

# **Autumn 1**

## **Seasons (E)**

**Y: Year 4 Autumn 1**

**Topic title: Phonetics 1-2**  
Las estaciones **Seasons (E)**

**Enquiry question:** Mi estación favorita es = My favourite season is

**Prior learning:**  
Ice-creams (E)

**Future learning:**  
Vegetables (E)

**Knowledge:**

By the end of the unit pupils will have the skills and knowledge to say which is their favourite season and why.

In this unit pupils will learn how to:

- Recognise, recall and remember the 4 seasons in Spanish.
- Recognise, recall and remember a short phrase for each season in Spanish.
- Say which season is their favourite in Spanish and attempt to say why using the conjunctions 'y' and 'porque'.

**Skills:**

**Listening**

Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

**Speaking**

Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.

**Reading**

Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language

## Writing

Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age

## Grammar

Nouns & articles/determiners. We will start to notice that in Spanish there is often an article/determiner before a noun when there is not one in English. For example, spring in Spanish is 'la primavera'. Starting to notice that there are more words for 'the' in Spanish than in English.

### Critical Content Statements:

## Las estaciones

**phonics**

sound in:  
• **j** • hojas 

sound in:  
• **ñ** • otoño 

**silent letters** 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hojas is pronounced without the 'h' as hace.

**accents** Accents indicate the vowel is stressed. As seen in the word día.

**vocabulary**

The 4 seasons in Spanish and key language associated to each season.

 En invierno hace frío.  
*In winter it snows.*

How to link sentences together using the conjunction 'y' (and).

 En invierno hace frío y nieva.  
*In winter it snows and it is cold.*

**grammar**

There are 4 different ways of saying 'the' in Spanish.

**el**      **la**  
*Singular definite article/determiner 'the'*

**los**      **las**  
*Plural definite article/determiner 'the'*











### Common Misconceptions Pupils May Have:







In Spanish, the article (the word for 'the', 'a' / 'an' or 'some') is often used when we would omit it in English. For example, in English we would simply say 'winter' but in Spanish we say 'the winter'.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Phonetics 1-2</p> <ul style="list-style-type: none"> <li>To introduce the set of phonics sounds / phonemes in Spanish. The sounds introduced in this lesson are: CH J Ñ LL RR (Phonetics 1) CA CE CI CO CU (Phoetics 2)</li> </ul> <p>Pupils will improve their Spanish pronunciation and be able to read with improved accuracy in Spanish.</p>	<p>Lesson 2</p> <ul style="list-style-type: none"> <li>To name (with accurate pronunciation) and remember the four seasons in Spanish.</li> </ul> <p>Pupils will familiarise themselves with the four seasons, not just in Spanish but also in English. The lesson focuses on the key characteristics for each season as well as the Spanish words.</p>	<p>Lesson 3</p> <ul style="list-style-type: none"> <li>To all about what happens in winter and how to say a short sentence about this season in Spanish.</li> </ul> <p>Pupils will learn about what happens in winter and learn a sentence in Spanish about this season. They will use new vocabulary to further improve their understanding of the world and the changes in their environment.</p>	<p>Lesson 4</p> <ul style="list-style-type: none"> <li>To learn all about what happens in spring and how to say a short sentence about this season in Spanish.</li> </ul> <p>Pupils will learn about what happens in spring and learn a sentence in Spanish about this season. They will use new vocabulary to further improve their understanding of the world and the changes in their environment.</p>	<p>Lesson 5</p> <ul style="list-style-type: none"> <li>To learn all about what happens in summer and how to say a short sentence about this season in Spanish.</li> </ul> <p>Pupils will learn about what happens in summer and learn a sentence in Spanish about this season. They will use new vocabulary to further improve their understanding of the world and the changes in their environment.</p>	<p>Lesson 6</p> <ul style="list-style-type: none"> <li>To learn all about what happens in autumn and how to say a short sentence about this season in Spanish.</li> </ul> <p>Pupils will learn about what happens in autumn and learn a sentence in Spanish about this season. They will use new vocabulary to further improve their understanding of the world and the changes in their environment.</p>	<p>Lesson 7</p> <ul style="list-style-type: none"> <li>To revise all language covered in this unit and complete assessment materials.</li> </ul>
<p>Key Language</p> <ul style="list-style-type: none"> <li>CH J Ñ LL RR (Phonetics 1) CA CE CI CO CU (Phoetics 2)</li> </ul>	<p>Key Language</p> <p>Las estaciones = The seasons El invierno = Winter La primavera = Spring El verano = Summer El otoño = Autumn Hay cuatro</p>	<p>Key Language</p> <p>Las estaciones = The seasons El invierno = Winter La primavera = Spring El verano = Summer El otoño = Autumn Hay cuatro</p>	<p>Key Language</p> <p>Las estaciones = The seasons Hay cuatro estaciones = There are four seasons El invierno = Winter La primavera = Spring El</p>	<p>Key Language</p> <p>Previous language</p> <p>New Language En verano = In summer Hace sol = It</p>	<p>Key Language</p> <p>Previous language</p> <p>New Language En otoño = In autumn Los árboles pierden</p>	

	<p>estaciones = There are four seasons</p>	<p>estaciones = There are four seasons</p> <p>New Language</p> <p>En invierno = In winter</p> <p>Hace frío = It is cold</p> <p>Nieva = It snows/ it is snowing*</p> <p>Y = and</p>	<p>verano = Summer</p> <p>El otoño = Autumn</p> <p>En invierno = In Winter</p> <p>Hace frío = It is cold</p> <p>Nieva = It snows</p> <p>New Language</p> <p>En primavera = In spring</p> <p>Las flores crecen = The flowers grow</p> <p>Los pájaros cantan = The birds sing</p>	<p>is sunny</p> <p>Hace calor = It is hot</p>	<p>sus hojas = The trees lose their leaves</p> <p>Mi estación favorita es = My favourite season is</p> <p>Porque = Because</p>	
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Unit Glossary

	Spanish	English
	las estaciones	the seasons
	el invierno	winter
	la primavera	spring
	el verano	summer
	el otoño	autumn
	En invierno...	In winter...
	En primavera...	In spring...
	En verano...	In summer...
	En otoño...	In autumn...
	Hace frío.	It is cold.

	Spanish	English
	Nieva.	It snows.
	Las flores crecen.	The flowers grow.
	Los pájaros cantan.	The birds sing.
	Hace sol.	It is sunny.
	Hace calor.	It is hot.
	Los árboles pierden sus hojas.	The trees lose their leaves.
	¿Cuál es tu estación favorita?	Which is your favourite season?
	Mi estación favorita es...	My favourite season is...
	y	and
	porque	because

# **Autumn 2**

## **Vegetables (E)**

**Y: Year 4 Autumn 2**

**Topic title:** Las verduras Vegetables (E)

**Enquiry question:** En mi cesta tengo... = In my basket I have...

**Prior learning:**

**Seasons (E)**

**Future learning:**

Presenting myself

**Knowledge:**

In this unit pupils will learn 10 common vegetables in their plural form with their definite articles. They will learn the basic transactional language required take part in a role-play activity based on buying different quantities of vegetables from a market stall.

In this unit pupils will learn how to:

- Name and recognise up to 10 vegetables in Spanish.
- Attempt to spell some of these nouns (including the correct article)
- Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.
- Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.

**Skills:**

**Listening**

Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

**Speaking**

Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.

**Reading**

Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language


		<p><b>Writing</b></p> <p>Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age</p> <p><b>Grammar</b></p> <p>Nouns and articles/determiners in plural form. Learning that the plural definite article/determiner (the word for 'the') is either los or las in Spanish. The article/ determiner is dependent on the whether the vegetable is a masculine or feminine noun (gender). This does not exist in English. Also 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. No exceptions!</p>
<p><b>Critical Content Statements:</b></p>		<p><b>Common Misconceptions Pupils May Have:</b></p> <ul style="list-style-type: none"><li>• Pupils might use the pronoun I before the verb would like</li></ul>

# Las verduras

phonics

sound in:  
• champiñones 

sound in:  
• chamñones 

sound in:  
• cebolllas 

sound in:  
• berenjenas 

&

**accents** Accents indicate the vowel is stressed. As seen in the word ju-dí-as.

vocabulary

10 vegetables with their plural determiners in Spanish.



How to ask for a kilo and/or ½ a kilo.



How to use the structure 'quisiera' (I would like).



Quisiera un kilo de zanahorias y un medio kilo de berenjenas por favor.

*I would like* a kilo of carrots and half a kilo of aubergines please.

grammar

The 2 different plural determiners for 'the' in Spanish.

los las

To become more familiar with and use the high-frequency verb 'quisiera' (I would like) in Spanish.

**quisiera**







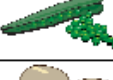



*I would like*



Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Lesson 1</p> <ul style="list-style-type: none"> <li>To introduce the aim of the unit "Las verduras".</li> <li>To learn how to name (with accurate pronunciation) and remember the first five (of a total of ten) vegetables in Spanish.</li> </ul>	<p>Lesson 2</p> <ul style="list-style-type: none"> <li>To learn five more nouns for vegetables in Spanish</li> </ul>	<p>Lesson 3</p> <ul style="list-style-type: none"> <li>To revisit all ten vegetables in Spanish and learn how to say "a kilo of..." plus a vegetable in Spanish</li> </ul>	<p>Lesson 4</p> <ul style="list-style-type: none"> <li>To formulate a short phrase using "Quisiera ..." ("I would like...") plus a quantity of various vegetables</li> </ul>	<p>Lesson 5</p> <ul style="list-style-type: none"> <li>To learn the conjunction 'and' (so that the pupils can formulate longer and more interesting sentences )</li> </ul>	<p>Lesson 6</p> <ul style="list-style-type: none"> <li>To revise and consolidate all language covered in the unit and complete the end of unit assessment.</li> </ul>	<p>Lesson 7</p> <p>Consolidate any gaps in children's learning based on end of unit assessment.</p>
<p>Key Language</p> <p>Las verduras = The vegetables  Las espinacas = The spinach  Las cebollas = The onions  Las zanahorias = The carrots  Las berenjenas = The aubergines  Las patatas = The potatoes</p>	<p>Key Language</p> <p>Las judías verdes = The green beans  Los tomates = The tomatoes  Los guisantes = The peas  Los champiñones = The mushrooms  Los calabacines = The courgettes</p>	<p>Key Language</p> <p>Las verduras = the vegetables  Un kilo de... = a kilo of...  Un kilo de zanahorias = a kilo of carrots  Un kilo de champiñones = a kilo of mushrooms  Un kilo de calabacines = a kilo of courgettes  Un kilo de patatas = a kilo of potatoes  Un kilo de guisantes = a kilo of peas</p>	<p>Key Language</p> <p>Quisiera... = I would like...  Un kilo de... = One kilo of...  Medio kilo de... = Half a kilo of...  Por favor = please</p> <p>Examples:  Quisiera un kilo de zanahorias. = I would like a kilo of carrots.  Quisiera medio kilo de zanahorias. = I would like half a kilo of carrots.</p>	<p>Key Language</p> <p>Quisiera... = I would like...  Un kilo de... = One kilo of...  Medio kilo de... = Half a kilo of...  Por favor = please  Y = And</p> <p>EXTRA CHALLENGE  Hola = Hello  ¿Puedo ayudarte? * = Can I help you?  ¿Algo más? = Is that all/anything else?  ¿Cuánto cuesta? = How much is that?</p>	<p>End of unit assessment.</p>	

Un kilo de tomates =  
a kilo of tomatoes  
Un kilo de judías  
verdes = a kilo of  
Spanish beans  
Un kilo de espinacas =  
a kilo of spinach  
Un kilo de cebollas =  
a kilo of onions  
Un kilo de berenjenas  
= a kilo of aubergines

10 euros por favor =  
10 euros please  
Gracias = Thank you  
Hasta luego =  
Goodbye  
En mi cesta tengo... =  
In my basket I have...

Unit Glossary

	Spanish	English
	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

	Spanish	English
	un kilo de...	one kilo of...
	medio kilo de...	half a kilo of...
	Quisiera...	I would like...
	por favor	please
	y	and
	¡Hola!	Hello!
	¿Puedo ayudarte?	Can I help you?
	¿Algo más?	Is that all/anything else?
	¿Cuánto cuesta?	How much is that?
	gracias	thank you
	¡Hasta luego!	Goodbye!
	En mi cesta tengo...	In my basket I have...

**Spring 1**

**Presenting myself (I)**

**Y: Year 4 Spring 1**

**Topic title: Me presento - Presenting myself (I)**

**Enquiry question: What is your name? How old are you? Where do you live?**

**Prior learning:**

Numbers 1 -10

Uno = One Dos = Two Tres = Three  
Cuatro = Four Cinco = Five  
Seis = Six Siete = Seven  
Ocho = Eight Nueve = Nine Diez = Ten

**Future learning:**

My family (I)

**Knowledge:**

By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in Spanish. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.

In this unit pupils will learn to:

- Use basic greetings in Spanish, ask somebody how they are feeling and reply when asked.
- Ask somebody their name in Spanish and reply when asked.
- Recall the numbers 1-10 and count from 11-20 in Spanish.
- Ask somebody how old they are in Spanish and reply when asked.

**Skills:**

**Listening**

Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

**Speaking**

Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.

**Reading**

Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language

**Writing**

- Ask somebody where they live in Spanish and reply when asked.
- Express their nationality in Spanish and understand basic gender agreement rules.

Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age

### Grammar

Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'

### Critical Content Statements:

## Me presento

**phonics**

**ca** sound in: • catorce 14

**ce** sound in: • ce 11 • ce 12

**ci** sound in: • cinco 5 • cincuenta 50

**co** sound in: • coscés

**cu** sound in: • cuatro 4

**ñ tilde** This changes the 'n' to a 'ny' sound like in the English word 'onion'. As in the Spanish word *español* and *española*.

**vocabulary**

Numbers 1-20 in Spanish.  
1 2 3 4 5 6 7 8 9 10  
11 12 13 14 15 16 17 18 19 20

How to present myself:

 ¡Hola! Me llamo Claudia. Tengo diez años. Vivo en Salamanca.

*Hi! My name is Claudia and I am ten years old. I live in Salamanca.*

Key questions:

¿Cómo estás? *How are you?*

¿Cómo te llamas? *What is your name?*

¿Cuántos años tienes? *How old are you?*

¿Dónde vives? *Where do you live?*

**grammar**

To start to understand adjectives better in Spanish and how they may change spelling depending on what they are describing. This is called adjectival agreement.

 Soy española  
*I am Spanish*

 Soy español  
*I am Spanish*

1<sup>st</sup> person high frequency verbs:

**soy** **tengo** **vivo**  
*I am I have I live*

### Common Misconceptions Pupils May Have:

- Capitalizing nationalities
- Mixing masculine and feminine genders for adjectives/ not conjugating properly

- In Spanish, nationalities e.g., English, Spanish etc. are adjectives and so, unlike English, are not capitalised e.g. inglés/inglesa
- In Spanish, nationalities agree with the person that is being described. Therefore, depending on whether a girl or a boy is saying 'I am English' then the spelling and pronunciation of the phrase would change. e.g. mexicano (boy) mexicana (girl) español (boy) española (girl)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Lesson 1</p> <ul style="list-style-type: none"> <li>To introduce the unit 'Me presento'.</li> </ul> <p>In this lesson pupils will revise basic greetings and will learn how to ask someone how they are feeling as well as answer the question themselves in Spanish.</p>	<p>Lesson 2</p> <ul style="list-style-type: none"> <li>To learn how to ask and answer the question '¿Cómo te llamas?' (What is your name?) in Spanish.</li> </ul>	<p>Lesson 3</p> <ul style="list-style-type: none"> <li>To consolidate numbers 1-10</li> <li>To introduce numbers 11-20 in Spanish.</li> </ul>	<p>Lesson 4</p> <ul style="list-style-type: none"> <li>To consolidate knowledge of numbers 1-20 in Spanish</li> <li>To learn how to ask and answer the question '¿Cuántos años tienes?' (How old are you?).</li> </ul>	<p>Lesson 5</p> <ul style="list-style-type: none"> <li>To consolidate all previous knowledge from the unit</li> <li>To learn how to ask and answer the question '¿Dónde vives?' (Where do you live?)</li> <li>To learn the basics of adjectival agreement in Spanish.</li> </ul>	<p>Lesson 6</p> <ul style="list-style-type: none"> <li>To revise all language covered so far and to complete the end of unit assessment.</li> </ul>
<p>Key Language</p> <p>Me presento = Presenting Myself</p> <p>Hola = Hi</p> <p>Buenos días = Good morning</p> <p>¿Cómo estás? = How are you?</p> <p>Estoy bien = I am well</p> <p>Estoy mal = I am not great</p> <p>Más o menos = So, so ¿Y tú? = And you?</p> <p>Estoy muy bien = I am really well</p> <p>Estoy muy mal = I am really not great</p> <p>Adiós = Goodbye</p> <p>Hasta luego = See you later</p>	<p>Key Language</p> <p>¿Cómo te llamas? = What is your name?</p> <p>Me llamo ... = My name is ...</p>	<p>Key Language</p> <p>Uno = One Dos = Two Tres = Three Cuatro = Four Cinco = Five Seis = Six Siete = Seven Ocho = Eight Nueve = Nine Diez = Ten</p> <p>New language</p> <p>Once = Eleven Doce = Twelve Trece = Thirteen Catorce = Fourteen Quince = Fifteen Dieciséis = Sixteen Diecisiete = Seventeen</p>	<p>Key Language</p> <p>¿Cuántos años tienes? = How old are you?</p> <p>Tengo ... años = I am ... years old</p>	<p>Key Language</p> <p>¿Dónde vives? = Where do you live?</p> <p>Vivo en... = I live in (+ town/city)</p> <p>Londres = London</p> <p>Soy inglés/inglesa = I am English</p> <p>Soy español/española = I am Spanish</p> <p>Soy irlandés/irlandesa = I am Irish</p> <p>Soy galés/galesa = I am Welsh</p> <p>Soy ecocés/ecocesa = I am Scottish</p> <p>Soy mexicano/mexicana = I am Mexican</p> <p>Soy argentino/argentina = I am Argentinian</p>	

				<p>Soy peruano/peruana = I am Peruvian</p> <p>Soy cubano/cubana = I am Cuban</p> <p>Soy de Inglaterra = I am from England</p> <p>Soy de ... + country = I am from ... (+ country)</p>	
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## Unit Glossary

Spanish	English
¡Buenos días!	Good morning!
¡Hola!	Hi!/Hello!
¿Cómo estás?	How are you?
Estoy bien.	I am fine.
Estoy mal.	I am not great.
Estoy regular.	So-so.
Estoy muy bien.	I am great.
Estoy muy mal.	I am really not great.
muy	very
¡Adiós!	Goodbye!
¡Hasta luego!	See you later!
¿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?
Vivo en...	I live in...

Spanish	English
Soy...	I am...
español/española	Spanish
inglés/inglesa	English
galés/galesa	Welsh
irlandés/irlandesa	Irish
escocés/escocesa	Scottish
Soy de...	I am from...
Soy de Inglaterra.	I am from England.
uno	one
dos	two
tres	three
cuatro	four
cinco	five
seis	six
siete	seven
ocho	eight

Spanish	English
nueve	nine
diez	ten
once	eleven
doce	twelve
trece	thirteen
catorce	fourteen
quince	fifteen
dieciséis	sixteen
diecisiete	seventeen
dieciocho	eighteen
diecinueve	nineteen
veinte	twenty

**Spring 2**

**My family (I)**

**Y: Year 4 Spring Two**

**Topic title: Mi familia - My family (I)**

**Enquiry question: Who is in your family and what are they called?**

**Prior learning:**

Presenting myself (I)

**Future learning:**

In the classroom (I)

**Knowledge:**

By the end of this unit pupils will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in Spanish. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in Spanish to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1<sup>st</sup> person singular to 3<sup>rd</sup> person singular.

In this unit pupils will learn how to:

- Use the nouns and articles/determiners for family members in Spanish.

**Skills:**

**Listening**

Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed

**Speaking**

Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.

**Reading**

Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.

**Writing**

Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for

	<ul style="list-style-type: none"> <li>• Move from using the article/determiner 'a/an' with a family member to using the possessive adjective 'my' in Spanish.</li> <li>• Answer the question '¿Tienes hermanos?' (Do you have any brothers or sisters?) in Spanish.</li> <li>• Introduce family members in Spanish, using 'se llama' (he/she is called).</li> <li>• Use my knowledge of larger numbers in Spanish to be able to describe the age of family members.</li> </ul>	<p>suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Nouns, articles/determiners and possessive adjectives. Pupils will explore possessive adjectives in Spanish with a focus only on 'my'. They will learn that there are 2 ways to say 'my' in Spanish covered in the unit: 'mi' and 'mis'. We will also recognise that the articles/determiners 'el' and 'la' are dropped when we speak of close, biological family members in the singular form.</li> <li>• Nouns in Spanish have a GENDER ((they can be masculine/feminine and singular/plural)</li> <li>• In Spanish, possessive adjectives are the equivalent of our English words like "MY", "YOUR", "HIS", "HER", "OUR" and "THEIR"</li> <li>• Mi - used when talking about female OR male members of the family. As long as there is only one member being talked about mi is used.</li> <li>• Mis - used when talking about more than one person e.g. brothers, sisters, parents and grandparents.</li> <li>• The FOUR DEFINITE ARTICLES/DETERMINERS (the word for 'the') in Spanish are: <ul style="list-style-type: none"> <li>• EL - The DEFINITE ARTICLE to use before MASCULINE SINGULAR nouns.</li> <li>• LA - The DEFINITE ARTICLE to use before FEMININE SINGULAR nouns.</li> <li>• LOS - The DEFINITE ARTICLE to use before MASCULINE PLURAL nouns.</li> <li>• LAS - The DEFINITE ARTICLE to use before FEMININE PLURAL nouns.</li> </ul> </li> </ul>
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**Critical Content Statements:**

**Common Misconceptions Pupils May Have:**

- In Spanish, the article (the word for 'the', 'a'/'an' or 'some') is often used when we would omit it in English e.g. the father/the mother

# Mi familia

phonics

- sound in:
- ca • única 
  - ce • quince **15**
  - ci • cien **100**
  - co • único 
  - cu • cuarenta **40**

**Accents**  
 Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Such as **tío** and **tía**.

vocabulary

The nouns and articles/determiners for family members:



The words for the possessive adjective 'my' in Spanish.

**mi**      **mis**

Numbers 1-100 in Spanish:  
 10 20 30 40 50 60 70 80 90 100

High frequency verbs:  
**se llama**      **tiene**  
*he/she is called*      *he/she has*

grammar

To fully understand the role of gender and plurality in the choice of possessives adjectives:

**mi hermano**      **mi hermana**  
*Singular possessive adjective 'my' for masculine nouns*      *Singular possessive adjective 'my' for feminine nouns*

**mis abuelos**  
*Possessive adjective 'my' for plural nouns*

To move from the 1<sup>st</sup> person conjugation of high frequency verbs to 3<sup>rd</sup> person singular.  
**tengo**      **tiene**  
*I have*      *he/she has*

Pupils might want to use direct translation from English and omit the articles.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Lesson 1</p> <ul style="list-style-type: none"> <li>To revise the vocabulary previously taught in the 'Presenting Myself' unit</li> <li>To learn how to say the various nouns for family members in Spanish.</li> </ul>	<p>Lesson 2</p> <ul style="list-style-type: none"> <li>To continue and consolidate the nouns and definite articles/determiners for members of the family in Spanish</li> <li>To learn how to use the possessive adjective 'my' in Spanish with increasing accuracy and understanding.</li> </ul>	<p>Lesson 3</p> <ul style="list-style-type: none"> <li>To introduce the language required to ask and answer the target question: ¿Tienes hermanos? (Do you have any siblings?)</li> </ul>	<p>Lesson 4</p> <ul style="list-style-type: none"> <li>To consolidate the previously learnt language and introduce the question ¿Cómo se llama? (what is he/she called).</li> <li>To learn how to ask the question but also to formulate the answer by moving from 1st person singular (me llamo) to 3rd person singular (se llama).</li> </ul>	<p>Lesson 5</p> <ul style="list-style-type: none"> <li>To learn how to say and recognise numbers 1-100 in Spanish.</li> </ul>	<p>Lesson 6</p> <ul style="list-style-type: none"> <li>To revise all language covered so far and complete assessment for the unit.</li> </ul>
<p>Key Language</p> <ul style="list-style-type: none"> <li>la madre/la mamá = the mother/the mum</li> <li>la hermana = the sister</li> <li>la hermana mayor = the older sister</li> <li>la hermana pequeña = the younger sister</li> <li>la abuela = the grandmother</li> <li>la tía = the aunt</li> <li>el padre/el papa = the father/the dad</li> <li>el hermano = the brother</li> <li>el abuelo = the grandmother</li> <li>el tío = the uncle</li> </ul>	<p>Key Language</p> <ul style="list-style-type: none"> <li>Mi = My (for singular nouns)</li> <li>Mis = My (for plural nouns)</li> </ul> <p>For male members of the family</p> <ul style="list-style-type: none"> <li>Mi hermano = My brother</li> <li>Mi padre/papá = My father/dad</li> <li>Mi abuelo = My grandfather</li> <li>Mi tío = My uncle</li> </ul> <p>For female members of the family</p>	<p>Key Language</p> <ul style="list-style-type: none"> <li>¿tienes hermanos? (Do you have siblings? Do you have brothers and sisters?)</li> <li>¿tienes hermanos o hermanas? (Do you have any brothers or sisters?)</li> <li>¿tienes hermanos y hermanas? (Do you have any brothers and sisters?)</li> </ul>	<p>Key Language</p> <ul style="list-style-type: none"> <li>Me llamo (My name is [or] I am called)</li> <li>Se llama (his/her name is [or] he/she is called)</li> <li>Se llaman (their names are [or] they are called)</li> </ul>	<p>Key Language</p> <p>10 = diez 20 = veinte 30 = treinta 40 = cuarenta 50 = cincuenta 60 = sesenta 70 = setenta 80 = ochenta 90 = noventa 100 = cien</p> <p>veintiuno = 21 veintidós = 22 veintitrés = 23 veinticuatro = 24 veinticinco = 25 veintiséis = 26 veintisiete = 27</p>	

	<ul style="list-style-type: none"> <li>•Mi hermana = My sister</li> <li>•Mi madre/mamá = My mother/mum</li> <li>•Mi abuela = My grandmother</li> <li>•Mi tía = My aunty</li> </ul> <p>For talking about more than one member of the family</p> <ul style="list-style-type: none"> <li>•Mis hermanas = My sisters</li> <li>•Mis abuelos = My grandparents</li> <li>•Mis padres = My parents</li> <li>•Mis hermanos = My brothers (or siblings so both brothers &amp; sisters)</li> <li>•Mis primos = My cousins</li> </ul>			<p>veintiocho = 28  veintinueve = 29  treinta y uno = 31  treinta y dos = 32  treinta y tres = 33  cuarenta y uno = 41  cuarenta y dos = 42  cuarenta y tres = 43</p>	
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This unit has been created with the utmost sensitivity regarding the topic of families. Language Angels appreciate this can be a sensitive topic for some pupils. Pupils are not asked to describe their own family if they do not wish to, but rather they are asked to present Andrés' family around which the unit is centred.

## Unit Glossary

Spanish	English
la familia	the family
la madre 	the mother
la abuela 	the grandmother
la tía 	the aunty
la hermana mayor 	the older sister
la hermana menor 	the younger sister
el hermano 	the brother
el tío 	the uncle
el padre 	the father
el abuelo 	the grandfather
los padres 	the parents
los abuelos 	the grandparents
las hermanas 	the sisters
¿Cómo se llama?	What is he/she called?
se llama	he/she is called
mi	my ( <i>singular family members</i> )
mis	my ( <i>plural family members</i> )

Spanish	English
¿Tienes hermanos?	Do you have any siblings?
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 ( <i>male</i> ).
No, soy hija única.	No, I am an only child ( <i>female</i> ).
¿Cuántos años tiene?	How old is he/she?
Tiene ... años.	He/she is ... years old.
diez	ten
veinte	twenty
treinta	thirty
cuarenta	forty
cincuenta	fifty
sesenta	sixty
setenta	seventy
ochenta	eighty
noventa	ninety
cien	one hundred

**Summer 1**

**The Classroom (I)**

**Year 4: Summer One**

**Topic title: La clase - The classroom (I)**

**Enquiry question:** ¿Qué tienes en tu estuche?

**Prior learning:**

My family (I)

**Future learning:**

At the café (I)

**Knowledge:**

By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.

In this unit pupils will learn how to:

- Remember and recall 12 classroom objects with their indefinite article.
- Replace an indefinite article with a possessive adjective.
- Say and write what they have and do not have in their pencil case.

**Skills:**

**Listening**

Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

**Speaking**

Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.

**Reading**

Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language

**Writing**

Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age

## Grammar



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

## Critical Content Statements:



### La clase

**phonics**

sound in:

- calculadora 
- sacapuntas 

sound in:

- culculadora 
- cuaderno 

**accents**

Accents indicate the vowel is stressed. As seen in the word lá-piz. They can also be used to indicate a question as seen in:

¿Qué tienes en tu estuche?

**vocabulary**

The nouns & determiners for 12 common classroom objects.



The 2 words for the possessive adjective 'my' in Spanish:

**mi**      **mis**

Language to describe what I have/do have not in my pencil case.

**En mi estuche tengo un bolígrafo.** 



*In my pencil case I have a pen.*

**En mi estuche ~~no~~ tengo un bolígrafo.** 


*In my pencil case I do not have a pen.*

**grammar**

To fully understand when to use the correct possessive adjective in Spanish.


**mi lápiz**       **mi regla** 

*Singular possessive adjective 'my' for both masculine and feminine nouns.*


**mis tijeras** 

*Plural possessive adjective 'my' for both masculine and feminine nouns.*

The negative structure 'no tengo'.

**Tengo una goma.** 

*I have a rubber.*

**~~No~~ tengo una goma.** 

*I ~~do not~~ have a rubber.*













## Common Misconceptions Pupils May Have:

- Using not after the verb  
The correct form: no tengo (I do not have)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Lesson 1</p> <ul style="list-style-type: none"> <li>To start the unit and introduce the nouns and articles/determiners for six common classroom objects.</li> </ul>	<p>Lesson 2</p> <ul style="list-style-type: none"> <li>To learn a further six classroom object nouns with their indefinite articles/determiners (one in plural form) whilst recycling and consolidating the six nouns from last week so that by the end of the unit these can be used to describe what pupils have and do not have in their pencil cases.</li> </ul>	<p>Lesson 3</p> <ul style="list-style-type: none"> <li>To learn the question '¿Qué tienes en tu estuche?' and have the knowledge and skills in Spanish to formulate an answer using the structure 'En mi estuche tengo...' both in spoken (role-play) and written form.</li> </ul>	<p>Lesson 4</p> <ul style="list-style-type: none"> <li>To consolidate the previously learnt language and introduce the possessive adjectives 'mi' and 'mis' in Spanish, thus moving from using the indefinite article/determiner with the classroom object nouns to the possessive adjectives to allow for more personalised responses.</li> </ul>	<p>Lesson 5</p> <ul style="list-style-type: none"> <li>To learn how to use the negative structure 'No tengo...' (I do not have) in Spanish so that pupils will be able to produce in spoken and written form a more detailed description of what they have and do not have in their pencil cases.</li> </ul>	<p>Lesson 6</p> <ul style="list-style-type: none"> <li>To revise all language covered so far and complete assessment for the unit.</li> </ul>
<p>Key Language</p> <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</p>	<p>Key Language</p> <p>una calculadora = a calculator  una regla = a ruler  una barra de pegamento = a glue stick  una goma = a rubber  una mochila = a pencil case  unas tijeras = scissors (better translated as a pair of scissors)</p>	<p>Key Language</p> <p>¿Qué tienes en tu estuche? = What do you have in your pencil case?  En mi estuche... = In my pencil case...  tengo = I have  y = and</p>	<p>Key Language</p> <p>Mi = My (singular nouns)  Mis = My (plural nouns)</p>	<p>Key Language</p> <p>No tengo... = I do not have...  No tengo bolígrafo. = I do not have a pen.  No tengo lápiz. = I do not have a pencil.  No tengo sacapuntas. = I do not have a sharpener.  No tengo libro. = I do not have a reading book.  No tengo cuaderno. = I do not have an exercise book.</p>	

				<p>No tengo estuche. = I do not have a pencil case. No tengo regla. = I do not have a ruler. No tengo goma. = I do not have a rubber. No tengo calculadora. = I do not have a calculator No tengo mochila. = I do not have a rucksack. No tengo barra de pegamento. = I do not have a glue stick. No tengo tijeras. = I do not have any scissors.</p>	
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## Unit Glossary

	Spanish	English
	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

Spanish	English
tengo	I have
no tengo	I do not have
¿Qué tienes en tu estuche?	What do you have in your pencil case?
En mi estuche tengo...	In my pencil case I have...
En mi estuche no tengo...	In my pencil case I do not have...
mi	my (singular nouns)
mis	my (plural nouns)
y	and

**Summer 2**

**At the café (I)**

**Y: Year 4 Summer 2**

**Topic title:** En la cafetería - **At the café (I)**

**Enquiry question:** ¿Qué deseas? = What would you like?

**Prior learning:**

In the classroom (I)

**Future learning:**

Do you have a pet? (I)

**Knowledge:**

By the end of this unit, pupils will have the knowledge and skills necessary to perform a short role-play in a Spanish cafetería. This is a unit that consolidates much of the grammar covered in our Early Language teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.

In this unit the children will learn how to:

- Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafetería.
- To understand better how to change a singular noun to plural form.
- Perform a short role-play ordering what they would like to eat and drink.

**Skills:**

**Listening**

Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed

**Speaking**

Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.

**Reading**

Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.

**Writing**

Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and

adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.

**Grammar**

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.

**Critical Content Statements:**

**Common Misconceptions Pupils May Have:**

- Pupils might use the same determiner for all the nouns

**En la cafetería**

**phonics**

sound in:

**Ca**

- calamares
- crema catalana
- un chocolate caliente

sound in:

**Co**

- un cocholate caliente
- una coca cola

**accents** Accents indicate the vowel is stressed. As seen in the words jamón, limón and café.

**stress placement** Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable. Like in cho-co-la-te.

**vocabulary**

20 words for foods, snacks and drinks.

Key questions and phrases for a role-play at the cafetería.

**¡Hola!** **¿Qué deseas?** **Quisiera** **y** **por favor**  
Hello! What would you like? I would like and please

**¡La cuenta por favor!** **¡Gracias!** **¡Adiós!**  
The bill please! Thank you! Goodbye!

Key vocabulary to be able to pay the bill.

**grammar**

To understand when to use the four different indefinite articles/determiners.

**un una**  
Singular indefinite articles/determiners 'a/an'

**unos unas**  
Plural indefinite articles/determiners 'some'





To understand how to move a singular noun to plural form and understand better that the determiner may need to change in Spanish.

**una paella** → **unas paellas**  
a paella some paellas

<p>Lesson 1</p> <ul style="list-style-type: none"> <li>To start the unit and introduce the ten masculine nouns with the indefinite article/determiner for popular food and drink typically offered in a Spanish cafetería.</li> </ul>	<p>Lesson 2</p> <ul style="list-style-type: none"> <li>To develop a bank of vocabulary for the unit by introducing a further ten feminine nouns with the indefinite article/determiner for popular food and drink typically offered in a Spanish cafetería.</li> </ul>	<p>Lesson 3</p> <ul style="list-style-type: none"> <li>To revise and consolidate all the foods/snacks and drinks and learn the transactional language required to order what you would like to eat and drink in the cafetería.</li> </ul>	<p>Lesson 4</p> <ul style="list-style-type: none"> <li>To consolidate the previously learnt vocabulary and expand by learning how to ask for the bill and how to say thank you and goodbye in Spanish.</li> </ul>	<p>Lesson 5</p> <ul style="list-style-type: none"> <li>To understand Spanish currency better, improving cultural understanding, and using mathematical knowledge to calculate a bill in a Spanish cafetería.</li> </ul>	<p>Lesson 6</p> <ul style="list-style-type: none"> <li>To revise all language covered so far and complete assessment for the unit.</li> </ul>
<p>Key Language</p> <p>la cafetería = the café</p> <p>un bocadillo de jamón = a ham sandwich</p> <p>un bocadillo de queso = a cheese sandwich</p> <p>un pastel de limón = a lemon tart</p> <p>unos churros = some churros</p> <p>unos calamares = some calamari</p> <p>un café = a coffee</p> <p>un té = a tea</p> <p>un café con leche = a coffee with milk</p> <p>un chocolate caliente = a hot chocolate</p> <p>un zumo de naranja = an orange juice</p>	<p>Key Language</p> <p>una tortilla de patatas = a Spanish omelette</p> <p>una ensalada mixta = a mixed salad</p> <p>una paella = a paella</p> <p>una tarta de chocolate = a chocolate cake</p> <p>una crema catalana = a crème brûlée</p> <p>unas gambas = some prawns</p> <p>unas croquetas = some croquettes</p> <p>unas patatas bravas = some patatas bravas</p> <p>una coca cola = a coca-cola</p> <p>una limonada = a lemonade</p>	<p>Key Language</p> <p>¡Hola! = Hello!</p> <p>Quisiera... = I would like...</p> <p>por favor = please</p> <p>y = and</p> <p>¿Qué deseas? = What would you like?</p> <p>¿Tienes hambre? = Are you hungry?</p> <p>¿Tenes sed? = Are you thirsty?</p> <p>Tengo hambre = I am hungry</p> <p>Tengo sed = I am thirsty</p>	<p>Key Language</p> <p>La cuenta por favor. = The bill please. gracias = thank you ¡Adiós! = Goodbye!</p>	<p>Key Language</p> <p>un céntimo = one cent</p> <p>dos céntimos = two cents</p> <p>cinco céntimos = five cents</p> <p>diez céntimos = ten cents</p> <p>veinte céntimos = 20 cents</p> <p> cincuenta céntimos = 50 cents</p> <p>un euro = one euro</p> <p>dos euros = two euros</p> <p>cinco euros = five euros</p> <p>diez euros = ten euros</p> <p>veinte euros = twenty euros</p> <p> cincuenta euros = fifty euros</p> <p>cien euros = a hundred euros</p> <p>doscientos euros = two hundred euros</p> <p> quinientos euros = five hundred euros</p>	

## Unit Glossary

Spanish	English
 un bocadillo de jamón	a ham sandwich
 un bocadillo de queso	a cheese sandwich
 un pastel de limón	a lemon tart
 unos churros	some churros
 unos calamares	some calamari
 una tortilla de patatas	a Spanish omelette
 una ensalada mixta	a mixed salad
 una paella	a paella
 una tarta de chocolate	a chocolate cake
 una crema catalana	a crème brûlée
 unas gambas	some prawns
 unas croquetas	some croquettes
 unas patatas bravas	some patatas bravas
 un café	a coffee

Spanish	English
 un café con leche	a coffee with milk
 un té	a tea
 un zumo de naranja	an orange juice
 un chocolate caliente	a hot chocolate
 una limonada	a lemonade
 una coca cola	a coca-cola
	¡Hola!
	Hello!
	¡Adiós!
	Goodbye!
	¿Qué deseas?
	What would you like?
	quisiera
	I would like
	gracias
	thank you
	por favor
	please
	y
	and
	la cuenta
	the bill