

Year 4: My birthday – *Mi cumpleaños*

Objectives:

- Be able to use new vocabulary in sentences
- Be able to use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by joining in and responding
- Be able to recognise cognates (e.g. months) and start to recognise word classes (nouns, verbs, adjectives)
- Be able to recycle previous knowledge and apply it to other topics

Key Factual Learning:

Grammar:

- ✓ Word order.
- ✓ Punctuation: use lower case with days and months.

Vocabulary:

- ✓ Enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre.
- ✓ Lunes, martes, miércoles, jueves, viernes, sábado, domingo.
- ✓ Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta, treinta y uno
- ✓ ¿Cuándo es tu cumpleaños? Mi cumpleaños es el + number + de + month.
- ✓ Primavera, verano, otoño, invierno.
- ✓ ¿Qué día es hoy? Hoy es el + number+ de+ month.

Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v.

Practical Tasks:

- Continue practising the formation of inverted question and exclamation marks as well as accents.
- Introduce and drill the new vocabulary by using actions or Makaton signing.
- Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games.
- Complete a labelling activity.
- Reading for gist to identify the key information and answer questions correctly.
- Listening for gist to identify the key information.
- Make links between some phoneme, rhymes and spellings and read words aloud.
- Predict the pronunciation of unfamiliar words by using already existing phonics knowledge.
- Use the pattern of a paragraph builder to aid independent writing. Once completed, read them aloud to the class or to a peer. Higher attainers can recite from memory.
- Formulate questions and annotate answers to then share findings with the rest of the class.
- Peer and self-assess using a WAGOLL.

Year 4: School subjects – *Las asignaturas*

Objectives:

- Be able to use new vocabulary in sentences
- Be able to read a wider range of words, phrases and sentences aloud
- Be able to write some familiar words and phrases without help
- Be able to use knowledge of phonics to decode new words
- Be able to give opinions and reasons by using adjectives
- Be able to explore a bilingual dictionary and how to use it
- Be able to use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by joining in and responding
- Be able to recognise cognates (e.g. school subjects) and start to recognise word classes (nouns, verbs, adjectives, adverbs)

Key Factual Learning:

Grammar:

- ✓ Third person/plural form of the verb to be: son
- ✓ Adjectives and when to change endings (-o, -a, -e, -l)
- ✓ Definite articles in singular and plural forms.
- ✓ Introduction to opinion + definite article + school subject.
- ✓ Adverbs of quantity or degree: quantifiers/intensifiers.

Vocabulary:

- ✓ El inglés, el español, el francés, el dibujo, el arte, el teatro, la informática, la religión, la historia, la geografía, la educación física, la música, las ciencias, las matemáticas.
- ✓ Me gusta, no me gusta, me encanta, odio/detesta. No me gusta nada.
- ✓ El, la, los and las.
- ✓ El profesor de...
- ✓ La profesora de ...
- ✓ Mi asignatura favorita es
- ✓ Aburrido/a, divertido/a, fácil, difícil, útil, interesante, importante, bueno/a.
- ✓ Adverbs: muy, un poco.

Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

Practical Tasks:

- Introduce and drill the new vocabulary by using actions or Makaton signing.
- Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games.
- Complete a labelling activity.
- Looking for words in a bilingual dictionary.
- Reading for gist to identify the key information and answer questions correctly.
- Listening for gist to identify the key information.
- Make links between some phoneme, rhymes and spellings and read words aloud.
- Predict the pronunciation of unfamiliar words by using already existing phonics knowledge.
- Use the pattern of a paragraph builder to aid independent writing. Once completed, read them aloud to the class or to a peer. Higher attainers can recite from memory.
- Formulate questions and annotate answers to then share findings with the rest of the class.
- Peer and self-assess using a WAGOLL.

Year 4: Pets – *Mis animales domésticos*

Objectives:

- Be able to talk about pets and briefly describe their appearance
- Be able to recognise and apply simple agreements (e.g. plural, singular)
- Be able to recognise negative statements
- Be able to use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by joining in and responding
- Read carefully and show understanding of words, phrases and simple writing

Key Factual Learning:

Grammar:

- ✓ Use colours to describe pets: *es de color + colour*
- ✓ Form plural forms (take in to account vowel or consonant endings) with the exception of *pez- peces* and *hámster- hámsters/hámsteres*.
- ✓ Definite and indefinite articles.
- ✓ Negative sentences.
- ✓ Use third person singular of the verb to have. *Tener- tiene*.

Vocabulary:

- ✓ Un gato, un perro, un pájaro, una cobaya, un caballo, una serpiente, una tortuga, un ratón, un conejo, un hámster, una lagartija.
- ✓ Los ojos, el pelo.
- ✓ El gato tiene los ojos de color... El gato tiene el pelo de color...
- ✓ Tiene el pelo liso/rizado/corto/ largo.
- ✓ Tiene los ojos de color azul/ verde/negro/ marron/gris.
- ✓ ¿Cómo es tu animal?
- ✓ Es de color +...
- ✓ Tengo...
- ✓ ¿Tienes animales?
- ✓ Numbers up to 31 to form plural forms.
- ✓ Negative forms: no tengo un/una + pet

Phonics:

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Practical Tasks:

- Continue practising the formation of inverted question and exclamation marks as well as accents.
- Introduce and drill the new vocabulary by using actions or Makaton signing.
- Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games.
- Complete a labelling activity.
- Reading for gist to identify the key information and answer questions correctly.
- Listening for gist to identify the key information.
- Make links between some phoneme, rhymes and spellings and read words aloud.
- Predict the pronunciation of unfamiliar words by using already existing phonics knowledge.
- Use the pattern of a paragraph builder to aid independent writing. Once completed, read them aloud to the class or to a peer. Higher attainers can recite from memory.
- Formulate questions and annotate answers to then share findings with the rest of the class.
- Peer and self-assess using a WAGOLL.

Year 4: Sports – Los deportes

Objectives:

- Be able to talk about sports and give a brief opinion
- Be able to recognise negative statements
- Be able to use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language and show understanding by joining in and responding
- Be able to read carefully and show understanding of words, phrases and simple writing
- Be able to use phonic knowledge to support accurate pronunciation and to say simple words and phrases

Key Factual Learning:

Grammar:

- ✓ Irregular verbs (practicar - practico, jugar-juego), when to use them and masculine/ feminine sports.
- ✓ Introduction of Infinitive verb forms.
- ✓ Transitive and intransitive verbs.
- ✓ Use of "juego al" (how to contract a+ el)
- ✓ Give opinions without justification.

Vocabulary:

- ✓ Juego al baloncesto, fútbol, tenis, voleibol, hockey.
- ✓ Practico atletismo, ciclismo, equitación, vela, natación,.
- ✓ ¿Qué deportes practicas?
- ✓ ¿Haces deporte? Sí practico/juego al... No, no practico deporte.
- ✓ Fines de semana
- ✓ Los lunes, los martes, los miércoles, los jueves, los viernes, los sábados, los domingos.
- ✓ Por la mañana, por la tarde.
- ✓ Todos los días.
- ✓ No juego al ..., no practico ...
- ✓ Me gusta/ no me gusta/ me encanta/ odio/ detesto.

Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

Practical Tasks:

- Introduce and drill the new vocabulary by using actions or Makaton signing.
- Memorise new vocabulary by using choral repetition-different voices, singing songs and playing memory games.
- Complete a labelling activity.
- Briefly explain transitive and intransitive verbs for a better understanding of "juego al".
- Reading for gist to identify the key information and answer questions correctly.
- Listening for gist to identify the key information.
- Make links between some phoneme, rhymes and spellings and read words aloud.
- Predict the pronunciation of unfamiliar words by using already existing phonics knowledge.
- Use the pattern of a paragraph builder to aid independent writing. Once completed, read them aloud to the class or to a peer. Higher attainers can recite from memory.
- Formulate questions and annotate answers to then share findings with the rest of the class.
- Peer and self-assess using a WAGOLL.

Year 4: Ordering food – Comida en un restaurante

Objectives:

- Be able to talk about drinks and snacks.
- Be able to order food at a restaurant.
- To use different verbs, their negative forms and give brief opinions such as I like or I don't like.
- Be able to use the correct pronunciation in spoken work.
- Be able to listen attentively to spoken language and show understanding by joining in and responding.
- Be able to read carefully and show understanding of words, phrases and simple writing.
- Be able to use phonic knowledge to support accurate pronunciation and to say simple words and phrases

Key Factual Learning:

Grammar:

- ✓ Introduction to conjugation of verbs
- ✓ Give opinions and reasons
- ✓ Use more connectives i.e pero, además, sin embargo
- ✓ Use of other frequency verbs: beber (to drink), comer (to eat)

Vocabulary:

- ✓ Un bocadillo, un plátano, una hamburguesa, una pizza, una manzana, unas patatas fritas, un zumo de naranja, una limonada, una coca-cola, agua, un té, un café, una ensalada, una patata asada, queso, unas alubias, carne, pescado, verduras, arroz, pasta.
- ✓ De primer plato, de segundo plato, de postre, el menú, un restaurante, el recreo, la bandeja.
- ✓ ¿Qué comes en el recreo? Como... ¿Qué bebes en el recreo? Bebo...
- ✓ ¿Te gusta ...? Sí, me gusta .../ No, no me gusta...

Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

Practical Tasks:

- Introduce and drill the new vocabulary by using actions or Makaton signing.
- Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games.
- Complete a labelling activity.
- Reading for gist to identify the key information and answer questions correctly.
- Listening for gist to identify the key information.
- Make links between some phoneme, rhymes and spellings and read words aloud.
- Predict the pronunciation of unfamiliar words by using already existing phonics knowledge.
- Follow an example to create a role- play in a restaurant and perform it in front of an audience.
- Use the pattern of a paragraph builder to aid independent writing. Once completed, read them aloud to the class or to a peer. Higher attainers can recite from memory.
- Explore different verb endings and different conjugations and their meanings.
- Peer and self-assess using a WAGOLL.

Year 4: Weather and clothes – *El tiempo y la ropa*

Objectives:

- Be able to talk about the weather and what you wear in each season
- Explore different high frequency verbs such as *hacer* and *haber*
- Be able to use the correct pronunciation in spoken work
- Be able to start using adjectival agreement
- Be able to listen attentively to spoken language and show understanding by joining in and responding
- Be able to read carefully and show understanding of words, phrases and simple writing
- Be able to use phonic knowledge to support accurate pronunciation and to say simple words and phrases

Key Factual Learning:

Grammar:

- Using “cuando” (when) to joint bits of information
- Use of high frequency irregular verbs: *hacer* and *haber*
- Use a bilingual dictionary
- Introduction to adjectival agreement with colours

Vocabulary:

- En primavera, verano, otoño, invierno
- Llueve, nieva, hace frío, hace calor, hay tormenta, hay un arco-iris, hace viento, está nublado, está granizando, hace buen tiempo, hace mal tiempo, hay niebla
- ¿Qué tiempo hace en ...?
- Norte, sur, este, oeste
- Un vestido, un jersey, una falda, una camisa, una camiseta, una corbata, una chaqueta, unos pantalones, unos vaqueros, unos zapatos, unas botas, unos calcetines, una sudadera, un cinturón, unas calzonas
- Colours - different endings to agree in gender and number
- ¿Qué llevas? Llevo ...
- ¿Qué llevas cuando + weather type? Cuando + weather type llevo...

Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

Practical Tasks:

- Revise and recycle the vocabulary learnt in Year 3 about the different weather types and add a few more.
- Explore the idea of changing the endings of the colours to agree in gender and number with the nouns they are describing- adjectival agreement- and avoid using “es de color”.
- Introduce and drill the new vocabulary by using actions or Makaton signing.
- Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games.
- Complete a match up and labelling activity.
- Other than skimming, children are encouraged to answer a more complex and detailed comprehension questions.
- Team work (Carrera de caballos, Fashion catwalk groups, round robins and use Kagan structures when possible).
- Use bilingual dictionaries with more confidence.
- Make links between some phoneme, rhymes and spellings and read unfamiliar words aloud.
- Predict the pronunciation of unfamiliar words by using already existing phonics knowledge.
- Use the pattern of a paragraph builder to aid independent writing. Once completed, read them aloud to the class or to a peer. Higher attainers can recite from memory.
- Formulate questions and annotate answers to then share findings with the rest of the class.
- Peer and self-assess using a WAGOLL.



Cantrell Primary School – Spanish Curriculum

