recognise some familiar words in written form L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words L3.3 Experiment with the writing of simple words</p> <p><i>P.O.S. 1 & 2</i> <i>P.O.S. 10 Write some words from memory.</i></p> <p>Animals and their habitats Revise and extend animal vocabulary and understand sentences about where animals live. In addition to O1,2,3, O4.2 Listen for specific words and phrases O4.3 Listen for sounds, rhyme and rhythm</p> | <p>Un conejo de indias Un loro Un mono Un caballo Una araña Una serpiente Una tortuga Una vaca Una ardilla Una mosca</p> | <ul style="list-style-type: none"> • Play 'backwards bingo' (display all the words for colours on the board and ask pupils to copy one down on whiteboards and then stand up. The teacher calls out colours from the list. If they call out yours, you have to sit down. The winner is the child or children who remain standing when the teacher has only one left to call out. • Alternatively, the game of <i>telepatía</i> could be played where pupils have to guess the colour the teacher is thinking of and write it on their board. Some pupils could do this from memory, others could be provided with a prompt sheet. • Revise the animals learnt previously <ul style="list-style-type: none"> • Introduce the new vocabulary using various techniques (repetition, flashcards, cuddly toys, drawing, memory and guessing games) • Children take turns to mime an animal and the others guess which animal it is • Say the first syllable of a word and the children complete the word eg, ser..... piente, tor.....tuga | <p>Animal flashcards Habitat flashcards Mini animal flashcards 'flippy-flappy pairs game' Toy animals</p> |

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| <p>P.O.S. 1, 2 & 4</p> | <p>Una rana Una jirafa</p> <p>La selva El bosque El mar El desierto La granja El zoo La casa El parque</p> <p>Animals and colours previously itemised</p> <p>El león vive en la selva.</p> <p>El elefante no vive en el mar, vive en la savana.</p> <p>La vaca no vive en la selva, vive en la granja.</p> <p>El pez vive en el mar, no vive en el bosque.</p> | <ul style="list-style-type: none"> • Introduce the habitats with flashcards using true/false activities • Ask questions such as '¿Dónde vive el mono?' to elicit the response 'en la selva'. • Place 4 habitat flashcards in 4 different places in the room. Select a group of children to stand in the centre. They have to respond to the instructions from the teacher, eg, 'sois <i>elefantes</i>', by moving towards the correct habitat for that animal. • Play the pair game using mini flashcards • Play flippy flappy, matching animals to habitats <ul style="list-style-type: none"> • Ask '¿Dónde vive el elefante?' Children respond <i>el elefante vive en la selva o en el zoo</i> Encourage the children to give alternatives using the words <i>o / y / a veces</i>. Some children should be able to answer in full sentences, eg, 'Vive en la selva / Vive en la granja' • Introduce the negative form <i>El elefante no vive en el mar, vive en la savana</i> etc. Display flashcards of habitats and place mini flashcards of animals on top of them. Children have to say where they live and correct any incorrect matches. • Play four corners game pupils choose a habitat teacher pulls habitat flashcard out of the hat and those in the stated habitat are out as in the colours four corners game. Animal mimes and classroom instructions can be reinforced in the forfeits. teacher can add various adjectives to make the | |

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| <p>Revise and extend the written words for animals concentrating on initial and final sounds</p> <p>L3.1 Recognise some familiar words in written form</p> <p>L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words</p> <p>L4.3 Read some familiar words and phrases aloud and pronounce them correctly</p> <p><i>P.O.S. 1, 2 & 10</i> <i>P.O.S 5 Develop accurate pronunciation and intonation so that others understand when</i></p> | | <p>game more fun, eg, 'sois tortugas cansadas' or use adverbs, eg, 'rápido/lentamente'</p> <ul style="list-style-type: none"> • you could ask for other possible verbs to substitute (comer, bailar, saltar, etc) • Using toy animals pupils have 20 seconds to place animals in their correct habitat but they must say sentences in Spanish as they do so. <ul style="list-style-type: none"> • Use techniques already detailed in year three for introducing recognition of the written word. Eg slow reveal, • When looking at the words for animals concentrate on the initial and final sounds, emphasising that the last letter is often silent. • Play a competition based on initial and final sounds eg Es un animal que comienza por la letra.../ acaba con la letra ... the first child to name one wins <ul style="list-style-type: none"> • Use a pack of written animal cards, get pupils to read and repeat them with you, then get a pupil to secretly select one from the pack. Show the rest of the class all the other cards one by one whilst they read them silently. They put their hands up when they know which one is missing. <ul style="list-style-type: none"> • Use flippy flappy, pupils have to find two half of | <p>Word cards for animals and colours Elikits animal pack</p> |

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| <p>they are reading aloud or using familiar words and phrases.</p> <p>Read and understand sentences about where animals live. Substitute words and phrases in the sentence to change the meaning</p> <p>L4.1 Read and understand a range of familiar written phrases L5.2 Make simple sentences and short texts <i>P.O.S. 1, 4, 5 & 12</i> <i>P.O.S. 7 Read carefully and show understanding of words, phrases and simple writing</i></p> <p>Reinforce adjectival position and understand adjectival agreement L5.2 Make simple sentences and short texts <i>P.O.S. 4, 7 & 12</i></p> | | <p>the same animal word.</p> <ul style="list-style-type: none"> Use Elikits animal cards to reinforce the written words and play the bingo game using both the pictures and the written word. Play human sentences: bring three children up to the front give each one a part of a sentence about where animals live eg 'el león vive en la selva'. One child will have a card with 'el león' written on it, the next with 'vive' the third with 'en la selva'. The class sings the sentence to the tune of 'she'll be coming round the mountain'. For each subsequent verb the class decides what to change the animal and the habitat to. The child in the middle keeps the 'vive' card, though this could be substituted for other verbs such as 'come, duerme, juega' etc. Place word cards of animals and colours on board call out eg 'un león naranja' or to make it more difficult 'an orange lion', and an individual pupil has | <p>Written cards for each element of the sentence.</p> <p>Word cards of animals and colours. Mini whiteboards.</p> |

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| <p>P.O.S. 10 Write phrases from memory and adapt these to create new sentences to express ideas clearly</p> <p>P.O.S. 11 Describe people, places, things and actions orally and in writing</p> | | <p>to find the appropriate cards and put them in the right order. This could be a class activity using mini whiteboards or as a competition by having a girl and a boy at the front with a mini whiteboard each and the first to copy the correct words down wins.</p> <ul style="list-style-type: none"> • The first time you play this just put in one colour for each animal so that the pupils don't need a knowledge of adjectival agreement to get it right • Explain the rules of adjectival agreement (in English) then play again but putting on the board a range of masculine and feminine colours so that pupils have to make a decision based on gender. • Place all the word cards on the board again, but this time number them randomly. When the teacher calls out a phrase the pupils have to write on mini white boards the numbers of the words they choose. The teacher could include the connective 'y' and give some longer sentences when the class is ready for this. • Teacher calls out a phoneme, children hold up a card that contains that phoneme, or vice-versa (i.e. call out a word, children hold up grapheme) • A maths opportunity exists here by getting the pupils to add up the numbers of the words they have chosen and call it out in Spanish • Ask pupils to write some phrases, dictated by the teacher, from memory. Some pupils may need a prompt sheet to help with this. | |

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| <p>Tell an additional animal story to that chosen in year three</p> <p>L4.2 Follow a short familiar text, listening and reading at the same time</p> <p>L4.3 Read some familiar words and phrases aloud and pronounce them correctly</p> <p>L5.1 Re-read frequently a variety of short text</p> <p><i>P.O.S. 1, 2 & 5</i> <i>P.O.S. Appreciate stories, songs, poems and rhymes in the language.</i></p> <p>Alphabet</p> <p>L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words</p> <p><i>P.O.S. 2</i></p> | <ul style="list-style-type: none"> Suggested texts: <ul style="list-style-type: none"> No quiero ir a dormir El libro de la selva La Viejita Querido Zoo La caza del oso Lucas y su cerdo <p>The letters of the alphabet</p> | <ul style="list-style-type: none"> Read story with pupils following text where appropriate Get pupils to join in with any repetitive elements Reinforce any un known key vocabulary Cover some words/phrases of text with a post it note and get pupils to remember what the word is Pupils could read some sections aloud and have their pronunciation corrected by the class. This could also be done in pairs, with peer correction. <ul style="list-style-type: none"> Sing a version of the alphabet song or rap. Point out all the vowels including that the 'y' is a vowel in Spanish Sing the vowel song, and ask pupils what letter is the number __ in the song: '¿Qué letra es la | <p>Appropriate story books, big books, power-points of the story.</p> <p>Flashcards and other resources to reinforce the story-telling</p> <p>Alphabet either on a chart or power-point.</p> |

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| To recognise some sounds not previously covered, for example <i>rr</i> , <i>qu</i> , <i>v</i> | Phonemes: all previously learnt phonemes | <p>número tres / veinte?' It's important to stress the importance of the extra letters ñ and ll. Ask pupils what words do they already know with these two letters like <i>amarillo</i>, <i>llamas</i>, <i>años</i>, <i>cumpleaños</i>, <i>español</i>, etc.</p> <ul style="list-style-type: none"> • Teacher spells names of pupils, class has to work out who she is naming. • Play what letter is missing in a powerpoint or what letter is of a determined colour. • Categorise the names of the letters into: vowels and consenants • Encourage pupils to spell their own names and spell vocabulary previously learnt in Spanish • Spell out some unknown words to the class and using knowledge of phonemes, get them to work out the pronunciation. • Teacher says some unknown words to the class and pupils have to guess at the spelling. (some revision of previously learnt phonemes may be required.) | |

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| <p>Weather</p> <p>Learn some key weather expressions in response to the question '¿Qué tiempo hace?' Follow a weather story.</p> <p>O4.1 Memorise and present a short spoken text</p> <p>O4.2 Listen for specific words and phrases</p> <p>O4.3 Listen for sounds, rhyme and rhythm</p> <p>L4.2 Follow a short familiar text, listening and reading at the same time</p> <p>L4.4 Write simple words and phrases using a model and some words from memory</p> <p><i>P.O.S. 1, 2, 3, 4, 5 & 7</i> <i>P.O.S. 6 Present ideas and information orally to a range of audiences</i></p> | <p>¿Qué tiempo hace?</p> <p>Hace buen tiempo Hace mal tiempo Hace frío Hace calor Hace sol Hace viento Está lloviendo Está nevando Está nublado Hay tormenta Hay niebla</p> | <ul style="list-style-type: none"> • Introduce phrases to describe the weather, using flashcards. Use plenty of facial and vocal expression and relevant actions. • Use flashcard techniques such as the line game, noughts and crosses and flippy flappy to practise the weather expressions • Use actions for the weather getting class to copy and repeat then play boy/girl, the first one to do the action • Use familiar tunes to learn the weather e.g. <i>Frère Jacques</i> for <i>Hace frío x2, hace sol x2, hace mucho viento x2, hace calor x2</i> • Play 'fruit salad' with all the vocabulary • Elicit a response using the question '¿Qué tiempo hace?' while holding up the flashcard. Gradually introduce the notion of where, using places they are familiar with, eg, '¿Qué tiempo hace en Liverpool?' • Sing the '¿Qué tiempo hace?' song to the tune of 'Frère Jacques' • Using a map of Spain, find places that pupils already know to simulate a weather forecast • Introduce the seasons and the various types of weather and months associated with them. | <p>Weather flashcards and mini-flashcards/powerpoint presentations. 'Flippy-flappy'. Map of Spain Spanish fabric calendar. Flashcards of seasons Big book of <i>La Primavera</i> or powerpoint of <i>El viento y el sol</i> or <i>Pepito's weather story</i> Related worksheet.</p> |

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| <p>Learn to recognise the weather phrases in writing and to spell the key weather words gaining some knowledge of sound/spelling links <i>P.O.S. 2 & 7</i></p> <p>L4.1 Read and understand a range of familiar written phrases</p> <p>L4.4 Write simple words and phrases using a model and some words</p> | <p>En primavera En verano En otoño En invierno</p> <p>Phonemes: Look at <i>ay</i> sound and the silent <i>h</i></p> | <ul style="list-style-type: none"> • Use the Big book <i>La Primavera</i> or powerpoint stories <i>El viento y el Sol</i> or <i>Pepito's weather story</i>. Introduce the key vocabulary before you read the book together. There is a video of the story in the BBC learning zone that could be shown after reading the story. • Any of stories could be acted out with boys and girls taking on the roles. • Use a worksheet containing the key words from the story - the children must correctly illustrate the vocabulary items. • Weather phrases can be used every day for speaking and writing reinforcement. If there is a Spanish calendar in the classroom, the children | <p>Written cards for weather expressions 'Flippy – flappy' Mini whiteboards</p> |

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| from memory | | <p>can take turns each day putting up the date and the weather.</p> <ul style="list-style-type: none"> • The class teacher could write the date and weather on the board each day in Spanish. • Get pupils to identify the weather expressions by sticking them on the board alongside the pictures, pupils have to match them up. • They could do this individually or using flippy flappy as a pairs game. • Using mini white-boards, stick all the weather words or weather phrases on the board and play 'backwards bingo'. The pupils choose a phrase to copy and if it's the same one that the teacher has secretly written on her/his whiteboard then they are out. • Play boy/girl competitions where they have to recall all the weather expressions for 'Hace', 'Está' or 'Hay'. The winner will be the one who can remember the most expressions or the one who writes the most expressions correctly. | |

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| <p>School subjects</p> <p>O4.2 Listen for specific words and phrases</p> <p>O4.3 Listen for sounds, rhyme and rhythm</p> <p>IU 3.3 Identify social conventions at home and in other cultures</p> <p><i>P.O.S. 1</i></p> | <p>El inglés</p> <p>El español</p> <p>El francés</p> <p>El deporte</p> <p>El dibujo</p> <p>La historia</p> <p>La geografía</p> <p>La música</p> <p>La religión</p> <p>Las matemáticas</p> <p>Las ciencias</p> | <ul style="list-style-type: none"> • Introduce subjects using flashcards. Introduce them in two sessions: first the masculine and then the feminine or vice versa to help pupils internalize the idea of gender. • Use different flashcard games to reinforce the vocabulary e.g. repeat if it's true; / what card is missing - Put the flashcards on the board then a volunteer shuts their eyes while you take one away – the child has to say which flashcard is missing , guess the flashcard boys against girls , the line game when the children must remember the order of the cards • Discuss some cultural differences between Spanish and English schools eg assembly, uniform, routine and hours worked. • Play pictionary – a child draws an image to depict a subject and other children have to guess the subject . An alternative is team pictionary – the class counts to 20 (forwards/backwards) in Spanish and a representative from the two teams has these 20 seconds to draw the subject the teacher mentions. The best picture gains a point for his/her team. It works better if the teacher closes his/ her eyes and makes an impartial judgement on the best picture. <i>Dibuja la historia- tienes veinte segundos- preparado, listo, ya!.....stop!</i> | <p>Flashcards/ power-point presentations of school subjects.</p> |

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| <p>Recognise the written words for school subjects and attempt spellings</p> <p>Recognise the sound/spelling links ‘ge’, and ‘gi’ in contrast to ‘ga’, ‘go’ and ‘gu’.</p> <p>L3.1 Recognise some familiar words in written form L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words L3.3 Experiment with the writing of simple words <i>P.O.S. 2 & 7</i></p> <p>Expressing opinions/likes and dislikes O5.1 Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts O5.2 Understand and</p> | <p><i>Phonemes: ge, gi, ga, go, gu</i></p> <p>¿Te gusta el inglés?</p> <p>Me encanta Me gusta (mucho/un poco) No me gusta Odio</p> | <ul style="list-style-type: none"> • Familiarize pupils with the written words for school subjects using activities such as ‘slow reveal’ ‘which one’s missing?’ ‘backwards bingo’ • Reinforce initial and final sounds, particularly silent letters • Draw attention to the sounds ‘ge’ from ‘geografía’ and ‘gi’ from ‘religion’. Ask pupils to identify other familiar words with these sounds and let them work out the rule presenting them with other words that they already know like ‘gato’, ‘tortuga’, ‘gordo’, ‘goma’, ‘guante’ or ‘gusta’. • Completion of a worksheet about school subjects – children write in the correct vocabulary next to images of school subjects and draw correct pictures to illustrate the subjects. • Use flippy-flappy to find pairs of subjects in the written form or even split the words in twos and pupils have to find them. • Use flashcards showing heart symbols to denote preferences and reinforce using repetition techniques • Reinforce using gestures such as thumbs up or down or touching ones heart etc • Ask the question ‘¿Te gusta ...?’ with school | <p>Word flashcards of school subjects</p> <p>Worksheet of schools subjects</p> <p>Likes and dislikes flashcards</p> |

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| <p>express simple opinions <i>P.O.S. 3 & 4</i></p> <p>Reinforce the connective 'y' and introduce 'pero'</p> <p>O5.3 Listen attentively and understand more complex phrases and sentences <i>P.O.S. 4</i></p> <p>Time; Analogue time on the hour O4.4 Ask and answer questions on several topics <i>P.O.S. 1, 3 & 4</i></p> | <p>¿Qué hora es? Es la una Son las dos/tres/cuatro...</p> <p>Phonemes: Silent <i>h</i> and <i>qu</i></p> | <p>subjects to elicit the response 'Me encanta...'</p> <ul style="list-style-type: none"> Pupils enjoy talking about preferences that refer to things they are interested in such as football, television and sweets so the teacher could vary the content here to aid motivation Play the grid game with schools subjects up one axis and preference phrases up the other. Pupils have to locate the square where the treasure is hidden by saying the 'co-ordinates' of the squares on the grid. Encourage pupils to use the connectives 'y' and 'pero'. Alternatively each square could have a hidden number value and the values get added up at the end to see who wins. Use toy clock to practise time on the hour. Draw two clocks on the board, two pupils compete to see who can write the time in most quickly Play human clocks: two pupils compete to see who is the quickest one to show with their arms the time said by the teacher or another pupil in the class. Link time to school subjects by asking '¿A qué hora hay matemáticas?' etc, use mini cubes with subjects so that making the questions is more | <p>Grid on powerpoint or cardboard version of likes and dislikes of subjects</p> <p>Demo clock and mini clocks</p> <p>Mini cubes with subjects</p> |

| Spanish Year 4 | | | |
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| Learning Objectives | Content/Vocabulary | Suggested teaching activities | Resources |
| <p>Family members: Name family members.</p> <p>Ask and answer question about siblings O4.4 Ask and answer questions on several topics <i>P.O.S. 1, 3, 4 & 11</i></p> | <p>La madre/mamá El padre/papá El hermano La hermana El bebé El abuelo La abuela</p> <p>Phonemes: Silent <i>h</i> and vowels</p> <p>¿Tienes hermanos? Sí, tengo..... Mi hermano se llama... Tiene ... años. Vive en ... Mi hermana se llama... No, no tengo hermanos.</p> | <p>interesting</p> <ul style="list-style-type: none"> • Sing <i>Hola, ¿qué hora es?</i> to the tune of 'Hickory Dickory Dock' • Class teacher can reinforce the time during the day by asking '¿Qué hora es?' • Introduce the names of family members using pictures of famous families and repetition • Play the four corners game with family members • Describe a famous family and the class has to guess which family it is and then name the other members. Eg 'la madre se llama el padre se llama..... ¿Cómo se llama el hermano?' • Play guess who I am eg 'Mi padre se llama.....' • Ask the question around the class using a soft toy to pass around to indicate who is to answer. • Some pupils could give more extensive information about their family members eg name, age and preferences • When talking about families remember to be sensitive to different types of family, families who | <p>Flashcards/power-points of famous family eg the Simpsons.</p> <p>Soft toy</p> |

| Spanish Year 4 | | | |
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| Learning Objectives | Content/Vocabulary | Suggested teaching activities | Resources |
| <p>Story of <i>El Nabo Gigante</i></p> <p>L4.1,2,3,4</p> <p>L5.1 Re-read frequently a variety of short texts</p> <p>L5.2 Make simple sentences and short texts</p> <p>L5.3 Write words, phrases and short sentences using a reference</p> <p><i>P.O.S. 4, 5, 6, 7, 8 & 12</i></p> | <p>Señor Jiménez Señora Jiménez Javier Jiménez Carmen Jiménez El perro El gato El ratón</p> <p>Phonemes: Focus on the <i>j</i> sound and (re)visit some words with that sound in and reinforce idea of the silent <i>h</i></p> | <p>are missing a parent/sibling etc. it is better to stick to fictional families than ask for too many details about real families.</p> <ul style="list-style-type: none"> • Introduce the members of the story using repetition and asking about their relationship to each other. • Play guess the flashcard and the pupil who guesses correctly gets to play that character when acting out the story • Tell the story with the class and each character comes up to take part when they are called. • Use the book with overlays to re-tell the story • Stress the difference between ‘contento’ and ‘contenta’ to reinforce adjectival agreement • Use some of the worksheets in the ‘Nabo Gigante’ pack to get the class to become familiar with the written text by putting the story in order, filling the gaps etc • <i>E.g. Jiménez, Javier, jirafa, conejo, rojo.. and hermano/a</i> | <p>Flashcards/book/power-point of story</p> <p>Worksheets relating to the story</p> |

| Spanish Year 4 | | | |
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| Learning Objectives | Content/Vocabulary | Suggested teaching activities | Resources |
| <p>Classroom language</p> <p>O3.4 Listen attentively and understand instructions, everyday classroom language and praise words L4.1 Read and understand a range of familiar written phrases</p> <p><i>P.O.S. 1, 4 & 7</i> <i>P.O.S. 3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</i></p> | <p>No sé Repite, por favor ¿Correcto? ¿Si o no? Vale Si, es correcto</p> | <ul style="list-style-type: none"> • Encourage the children to use the target language as much as possible for real purpose in the classroom and to build on their stock of useful phrases in Spanish • Encourage whole group responses with 'vale' and 'correcto' | <p>Written prompt cards to be displayed in class.</p> |

Grammar and literacy to be covered in Year Four:

- Reinforce grammar points from year three
- Recognise spellings of some familiar words
- Read and recognise some familiar phrases
- Initial and final sounds
- Use of third person in questions about name and where people live
- The connectives 'y' and 'pero'
- Adjectival position
- Adjectival agreement
- Alphabet
- Reinforce vowel sounds, the letter *ll*, *ñ* and *j*
- The *ay* sound and silent *h*
- The sound of the letter *c* plus the differing sounds of the letter *g*

Graphemes:

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| A | E | I | O | U |
| LL | J | Ñ | RR | CE |
| CI | CH | CU | CA | CO |
| H | GE/I | GO/GA | GUE | GUA |
| AY | UA | UE | QU | V |

| Draft programme of study | KS2 Framework | Concrete examples |
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| <p>1. Listen attentively to spoken language and show understanding by joining in and responding</p> | <p>O 3.1 O 3.2 O 5.2 O 5.3 O 6.1 O 6.3 LLS 3.4 LLS 3.7 LLS 5.4 LLS 5.7 LLS 6.5 LLS 6.7 LLS 6.8</p> | <p>Joining in with greetings songs, answering questions when thrown a toy. Repetition and recognition activities for numbers, colours, animals, school subjects and family members, and classroom instructions. Joining in with an animal story and <i>El Nabo Gigante</i></p> |
| <p>2. Explore the patterns and sounds of language through songs and rhymes and link the spelling sound and meaning of words</p> | <p>O 3.1 O 4.2 O 4.1 O 6.1 O 6.2 L 3.1 L 3.2 L 4.3 L 6.3 KAL 3.6 KAL 3.7 KAL 4.5</p> | <p>Work done on the phonemes <i>j, ll, h, ñ, qu</i> when studying numbers, colours, family members, time and school subjects. Recognition of the above in the written form</p> |
| <p>3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> | <p>O 3.3 O 4.4 O 5.2 O 5.1 O 6.4 KAL 3.5 KAL 4.3 KAL 6.6 LLS 4.3 LLS 5.5</p> | <p>Learning how to exchange simple greetings and ask and respond to personal questions including questions asked in the third person. Asking someone to repeat, slow down etc, in conversation. Give opinions about school subjects.</p> |

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| | LLS 6.4 | |
| 4. Speak in sentences, using familiar vocabulary, phrases and basic language structures | O 4.4 O 5.4 KAL 5.1 KAL 5.2 KAL 5.3 KAL 6.5 | Asking and responding to personal questions. Make sentences in the third person about animals and people. Understanding adjectival agreement and using it correctly in familiar sentences. |
| 5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | KAL 3.1 KAL 3.2 KAL 3.3 KAL 4.5 KAL 5.4 LLS 3.2 LLS 3.3 LLS 5.3 LLS 6.8 | Repetition activities throughout all topics. Reading some sections of a story aloud and asking for peer correction. Working out the sound of unknown words using knowledge of phonemes. |
| 6. Present ideas and information orally to a range of audiences | O 3.3 LLS 3.5 O 4.4 O 5.1 O 5.4 O 6.2 O 6.4 IU 6.3 | Performing song and story learnt to their class, school, parents. Delivering a weather forecast. |
| 7. Read carefully and show understanding of words, phrases and simple writing | L 3.2 KAL 3.1 KAL 3.6 LLS 3.4 L 4.1 L 4.3 KAL 4.5 LLS 4.11 L 5.1 KAL 5.4 LLS 5.9 | Read and show understanding of words for numbers, colours, animals, school subjects, and family members. Read and understand sentences about weather, where animals live. Follow a text of a story. |

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| | L 6.1 KAL 6.4 LLS 6.5 | |
| 8. Appreciate stories, songs, poems and rhymes in the language | O 3.1 L 3.2 O 4.2 IU 4.3 O 6.1 L 6.2 | Join in with a weather songs, an animal story and <i>El Nabo Gigante</i> |
| 9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | L 3.3 LLS 3.9 LLS 4.10 LLS 4.12 L 5.3 LLS 5.8 LLS 5.9 LLS 6.11 | N/a |
| 10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly | L 3.3 LLS 3.9 L 4.4 KAL 4.5 LLS 4.9 LLS 4.10 L 5.3 KAL 5.2 KAL 5.3 LLS 5.2 LLS 5.8 L 6.4 KAL 6.3 KAL 6.5 LLS 6.3 LLS 6.8 | Some pupils will be able to write sentences about animals and their colour from memory. |
| 11. Describe people, places, things and actions orally | O and L strands as above | Describe family members orally. |

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| and in writing. | | Describe animals according to colour orally and in writing. |
| 12. Understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. | KAL 3.4 KAL 3.5 KAL 3.8 KAL 4.1 KAL 4.2 KAL 4.4 KAL 4.5 KAL 5.2 KAL 5.3 KAL 5.5 KAL 5.7 KAL 5.8 KAL 6.1 KAL 6.2 KAL 6.3 KAL 6.5 | Reinforce grammar from year 3 and further the work done on word order and gender by focusing on adjectival agreement. Ask and answer questions in third person. Understand what verbs are when talking about animals and habitats and be able to substitute them in sentences. Use connectives to make longer sentences. |