

St Anne's C of E Primary School Curriculum Plan

Subject: Spanish

Year: 4

Term: Autumn 1



Unit: Vegetables



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>las berenjenas - the aubergines las espinacas - the spinach las cebollas - the onions los calabacines - the courgettes los tomates - the tomatoes las judías verdes - the green beans los guisantes - the peas los champiñones - the mushrooms las zanahorias - the carrots las patatas - the potatoes</p> <p>¡Hola! - Hello! ¿Puedo ayudarte? - Can I help you? Quisiera... - I would like...</p> <p>un kilo de... - one kilo of... medio kilo de... - half a kilo of...</p>	<p>How to say 10 different vegetables with the correct plural determiners in Spanish.</p> <p>How to ask for a kilo and ½ a kilo of a vegetable in Spanish.</p> <p>How to use the structure 'quisiera' (I would like) when buying vegetables.</p> <p>How to use the conjunction 'y' (and) when buying more than one vegetable option.</p>	<p>There are 2 cognates (words that sound the same in Spanish and English) in the vegetable vocabulary – 'tomate' and 'patata' - the rest of the words sound very different to the English equivalents.</p> <p>The determiners are all plural with the vegetables they are learning so they will be either 'los' (masculine plural) or 'las' (feminine plural)</p> <p>Vegetables are weighed in kilos in Spain.</p> <p>'I would like' is I would like (it looks different to verbs they have seen).</p> <p>They can use conjunctions in Spanish in the same way they are</p>	<p>Name and recognise up to 10 vegetables in Spanish.</p> <p>Spell some of these nouns (including the correct article)</p> <p>Understand and use simple vocabulary to facilitate a role play about buying vegetables from a market stall.</p> <p>Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</p>

<p>por favour - please</p> <p>¿Algo más? - Is that all/anything else?</p> <p>gracias - thank you</p> <p>y - and</p> <p>¿Cuánto cuesta? - How much is that?</p> <p>¡Hasta luego! - Goodbye!</p> <p>En mi cesta tengo... - In my basket I have...</p>		<p>used in English and in the same place in the sentence.</p>	
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St Anne's C of E Primary School Curriculum Plan

Subject: Spanish

Year: 4

Term: Autumn 2



Unit:



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>las estaciones - the seasons</p> <p>el invierno winter la primavera spring el verano summer el otoño autumn</p> <p>nieva - It snows hace sol - It is sunny hace calor - It is hot hace frío - It is cold</p> <p>porque - because y - and</p>	<p>The 4 seasons in Spanish with the correct determiner.</p> <p>Four weather phrases in Spanish.</p> <p>How to say what the weather is like in each season.</p> <p>How to say what their favourite season is and give a reason.</p> <p>How to use the conjunctions 'and' and 'because' in Spanish to extend their sentences.</p>	<p>All the seasons are masculine words in Spanish apart from Spring.</p> <p>The Spanish words for the seasons do not need a capital letter (unless they are at the beginning of a sentence).</p> <p>A few short phrases about what happens during each season.</p>	<p>Recognise, recall and remember the four seasons in Spanish.</p> <p>Recognise, recall and remember a short phrase for each season in Spanish.</p> <p>Say which season is their favourite in Spanish.</p> <p>Say why using the conjunctions 'y' and 'porque'.</p>

<p>¿Cuál es tu estación favorita? Which is your favourite season? Mi estación favorita es... My favourite season</p> <p>En invierno... - In winter En primavera... - In spring En verano... - In summer En otoño... - In autumn...</p> <p>Las flores crecen -The flowers grow.</p> <p>Los pájaros cantan - The birds sing.</p> <p>Los árboles pierden sus hojas – the trees lose their leaves</p>			
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St Anne's C of E Primary School Curriculum Plan

Subject: Spanish

Year: 4

Term: Spring 1



Unit: Presenting myself



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>¡Buenos días! - Good morning! ¡Hola! - Hi! ¿Cómo estás? How are you? Estoy bien - I am well. Estoy mal - I am not great más o menos - So, so Estoy muy bien - I am very well Soy de... - I am from... Estoy muy mal - I am really not great ¡Adiós! - Goodbye! ¡Hasta luego! - See you later!</p> <p>¿Cómo te llamas? - What is your name? Me llamo... - My name is ... ¿Cuántos años tienes? - How old are you? Tengo...años - I am ... years old ¿Dónde vives? - Where do you live?</p>	<p>Basic greetings in Spanish (hello, hi)</p> <p>How to ask and answer a question about how they are feeling.</p> <p>How to ask somebody their name in Spanish and reply.</p> <p>How to ask somebody how old they are in Spanish and reply.</p> <p>The numbers 1- 20</p> <p>How to ask somebody where they live in Spanish and reply.</p>	<p>There are set phrases to greet people in Spanish.</p> <p>That there are different ways to answer a question about how they are feeling.</p> <p>The question forms of how are you, what is your name, how old are you and where do you live.</p> <p>There are patterns in the numbers 1-20.</p> <p>That nationalities are adjectives and must agree with the noun they are describing (for example, Soy ingles = masculine form of I am</p>	<p>Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.</p> <p>Say their name and age.</p> <p>Count to 20.</p> <p>Tell you where they live.</p> <p>Tell you their nationality and understand basic gender agreement rules.</p>

<p>Vivo en... - I live in... Soy... - I am... español/española Spanish inglés/inglesa English galés/galesa Welsh irlandés/irlandesa Irish escocés/escocesa Scottish Soy de Inglaterra - I am from England.</p> <p>uno - 1 dos - 2 tres - 3 cuatro - 4 cinco - 5 seis - 6 siete - 7 ocho - 8 nueve - 9 diez - 10 once - 11 doce - 12 trece - 13 catorce - 14 quince - 15 dieciséis - 16 diecisiete - 17 dieciocho - 18 diecinueve - 19 veinte - 20</p>		<p>English and Soy inglesa = feminine form of I am English.</p> <p>That there are patterns with the adjectival agreements and that usually, the feminine form of an adjective will end in 'e'.</p> <p>That nationalities don't need a capital letter when you write them in Spanish which is different from English.</p>	
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St Anne's C of E Primary School Curriculum Plan

Subject: Spanish

Year: 4

Term: Spring 2



Unit: My family



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>la familia - the family los abuelos - the grandparents el padre / el papa - the father / the dad la madre / la mamá - the mother / the mum el hermano - the brother la hermana - the sister los hermanos - the siblings/ brothers and sisters el abuelo - the grandfather la abuela - the grandmother el tío - the uncle la tía - the aunt el padrastro - the stepfather la madrastra - the stepmother el hermanastro - the stepbrother / halfbrother la hermanastra - the stepsister / halvesister</p>	<p>At least 10 family members in Spanish.</p> <p>The determiner 'el' is for males and 'la' is for females.</p> <p>There are two words for 'my' in Spanish, 'mi' for singular and 'mis' for plural.</p> <p>How to answer the question '¿Tienes hermanos?' (Do you have any brothers or sisters?)</p> <p>How to introduce family members, learning to use 'se llama' (he/she is called).</p> <p>How to use their prior knowledge of larger numbers to be able to</p>	<p>The words for many male and female equivalent family members are the same apart from their masculine and feminine endings (for example abuelo = grandad, abuela = grandmother).</p> <p>The singular determiners are el/la and the plural determiners are los/las.</p> <p>The words for my in Spanish are 'mi' (singular) and 'mis' (plural).</p> <p>The verbs 'to be called' and 'to have' (which they already know) in the first person from (Me llamo.../ Tengo) change their endings in the</p>	<p>Tell somebody the members, names and various ages of either their own or a fictional family in Spanish</p> <p>Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish.</p> <p>Understand to move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have).</p> <p>Understand that the suffix '-astro' (masculine) and '-astra' (feminine) can be added to the names of the family to turn the word in to 'step'</p>

<p>el hijo - the son la hija - the daughter el primo - the cousin (male) la prima - the cousin (female) los padres - the parents</p> <p>mi, mis - my</p> <p>¿Tienes hermanos? - Do you have any brothers or sisters? Sí, tengo un hermano - Yes, I have a brother Sí, tengo una hermana - Yes, I have a sister. Sí, tengo dos hermanos - Yes, I have two brothers. Sí, tengo dos hermanas - Yes, I have two sisters No, soy hijo único - No, I am an only child (boy) No, soy hija única - No, I am an only child (girl) ¿Cómo te llamas? - What is your name? ¿Cómo se llama tu [family member] ? - What is your [family member]'s name? Me llamo... - My name is... Se llama... - His/her name is... ¿Cuántos años tienes? - How old are you? ¿Cuántos años tiene___? - How old is___? Tengo ___ años - I am ___ years old Tiene ___ años - He/she is ___ years old</p> <p>Veinte - 20 Treinta - 30</p>	<p>describe the age of family members.</p>	<p>third person singular form (Se llama.../Tiene).</p> <p>The suffixes 'astro' (masculine) and 'astra' (feminine) added to a family member turns the word into 'step' or 'half'.</p> <p>There is a pattern when learning the numbers higher than 20.</p>	<p>or 'half' (for example padre = Dad, padrastro = step-dad).</p> <p>Continue to count in Spanish, reaching 100, enabling students to say the age of various family members.</p>
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Cuarenta - 40 Cincuenta - 50 Sesenta - 60 Setenta - 70 Ochenta - 80 Noventa - 90			
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St Anne's C of E Primary School Curriculum Plan

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Term: Summer 1



Unit: In the classroom



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>un libro - a reading book un cuaderno - an exercise book un lápiz - a pencil un bolígrafo - a pen un sacapuntas - a sharpener un estuche - a pencil case una calculadora - a calculator una barra de pegamento - a glue stick una regla - a ruler una goma - a rubber una mochila - a rucksack unas tijeras - a pair of scissors</p> <p>tengo - I have no tengo - I do not have ¿Qué tienes en tu estuche? - What's in your pencil case? En mi estuche tengo... - In my pencil case I have...</p>	<p>How to say up to 12 classroom objects in Spanish with their correct determiner.</p> <p>How to answer the question '¿Qué tienes en tu estuche?' (What do you have in your pencil case?)</p> <p>How to move from an indefinite determiner (a) to a possessive adjective (my) in Spanish.</p> <p>How to use the negative response and use their knowledge to say what they have/do not have in my pencil case.</p> <p>They can use 'y' (and) if there are several items they have in their pencil case.</p>	<p>The words for a/an are 'un' and 'una' and the plural form, some, is 'unos' or 'unas'.</p> <p>They will need to remember if the classroom item is masculine or feminine to be able choose the correct determiner.</p> <p>The words for my are 'mi' and 'mis' (they have met these in previous units so this understanding should be revision).</p> <p>To form the negative in Spanish, they can add 'no' directly in front of the verb. Tengo = I have/ No tengo = I don't have.</p>	<p>Remember and recall 12 classroom objects with their indefinite article</p> <p>Replace an indefinite article with a possessive adjective. •</p> <p>Say and write what they have and do not have in their pencil case.</p>

<p>En mi estuche no tengo... - In my pencil case I do not have...</p> <p>mi - my (singular nouns) mis - my (plural nouns)</p> <p>y - and</p>			
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St Anne's C of E Primary School Curriculum Plan

Subject: Spanish

Year: 4

Term: Summer 2



Unit: Goldilocks



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>Ricitos de Oro y los tres osos - Goldilocks and the Three Bears</p> <p>papá oso - father bear</p> <p>mamá osa - mother bear</p> <p>bebé oso - baby bear</p> <p>una casa - a house</p> <p>un bosque pequeño - a small wood/forest</p>	<p>The Spanish names for the main characters in Spanish version of Goldilocks.</p> <p>The Spanish words for chair, bed and bowl as well as small, medium and large.</p> <p>The Spanish words for sweet, salty, soft, tall, short, hard.</p>	<p>Spanish children have lots of the same stories that English children have.</p> <p>They can listen out to key vocabulary they have learnt and recognise this vocabulary in a Spanish story that is familiar to them.</p> <p>The Spanish version of the story follows the same order of events as the English one so they know that Goldilocks will first try the chairs,</p>	<p>Listen to the story and be able to recognise, understand and remember some of the new language.</p> <p>Increase their memory potential in Spanish by using picture cards, word cards and phrase cards in Spanish.</p> <p>Increase their thinking and reasoning skills in Spanish, identifying strategies to use in the</p>

<p>dulce - sweet</p> <p>salado - salty</p> <p>suave - soft</p> <p>alta - tall/high</p> <p>baja - short</p> <p>dura - hard</p> <p>la silla grande - the big chair</p> <p>la silla mediana - the medium chair</p> <p>la silla pequeña - the small chair</p> <p>la cama grande - the big bed</p> <p>la cama mediana - the medium bed</p> <p>la cama pequeña - the small bed</p> <p>el tazón grande - the big bowl</p> <p>el tazón mediano - the medium bowl</p> <p>el tazón pequeño - the small bowl</p>	<p>How to use decoding skills to help learn more words from the story of Little Red Riding Hood.</p> <p>To use their new knowledge to re-write the story in Goldilocks in Spanish (with support).</p>	<p>then the porridge and finally the beds.</p> <p>They only need to be able to understand the main vocabulary in order to understand the gist of the story. They don't need to be able to understand every single word.</p>	<p>future for memorising new words and phrases.</p> <p>Present their version of the story to the class.</p>
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<p>El tazón grande estaba demasiado salado - The large bowl was too salty</p> <p>El tazón mediano estaba demasiado dulce - The medium bowl was too sweet.</p> <p>El tazón pequeño estaba muy bien - The small bowl was just right.</p> <p>La silla grande era muy alta - The big chair was too tall/high.</p> <p>La silla mediana era muy baja - The medium chair was too short.</p> <p>La silla pequeña era perfecta - The small chair was just right.</p> <p>La cama grande era muy dura - The big bed was too hard.</p> <p>La cama mediana era muy suave - The medium bed was too soft.</p> <p>La cama pequeña estaba muy bien -The small bed was just right.</p>			
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