



Spanish Medium Term Curriculum Planning: Year 4

Lower Key stage 2 N.C aims - All Spanish topics should include:

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| <ul style="list-style-type: none">• listen attentively to spoken language and show understanding by joining in and responding.• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help• 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• present ideas and information orally to a range of audiences | <ul style="list-style-type: none">• read carefully and show understanding of words, phrases and simple writing• appreciate stories, songs, poems and rhymes in the language• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary• write phrases from memory, and adapt these to create new sentences, to express ideas clearly• describe people, places, things and actions orally and in writing• understand basic grammar appropriate to the language being studied, including (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. |
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Scheme of Work

Lanesfield Primary School use the Rachel Hawkes scheme of work to inspire lesson planning and to develop skills where needed. It is accompanied by Duolingo language learning app to help bridge gaps and to encourage Spanish speaking skills.

Planning, key vocabulary, grammar structures and some resources found at: <http://www.rachelhawkes.com/Resources/Yr4/Yr4.php>

Duolingo

ICT planning found at: <https://schools.duolingo.com/>

(Recommended paths should be used to close gaps, challenge and help with oracy)

(Assignments should be set to help support learning during skills lessons).

Spanish stories

At Lanesfield we use authentic Spanish stories to help children become familiar with the Spanish language: <https://snappyspanish.com/shoo-beginner-spanish-story/> and <https://www.thefablecottage.com/spanish>

Evidencing work

At Lanesfield, we use multiple to evidence and assess our Spanish work including: the use of the video and audio feature on Showbie to record verbal conversations to show progression, duolingo, written work found in books and conversations had with the children, At Lanesfield, we feel language is progressive and therefore the children develop their own Spanish portfolio from year 3 through to year 6 by editing and adding to it throughout KS2.

Autumn term

This unit focuses on numbers 1-31, months, dates, asking for and giving birthday, language to do with birthday celebrations and some more Christmas vocabulary. Children will use the new language to understand and create invitations, follow instructions for making a piñata, understand songs, stories and video about birthdays and other celebrations.

Key learning objectives

Language/vocabulary

<ul style="list-style-type: none"> • To remember key language of the classroom and basic greetings 	<ul style="list-style-type: none"> • Revision greetings and classroom language
<ul style="list-style-type: none"> • To revise numbers 1-10 and days of the week • To learn numbers 11-31 	<ul style="list-style-type: none"> • once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta, treinta y un (one, two, three etc)
<ul style="list-style-type: none"> • To consolidate numbers 1-31 • To learn the months of the year 	<ul style="list-style-type: none"> • los meses (The months) • enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre (January, February etc)
<ul style="list-style-type: none"> • To ask and answer 'What date is it today?' 	<ul style="list-style-type: none"> • ¿Qué día es (hoy)? (What day is it (today)?) • Hoy es martes. (Today is Tuesday). • ¿Qué fecha es (hoy)? (What date is it (today)?)
<ul style="list-style-type: none"> • To learn the names of the seasons • To join in with a Spanish song • Intercultural understanding: Popular Spanish song – San Fermin 	<ul style="list-style-type: none"> • el verano (summer) • el invierno (winter) • el otoño (autumn) • la primavera (spring) • San Fermin song
<ul style="list-style-type: none"> • To learn how to ask for and say your birthday • To sing happy birthday in Spanish • Intercultural understanding: To sing Happy Birthday soing in Spanish 	

<ul style="list-style-type: none"> To listen to, watch and follow a video clip with unfamiliar vocabulary - Making a birthday card 	<ul style="list-style-type: none"> ¡Feliz Cumpleaños! (Happy birthday) ¡Felicidades! (congratulations) el cumpleaños (the birthday) una tarjeta (a card) una fiesta (a party) un regalo (a gift) un globo (a balloon) una tarta (a cake) los amigos (the friends) una pelota (a ball) una flor (flores) (a flower (flowers)) el mejor (the best) delicioso (delicious) maravilloso (marvellous) magnífico (magnificent)
<ul style="list-style-type: none"> To learn some typical exclamations in Spanish 	<ul style="list-style-type: none"> ¡Qué lastima! (What a pity!) ¡Qué horror! (How awful!) ¡Oye! (Hey!) ¡Mira! (Look!) ¡Vamos! (Come on!) ¡Vale! (OK!)
<ul style="list-style-type: none"> To use languages of days, dates and celebrations to make a birthday party invitation 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> To learn about a typical celebratory custom from Mexico Intercultural understanding: Learn about a typical celebratory custom from Mexico 	<ul style="list-style-type: none">

<ul style="list-style-type: none"> To learn new Christmas vocabulary 	<ul style="list-style-type: none"> La Navidad (Christmas) Papá Noel (Santa Claus) un pinguino (a penguin) un regalo (a gift) un reno (a deer) un árbol de Navidad (A Christmas tree) un duende (an elf) un muñeco de nieve (a snowman) una hada (a fairy) una Estrella (a star) una campana (a bell)
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<ul style="list-style-type: none"> To learn about key Christmas dates for Spanish people Intercultural understanding: Christmas customs in Spain, including the important calendar dates and what happens. 	
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Spring term

This unit develops the same linguistic skills in different contexts. There is a focus on shapes and prepositions of place, to be used creatively in an art project focusing on the work of Miro. Children will use familiar verb forms in this new context to describe they create. Pupils will also learn the parts of the body and face and use this language to describe the work of other famous Spanish artists (e.g. Picasso).

Key learning objectives	Language/vocabulary
<ul style="list-style-type: none"> To learn the words for key shapes 	<ul style="list-style-type: none"> un círculo (a circle) un triángulo (a triangle) un cuadrado (a square) un rectángulo (a rectangle) un óvalo (an oval)

	<ul style="list-style-type: none"> • un punto (a dot) • un ojo (an eye) • una estrella (a star) • una espiral (a spiral) • una estrella (a star)
<ul style="list-style-type: none"> • To combine colour and other adjectives with shapes 	<ul style="list-style-type: none"> • Rojo (red) • Azul (blue) • Verde (green) • Amarillo (yellow) • Violeta (violet) • Marron (brown) • Gris (grey) • Blanco (white) • Negro (black) • Rosa (pink) • Naranja (orange) • recto (straight) • curvo (curved) • pequeño (small) • grande (big) • fino (thin) • grueso (thick)
<ul style="list-style-type: none"> • To learn how to describe where things are in a picture 	<ul style="list-style-type: none"> • Arriba (at the top / above) • Abajo (at the bottom / below) • A la izquierda (to the left) • A la derecha (to the right) • En el centro (in the centre) • encima de (on top of) • debajo de (underneath)
<ul style="list-style-type: none"> • To use language to describe pictures (Miro) 	

<ul style="list-style-type: none"> • Intercultural understanding: Miro shape pictures 	
<ul style="list-style-type: none"> • To create own picture and description 	
<ul style="list-style-type: none"> • To learn the nouns for parts of the face 	<ul style="list-style-type: none"> • (un ojo) / los ojos (eyes) • el pelo (hair) • (el diente)/los dientes (teeth) • la cabeza (head) • la cara (face) • la nariz (nose) • la boca (mouth) • la oreja / las orejas (ears)
<ul style="list-style-type: none"> • To combine adjectives and nouns to describe faces 	
<ul style="list-style-type: none"> • To learn the nouns for parts of the body 	<ul style="list-style-type: none"> • la mano (hand) • la pierna (leg) • la garganta (throat) • la espalda (back) • la rodilla (knee) • el estómago (stomach) • el brazo (arm) • el pie (foot)
<ul style="list-style-type: none"> • To design and describe a monster picture 	

Summer term

During this term, pupils learn the language for family members. They re-tell the story 'The giant turnip'. They learn how to say 'Tengo un/una ..que se llama...' I have a ...called... and apply this also in the context of pets. They also learn adjectives for describing personality and physical description (hair and eyes). They use key verbs in the 3rd person singular and plural: --> tiene (has), es (is), tienen (have), son (are).

Key learning objectives	Language/vocabulary
<ul style="list-style-type: none"> • To learn nouns for family members 	<ul style="list-style-type: none"> • un hermano (brother) • una hermana (sister) • una madre (mother)

	<ul style="list-style-type: none"> • un padre (father) • los padres (parents) • un abuelo (grandfather) • una abuela (grandmother)
<ul style="list-style-type: none"> • To learn the alphabet 	<ul style="list-style-type: none"> • ¿Cómo se llama? (What is he/she called?) • ¿Cómo se escribe? (How do you spell that?) • <u>Alphabet introduction</u> <ul style="list-style-type: none"> ○ A - a, B - bé, C - thé, D - dé, E - é, F - effé, G - jé, H - aché, I - ee, J - jota, K - ka, L - ellé, M - emé, N - ené, O - o, P - pé, Q - koo, R - erré, S - esé, T - té, U - ubé, W - ubé doblé, X - ekeys, Y - yé, Z - theta
<ul style="list-style-type: none"> • To use the alphabet to spell names 	
<ul style="list-style-type: none"> • To ask and answer 'Do you have?' 'What is s/he called?' and 'How do you spell that?' 	<ul style="list-style-type: none"> • ¿Tienes..? (Do you have..?) • ¿Cómo se llama? (What is he/she called?) • ¿Cómo se escribe? (How do you spell that?)
<ul style="list-style-type: none"> • To learn adjectives for describing hair and eyes 	<ul style="list-style-type: none"> • Tengo los ojos azules, verdes, grises, negros, marrones (blue, green, grey, black, brown eyes) • el pelo largo, corto, mediano, liso, rizado, ondulado, rubio, moreno, castaño, marrón, negro, rojo (long, short, medium, straight, curly, wavy, blond, dark, chestnut, brown, black, red hair)
<ul style="list-style-type: none"> • To use language for describing his/her hair and eyes 	
<ul style="list-style-type: none"> • To listen and follow the story of the Giant Turnip 	<p>el nabo gigante - the giant turnip el padre, la madre, el hermano, la hermana, el perro, el gato, el ratón planta(n) - s/he plants roga(n) - s/he waters llega - arrives Un día (One day) Luego (then) Después (afterwards) Al final (finally)</p>

<ul style="list-style-type: none">• To re-tell the story with actions	
<ul style="list-style-type: none">• To use the language from this term to describe an invented or famous family	
<ul style="list-style-type: none">• To use the language from this term to describe an invented or famous family	