

Year 4 – Autumn 1

Unit:
La fruta



Unit Objective:

To say what fruit we like and do not like in Spanish.

By the end of this unit we will be able to:

- Name, recognise and remember up to 10 fruits in Spanish.
- Attempt to spell some of these nouns with their correct article/determiner.
- Ask somebody in Spanish if they like a particular fruit.
- Say what fruits we like and dislike in Spanish.

It will help if we already know:

- No previous knowledge of the foreign language is required but the Little Angels 'Greetings' unit followed by the 'Colours & Numbers' unit and a variety of other units such as 'Transport', 'Under the Sea', 'Nursery Rhymes' and 'In the Jungle' is recommended prior to teaching this unit.

Skills we will develop:

Working on memory, recall and retention skills using images to help. Learning how to ask a question and answer it in Spanish including a simple opinion.

Activities we will complete:

A choice of listening and reading tasks with desk-based activities including word searches, crosswords, gap-fills and word puzzles. Completing activities often with a partner (including a survey) for the final task of asking a question about what fruits others like and be able to answer it with 'I like'/'I do not like' plus a particular fruit.

Grammar we will learn & revisit:

Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in Spanish and starting to understand better that nouns in Spanish are either masculine or feminine. Learning that this has nothing to do with what things look like. Gender will affect other words in a sentence like the indefinite article/determiner which has two forms: **un** and **una**. Understanding that the plural definite article/determiner is **los** or **las** in Spanish. This is also affected by gender. Exploring how to make the fruits plural in Spanish. Learning to look and listen more closely as Spanish can be very different to English! Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question in Spanish. No exceptions!

Phonics & pronunciation we will see:

Recommended phonics focus: CH J Ñ LL RR

- **J** sound in **naranja**.
- **Stress Placement.** Words that end in a vowel or 'n' and 's' are normally stressed on the second to last syllable like **pe-ra**, **ce-re-za**, **ci-rue-la** and **al-ba-ri-co-que**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **plá-ta-no** and **me-lo-co-tón**.



Vocabulary we will learn & revisit:

The nouns and determiners/articles for 10 common fruits in Spanish. The language required to ask a question in Spanish and how to answer the question in Spanish (using the positive and negative form). This is all listed on the Vocabulary Sheet.



Unit Objective:

To remember and recall from memory 10 action verbs in Spanish and put them into positive and negative sentences.

By the end of this unit we will be able to:

- Recognise, remember and spell 10 action verbs in Spanish.
- Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how) and 'no sé' (I do not know how).
- Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but).

It will help if we already know:

- No previous knowledge of the foreign language is required but the Little Angels 'Greetings' unit followed by the 'Colours & Numbers' unit and a variety of other units such as 'Transport', 'Under the Sea', 'Nursery Rhymes' and 'In the Jungle' is recommended prior to teaching this unit.
- What a verb is in English.

Skills we will develop:

We will work on improving our memory skills using imagery, sound, or mime so that we remember the new vocabulary in Spanish after the lesson. Using a greater variety of high frequency verbs whilst learning to expand, looking up other similar action verbs not covered in the lesson using the English to Spanish section of a dictionary. Learning how to build sentences in Spanish using the 1st person conjugated verb sé (I know how) or no sé (I do not know how), using pictures to help. Extra challenge of attempting to extend sentences with the conjunctions y (and) & pero (but) in Spanish.

Activities we will complete:

Simple reading, listening and written tasks to help learn and remember the new vocabulary. There will be more focus on remembering the spellings of the action verbs with more accuracy with a choice of written tasks and general desk-based activities. The final task will be to say/write what activities we know how, and do not know how to do, with conjunctions for more able pupils.

Grammar we will learn & revisit:

Modal verb plus infinitive. Learning that sé (that comes from the modal verb saber and translates as 'I know how') is ALWAYS followed by a verb in its infinitive form in Spanish.

The negative sentence structure in Spanish follows the rule of no plus the conjugated MODAL verb, sé, plus the INFINITIVE verb.

Phonics & pronunciation we will see:

Recommended phonics focus: CH J Ñ LL RR

- J sound in dibujar
- Ñ sound in hablar español
- Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hablar is pronounced ablar.
- Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in bai-lar and can-tar. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable.

Vocabulary we will learn & revisit:

Ten different high frequency action verbs linked to common activities. First person conjugation of the modal verb **saber** (to know how), in the positive and negative plus ten common infinitive verbs. All listed on the Vocabulary Sheet.



Year 4 – Spring 1

Unit:
Me presento



Unit Objective:

To say your name, age and where you live in Spain.

By the end of this unit we will be able to:

- Know how count to 20 in Spanish.
- Ask somebody how they are feeling and give an appropriate response back.
- Ask somebody their age, name, where they live and reply.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2 and vocabulary from the 'Early Learning' units (in particular numbers 1-10 and how you are feeling).
- What a verb is in English and knowledge of high frequency first person verbs such as soy (I am), tengo (I have) and vivo (I live).

Skills we will develop:

To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in Spanish. Saying what we are called, how old we are, where we live and our nationality.

Activities we will complete:

A number of different activities first to revise and consolidate language covered in Early Learning units but also working towards a simple role-play, learning to both ask and answer the questions. Gradually adding on an extra question each week with an answer but still recycling previous language. There will be greater choice of written worksheets that require phrase level replies as well as word searches, word puzzles and crosswords. There will also be the opportunity to use prompt cards to help prepare for the final task of presenting ourselves!

Grammar we will learn & revisit:

Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in Spanish. Adding an 'a' to the end of the adjective (in this lesson the nationality, English or Spanish) to show that the person talking or being described is female. Also seeing the upside down question mark (¿) is used at the beginning of all questions in Spanish (no exceptions!)

Phonics & pronunciation we will see:

Recommended phonics focus: CA CE CI CO CU

- **CA** sound in **catorce**.
- **CE** sound in **once, doce, trece** etc.
- **CI** sound in **cinco, cincuenta & cien**.
- **CO** sound in **cómo**.
- **CU** sound in **cuatro & cuántos**.
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **in-gle-sa** and **vein-te**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **dó-nde**.
- **Ñ tilde.** This changes the 'n' to a 'ny' sound as in **español & española**.



Vocabulary we will learn & revisit:

Numbers 1-10 will be revisited along with the language to express how you are feeling. Plus new language to ask and answer the questions related to basic personal details (name, age, where you live and nationality). All listed on the Vocabulary Sheet.

Year 4 – Spring 2

Unit:
MI familia



Unit Objective:

To talk simply about your/a family in Spanish.

By the end of this unit we will be able to:

- Remember the nouns for family members in Spanish from memory.
- Describe our own or a fictitious family in Spanish by name, age and relationship.
- Count up to 100 in Spanish.
- Understand possessive adjectives better in Spanish ('my' form only).

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2.
- Vocabulary from the 'Early Learning' and 'Me presento' units (how to say your name, age, where you live and nationality and numbers 1-20).
- What a verb is in English and be already familiar with the Spanish high frequency verbs in first person singular form soy (I am), tengo (I have), vivo (I live) and me llamo (I am called).

Skills we will develop:

We will learn to talk and write with more accuracy, fluency and confidence on the topic of family. We will also increase our knowledge of how the Spanish language works by understanding better the role of different words in a sentence. Remembering that nouns have gender and that this impacts the choice of articles and possessives adjectives. Improving our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy.

Activities we will complete:

Activities to help learn the nouns and articles/determiners for key members of the family. Learning how to say what our/a family members are called and how old they are. Lots activities to help understand better how to use a possessive adjective (the word for 'my') accurately in Spanish. The reading and listening tasks will be more challenging building up to the final task of a written and/or oral presentation on our/a family.

Grammar we will learn & revisit:

Nouns, articles/determiners & possessive adjectives. Exploring possessive adjectives in Spanish with a focus only on 'my'. Understanding that there are two words in Spanish **mi** and **mis** for our one word 'my' in English.

Phonics & pronunciation we will see:

Recommended phonics focus: CA CE CI CO CU

- **CA** sound in **única**
- **CI** sound in **cien**
- **CO** sound in **único**
- **CU** sound in **cuarenta, cincuenta**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in the word. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **her-man-o, her-man-a** (remembering silent 'h' in Spanish unless a foreign origin word).
- **Accents** can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **tí-o** and **ú-ni-ca**.



Vocabulary we will learn & revisit:

We will revisit basic personal details (name/age/where you live/nationality) and learn the nouns and articles/determiners for family members, he/she is called and numbers 1-100 plus how to say how old we are. All on the Vocabulary Sheet.

Year 4 – Summer 1

Unit:
La clase



Unit Objective:

To say what you have and do not have in your pencil case in Spanish.

By the end of this unit we will be able to:

- Recall from memory a selection of nouns and indefinite articles for common classroom objects.
- Learn how to use the negative in Spanish.
- Describe what we have and do not have in our pencil case.
- Respond to simple classroom commands.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2.
- Vocabulary from the 'Early learning Units' units.
- That **tengo** means I have and comes from the verb to have **tener** in Spanish.
- What a noun and article/determiner is in English.
- What a verb is in English.

Skills we will develop:

To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in Spanish by completing a variety of written based activities. Improve oral work by learning to ask questions in Spanish as well as answering but progressing even further by including a negative reply.

Activities we will complete:

Learning 11 classroom objects and classroom commands. A variety of speaking, listening and written tasks (including crosswords, word puzzles and snap cards). Playing a fun class 'follow on game'. Extended, longer writing, reading and listening tasks all working towards the final activity of interviewing others in class using a survey on what they have and do not have in their pencil case.

Grammar we will learn & revisit:

Nouns, gender, articles/determiners & use of the negative. Revisiting that nouns in Spanish have gender and that this affects the choice of article/determiner. Moving from revisiting **tengo...** ('I have') to learning the negative option **no tengo...** ('I do not have') in Spanish. Remembering that the subject pronoun '**yo**' is often omitted in Spanish. You can tell who is doing the action from the verb. Seeing that punctuation can be different with the upside down exclamation and question mark at the start of a sentence.

Phonics & pronunciation we will see:

Recommended phonics focus: **CA CE CI CO CU**

- **CA** sound in **calculadora** & **cartera**.
- **CE** sound in **cerrad**.
- **CI** sound in **silencio**.
- **CU** sound in **escuchad**.
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in **re-pe-tid**. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **ti-je-ras**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed, regardless of the other rules! They can also indicate a question as in the word **qué**. Therefore used as a question word – not an answer.



Vocabulary we will learn & revisit:

11 nouns and articles for common classroom objects, 10 simple classroom commands. **tengo...** ('I have') will be revisited before introducing the negative reply **no tengo.....** ('I don't have'). This is all listed on the Vocabulary Sheet.

Year 4 – Summer 2

Unit:
En la cafetería



Unit Objective:

To be able to order what you would like to eat and drink in a Spanish cafetería.

By the end of this unit we will be able to:

- Recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical Spanish cafetería, improving our cultural knowledge of Spain.
- Understand better how to make nouns plural in Spanish.
- Improve our knowledge of Spanish currency.
- Order in Spanish what we would like to eat and drink in a role-play.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2.
- Vocabulary from the Early Learning units and the Intermediate unit 'Presenting Myself'.
- What a noun and article/determiner is in English.
- What making a noun 'plural' means.
- How to say 'hello', 'goodbye', 'please' and 'thank you' in Spanish.

Skills we will develop:

To work on memory, recall and retention skills using images but widening the range of language learning strategies available (such as identifying cognates) to support remembering and recalling new language. Also improving oral work by learning to ask more questions in Spanish and creating more personalised responses.

Activities we will complete:

Learning strategies such as identifying cognates to help remember and recall a wider range of nouns and indefinite articles/determiners for a selection of typical food, snacks and drinks offered in a Spanish cafetería. Understanding how to make singular nouns plural (so we can order more than one of something). Lots of speaking activities to help learn the new transactional language required to perform role-plays as waiter/customer in a Spanish cafetería. Remembering to use greetings and conjunctions from previous units. Using our maths knowledge to understand Spanish currency better so we can also ask and pay for the bill in Spanish.

Grammar we will learn & revisit:

Nouns, indefinite articles/determiners & plurality. Remembering that nouns in Spanish can be categorised by their determiner (in this case an indefinite article) and understand better how to make singular nouns plural in Spanish so more than one of each item can be ordered from the choice of food, snacks and drinks.

Phonics & pronunciation we will see:

Recommended phonics focus: **CA CE CI CO CU**



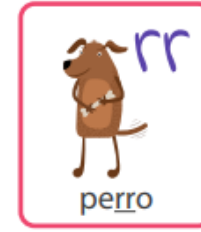
- **CA** sound in calamares & catalana & caliente
- **CO** sound in chocolate & con & cola cola
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed. They can also indicate a question as seen in ¿qué deseas?

Vocabulary we will learn & revisit:

A wide range of common food, snacks and drinks available in a typical Spanish cafetería. The transactional language required to order and pay for food. All listed on the Vocabulary Sheet.



Phonics Sound Mat



Can you find other Spanish words with the same sounds?
If you can, write them on the dotted lines.

