**Examples of activities from S.O.W. to meet end of year objectives – Year 4**

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| **KS2 Programme of Study objectives. Pupils should be taught to:** | **By end of year 4 pupils:** |
| Listen attentively and show understanding by joining in and responding; appreciate stories, songs, poems and rhymes in the language.  | **4.1** Can understand and respond to a range of familiar spoken words and short phrases, **e.g. Unit 7 lesson 4 – weather terms.****4.2** Can join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases, **e.g. Unit 9 lesson 2 – Yenka song.** |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | **4.3** Can recognise key sounds and words that rhyme, **e.g. Unit 12 lesson 2 –** **Debajo de un botón song.****4.4** Can match key sounds and words that rhyme, **e.g. Unit 12 lesson 2 –** **Debajo de un botón song.** |
| Engage in conversations; ask and answer questions;express opinions and respond to those of others | **4.5** Can rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation, **e.g. Unit 11 lesson 6 –** **animal question and answer dialogue with a partner.****4.6** Are beginning to understand how to form questions/answers independently, **e.g. Unit 11 lesson 6 –** **animal question and answer dialogue with a partner.** |
| Seek clarification and help  | **4.7** Can use simple pre-learned words and phrases for routine situations, **e.g. No tengo lápiz.** |
| Speak in sentences, using familiar vocabulary, phrases and basic language structuresPresent ideas and information orally to a range of audiences | **4.8** Can produce short pre-prepared phrases on a familiar topic, with secure pronunciation, **e.g. Unit 10 lesson 6 –** **pupils take on role of a sporting star and present themselves using a few 1st person singular verbs.**   |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. | **4.9** Can match sound to print, by reading aloud familiar words and phrases, **e.g. Unit 9 lesson 3 –** **pupils read aloud parts of text in Raúl story.**   |
| Read carefully and show understanding of words, phrases and simple writing | **4.10** Can read and understand a range of familiar written phrases, **e.g. Unit 10 lesson 4 –** **healthy/unhealthy food and drink power point conversation.**   |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. | **4.11** Can identify the overall type of text from its layout, contextual clues and a few familiar words, **e.g. Unit 12 lesson 5 –** **‘El Viento y el Sol’ power point story.** |
| Use a dictionary | **4.12** Can use a word list to check the spelling of a word, **e.g. Unit 12 lesson 1 – use of bi-lingual dictionary to look up clothes’ words.****4.13** Can use a dictionary or online resource to check the spelling of a word, **e.g.** **Spanish Dictionary** <http://www.spanishdict.com/> |
| Write words and phrases from memory | **4.14** Can write simple words and several short phrases from memory with understandable spelling, **e.g. Unit 12 lesson 4 – weather/temperature diary.** |
| Adapt phrases to create new sentences to express ideas clearly, describing people, places, things and actions orally and in writing | **4.15** Can substitute one element in a simple phrase or sentence to vary the meaning, e.g the colour adjective or the noun, **e.g. Unit 10 lesson 5 – sport diary.** |
| Understand basic grammar, including gender of nouns, definite and indefinite articles, singular and plural forms of nouns,adjectives (place and agreement),conjugation of key verbs (and making verbs negative),connectives and qualifiers, adverbs of time, prepositions of place; how to apply these to build sentences and to explore how they differ or are similar to English. | **4.16** Can use indefinite articles in singular and plural and definite articles in both singular and plural, e.g. **Unit 12 lesson 2 – clothes (indefinite articles singular and plural), Unit 9 lesson 3 – glossary (definite articles in singular and plural).****4.17** Can recognise qualifiers, **e.g. Unit 9 lesson 3 (muy),** adverbs of time, **e.g.** **Unit 12 lesson 7 (hoy)** and prepositions of place, **e.g. Unit 9 lesson 2,**  (**la taza está en la silla).****4.18** Can use adjectives (agreement and position) with more confidence, **e.g. Unit 11 lesson 2 – description of animals.****4.19** Can use ‘tiene’ (3rd person tener) and ‘está’ (3rd person estar), **e.g. Unit 12 lesson 1 – location of Spanish towns.****4.20** Can use the connectives ‘and’, ‘but’, ‘also’, **e.g. Unit 9 lesson 1 – Raúl introductory power point.**  |

**Spanish Planning Year 4 Unit 11 Lesson 1 Date**

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| **Learning Outcomes linked to Programme of Study Objectives** | **Key questions/New Learning** | **Activities** | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:*** **can recognise animal words from ‘Carnaval de los animales’ (PoS 1)**
* **can pronounce ‘ll’ correctly (PoS 6)**
 | El Carnaval de los Animales – The Carnival of the AnimalsEl león lionEl gallo cockerelEl canguro kangarooEl pez fishEl cucú cuckooEl elefante elephantEl burro donkeyEl pájaro birdEl cisne swanLa tortuga tortoiseLa gallina chicken**Pronounce all the animals here:**<http://www.e-spanyol.hu/en/vocabulary/words_animals.php>except: la gallina (la/ga-yeena)Soy=I am | Tell pupils the information about ‘El Carnaval de los Animales’ on sheet with YouTube clips and play extracts. Get pupils to discuss with partner which animals they think extracts represent – in English.Introduce the names of the new animals – which include pez, pájaro and tortuga from learning pets in year 3 unit 6 lesson 3, using large picture flashcards, actions and oral repetition. See power point 1 with sound for teacher support and for use with pupils in lesson 2. Play teacher v pupils game ‘repetid si es verdad’ (repeat if it’s true) - (rep-eh-tith/see/es/bear-dath). Say animal word and hold up picture. If true pupils repeat, but if incorrect, they stay silent. Points awarded accordingly.Give each table group a set of mini picture/word cards and time them in matching. Draw notice to words that are similar to the English.Hold up large pictures and matching large word cards, so pupils can check their work. Daily PracticeRespond to register with ‘Soy el elefante/la tortuga’, etc. | TimerAt end of unit:Information sheet about Carnival of the Animals ‘El Carnaval de los animales’ (el/car-nah-val/day/los/an-e-mal-es) by Camille Saint-Saëns (cam-e/sa(n)/sons) with YouTube clips Power point 1 with soundLarge picture/word flashcards of animalsMini picture/word cards of animals | ‘ll’ in ‘gallina’ pronounced like the ‘y’ in the English word ‘yellow’.(ga-yeena)‘el’ and ‘la’ – the words for ‘the’ for masculine and feminine singular nouns respectively. |
| **Assessment Opportunities** | Card matching activity |
| **KS2 Framework Objective****Oracy 4.2 4.3** | **Literacy****4.3** | **Intercultural Understanding**  | **Knowledge about Language** **4.5**  | **Language Learning Strategies****4.2** |

**Spanish Planning Year 4 Unit 11 Lesson 2 Date**

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| **Learning Outcomes linked to Programme of Study Objectives** | **Key questions/New Learning** | **Activities** | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:*** **can recognise adjectives that describe the animals from ‘Carnaval de los animales’ (PoS 1)**
* **can understand that adjectives have to agree with the masculine or feminine noun they are describing (PoS 12)**
* **can pronounce ‘z’ correctly (PoS 6)**
 | El león lionEl gallo cockerelEl canguro kangarooEl pez fishEl cucú cuckooEl elefante elephantEl burro donkeyEl pájaro birdEl cisne swanLa tortuga tortoiseLa gallina chickenLento/a –slow (len-toh)/(len-ta)Rápido/a –fast (RAP-ee-dough)/(RAP-ee-dah)Grande –large (gran-day)Pequeño/a –small (peck-en-yo)/(peck-en-ya)Tímido/a – timid (TIM-ee-dough)(TIM-ee-dah)Fuerte –strong (fwhere-teh)Feroz – fierce (fair-oth) | Revise animal names with power point (1) with sound – see lesson 1 - and power point (2), in which pupils have to guess which animal matches the animal noise. This time there is a sentence linked to the question: ¿Qué animal es? Es el león.Power point 3 with sound introduces adjectives that will be used to describe the animals, including colours – see year 3 unit 3 lesson 5 – of which some will also be used. The 1st 6 slides can be used for teachers and/or pupils, and expand on the information in ‘Grammar Focus’. The rest of the slides will be used in lesson 3.Hold up the 11 adjective word cards, which will be used to describe the animals, e.g. lento and lenta, and do an action to convey meaning. Discuss why there are 2 different forms of the adjectives.Read sentences from ‘Adjectives in sentences…’ sheet to pupils and they do actions for each one.Place large animal word cards and all the adjective cards on board, say a sentence, e.g. La tortuga es lenta, and a pupil puts the correct adjective card under the picture.Daily PracticeRespond to register with ‘El elefante es grande’, etc. | At end end of unit:Power point (1) with sound (animal names)Power point (2) with animal noisesPower point (3) with sound (adjectives) up to slide 6.Adjective word cards x 11Animal picture flashcards‘Adjectives in sentences’ sheet |  ‘z’ in pez(peth)In Spanish adjectives must agree with the noun they describe in gender and in number. Adjectives often end in ‘o’ in the masculine form and ‘a’ in the feminine form. Those that do not are invariable. The invariable ones in this unit are verde, azul, marrón, gris, grande, fuerte and feroz. See power point 3. |
| **Assessment Opportunities** | Pupils pronunciation of adjectives  |
| **KS2 Framework Objective****Oracy 4.2**  | **Literacy****4.1** | **Intercultural Understanding**  | **Knowledge about Language** **4.5**  | **Language Learning Strategies****4.8** |

**Spanish Planning Year 4 Unit 11 Lesson 3 Date**

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| **Learning Outcomes linked to Programme of Study Objectives** | **Key questions/New Learning** | **Activities** | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:*** **can write sentences that describe an animal with 2 adjectives (PoS 10)**
* **can understand the time of the hour (PoS 1)**
* **can pronounce silent ‘h’ correctly (PoS 6)**
 | ¿Qué hora es? (Keh-or-ah-es) – What’s the time?Es la una – it’s 1 o’clockSon las dos/tres/cuatro/cinco/seis/siete/ocho/nueve/diez/once/doce – it’s 2 o’clock, 3 o’clock, etc. (up to 12 o’clock)Es mediodía it’s middayEs medianoche it’s midnight(meh-dee-oh/DEE-ah and meh-dee-ah/naw/chay) | Show power point (3) slides 7 onwards, which revise the animal description from previous lesson in the form of a pupil exercise. Pupils say an animal + colour + other adjective.Give each table group the mini picture and word flashcards and place adjectives for a writing activity on board and pupils write 2 or 3 sentences on paper, e.g. El elefante es gris y grande.Use large clock to ask ¿Qué hora es? and puppet replies: Es la una. Question repeated and puppet says: Son las dos. Ask pupils what next time will be, i.e. Son las tres.After oral repetition pupils to do a ‘Mexican wave’ either in a class circle or by table group. 1st pupil says ‘Es la una’ and stands up, 2nd says ‘Son las dos’ and stands up and so on. If done by table, see which table can do it the fastest.Show video clip from Early Start Spanish re time on the hour where pupils will hear ‘midday’ and ‘midnight’.Play song from ¡Español! ¡Español!. Other times are mentioned so you can just listen to the 1st 2 verses, then sing other verses without the cd, pupils choosing which time to do next.Daily Practice - Respond to register with a time.  | Large clock, puppetEarly Start Spanish 2 book – pg 54video clips on cd – section 7 (time)¡Español! ¡Español! Pg  pg 32 – track 2.34 (song – time)At end of unit:Power point (3) – slides 7 onwardsAdjectives for writing activity – word cardsMini animal picture and word cards | Silent ‘h’ in ‘hora’.(or-ah)La hora (the time/hour), una hora (an hour)‘Es la una’- it is one o’clock or literally one hour (the ‘la’ referring to the missing word ‘hora’).‘Son las dos’- it is two o’clock or literally two hours (the ‘las’ referring to the missing word ‘horas’) |
| **Assessment Opportunities** | Writing activity re description of animals |
| **KS2 Framework Objective****Oracy 4.2**  | **Literacy****4.4** | **Intercultural Understanding**  | **Knowledge about Language** **4.2**  | **Language Learning Strategies****4.6** |

**Spanish Planning Year 4 Unit 11 Lesson 4 Date**

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| **Learning Outcomes linked to Programme of Study Objectives** | **Key questions/New Learning** | **Activities** | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:*** **can say the time on the hour in response to a partner asking the time (PoS 3)**
* **can read aloud sentences linking a time with an activity (PoS 5)**
* **can pronounce ‘ñ’ correctly (PoS 6)**
 | ¿Qué hora es Señor/Señora Elefante? – what time is it Mr/Mrs Elephant?¡Ñam, ñam! Yum, yum!(nyam/nyam)A la una (at 1 o’clock)A las dos (at 2 o’clock)como una manzanabebo una limonadajuego al fútbol\*miro/veo la televisiónvoy al colegionadopatinobailomonto en bicipractico atletismotoco el pianocanto(koh-moh)/(beh-boh)/ (hway-goh)/(meer-oh)/(boy)/(nah-dough)/ (pat-een-oh)/(bye-low)/(mon-toh)/(prac-tee-coh)/(toc-oh)/(can-toh) | Revise time on the hour by asking named pupils the time – ¿Qué hora es? – with answer – Es la…/Son las.../Es…, and with power point, in which pupils say the time before words appear. Give out small clocks to pairs of pupils and they ask each other the time on the hour with the support of the last slide of the above power point.Play ¿Qué hora es Señor/Señora Elefante? game in hall/playground. See intructions for game at end of unit.Say: ‘A la una como una manzana’ with an action, then ‘A las tres juego al fútbol’ with an action, and ask pupils for meaning. (See year 4 unit 8 lesson 4 for 1st person singular action verbs).A = ‘at’, so, e.g. ‘A la una’ = ‘At one o’clock’; ‘A las tres’ = ‘At three o’clock’.Place text cards of times – at + time - in one column on board – out of order – and in another text cards of activities in 1st person singular form. Team game where you say a sentence (at a particular time + activity) in English and ‘contestants’ have to say correctly in Spanish in order to gain points, e.g. At eight o’clock I go to school = A las ocho voy al colegio.Daily activity – say a time + activity | Large clockSmall clocksAt end of unit:Power point about time on the hourText cards of times and activitiesInstructions for ‘¿Qué hora es Señor/Señora Elefante?’ which is the Spanish equivalent of the ‘What’s the Time Mr. Wolf? game in English.  | ‘ñ’ in ‘ñam’ It is pronounced like the ‘ny’ in the word ’canyon.’(nyam/nyam)Because the ending of a verb indicates the subject of the verb. the personal pronoun is not necessary , e.g.hablo español. (I speak Spanish.) Sometimes you will see/hear ‘yo’ in front of the verb, e.g. Yo hablo español. This is mostly used for emphasise like in English I can be stressed **I.**\*miro/veo la televisión are interchangeable, but miro is used in this scheme of work |
| **Assessment Opportunities** | Ability to read Spanish time + activity |
| **KS2 Framework Objective****Oracy 4.1** | **Literacy****4.1** | **Intercultural Understanding**  | **Knowledge about Language** **4.3**  | **Language Learning Strategies****4.4** |

**Spanish Planning Year 4 Unit 11 Lesson 5 Date**

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| **Learning Outcomes linked to Programme of Study Objectives** | **Key questions/New Learning** | **Activities** | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:*** **can recognise animal habitat words (PoS 1)**
* **can say whether they live in a house or flat (PoS 5)**
* **can pronounce ‘v’ correctly (PoS 6)**
 | ¿Qué haces a las cuatro? What do you do at 4 o’clock?(KEH/ah-thes…)la sabana – savannah(sah-bah-nah)una granja – farm(gra(n)-ha)el mar – sea(mar)un bosque – wood (bos/keh)En la sabana, en una granja, en el mar, en un bosque, en una casa, en un pisouna casa (cass-ah)un piso (peace-oh)¿Dónde vives? Where do you live?Vivo en…I live in…(DON-day/beeb-es)(beeb-oh/en)Y - and; ¿Y tú?- and you?(ee) (ee/TO)Soy – I am(soy) | Throw soft ball and ask ¿Qué haces a las cuatro? Depending on ability pupils reply: ‘A las cuatro canto’ or ‘Canto’ (with activity text cards on board for support).Revise animals with animal picture flashcards and pupil repetition and actions, this time using un and una. Say ‘Soy un elefante gris y grande’ with actions and draw pupils’ attention to the adjectives following the noun. Ask pupils if they can say ‘Soy+another animal+colour +other adjective.Ask pupils the question: ¿Dónde vives? with the use of ball and they reply: Vivo en+town. See year 3 unit 4 lesson 3.Introduce the habitats of the animals with power point with sound, in which the animals introduce themselves, then say the habitat in which they live, e.g.Soy un elefante y vivo en la sabana, soy una gallina y vivo en una granja. At the end, a boy and a girl introduce themselves.Do a role-play between 2 of the animal pictures, e.g. el león and la gallina: ¿Dónde vives? Vivo en la sabana. ¿Y tú? Vivo en una granja. Pupils practise in pairs.Place the habitat picture cards on the board. Hold up one of the matching word cards and say its name. A pupil places it next to correct picture.Ask a pupil to ask you the question: ¿Dónde vives? Reply: Soy + name, vivo en + town, and vivo en una casa/un piso. Throw ball to a pupil with the same question, and he/she answers in a similar way, and so on.Daily Practice – Say ‘Soy…y vivo en…’ sentence | BallAt end of unit:Activity word cardsAnimal picturesPicture and word cards of habitatsHabitat and animal power point ¿Dónde vives? with sound. | ‘v’ in vives, vivo pronounced like a soft ‘b’(beeb-es, bee-boh)Adjectives used to describe qualities of a person or thing go after the noun. |
| **Assessment Opportunities** | Listen to pupils saying: Vivo en una casa/un piso |
| **KS2 Framework Objective****Oracy 4.1** | **Literacy****4.1** | **Intercultural Understanding**  | **Knowledge about Language**  | **Language Learning Strategies****4.4** |

**Spanish Planning Year 4 Unit 11 Lesson 6 Date**

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| **Learning Outcomes linked to Programme of Study Objectives** | **Key questions/New Learning** | **Activities** | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:*** **can understand the time half-past, quarter past and quarter to the hour (PoS 1)**
* **can link sound to words in a song (PoS 2)**
* **can pronounce ‘z’ correctly (PoS 6)**
 | ¿Qué hora es? What’s the time?Es la una y media – it’s 1.30Son las cinco y media – it’s 5.30Es la una y cuarto – it’s 1.15Son las ocho y cuarto – it’s 8.15Es la una menos cuarto – it’s 12.45Son las dos menos cuarto – it’s 1.45 | Revise time - ¿Qué hora es? – with clock. Show a few times on the hour on it and named pupils say the time, e.g. Es la una, son las once, es mediodía, es medianoche, etc.Introduce half-past, quarter to and quarter past the hour with big clock and mini clocks.Give pairs of pupil the times’ sheet in ‘Resources’ section, cut-up, and they match up the clocks with the times in figures and words.Introduce the lively song about the time in 4 different Spanish speaking countries – 1, 2, 3 ¿Qué hora es? – by firstly giving pupils a copy of the words (See link in ‘Resources’ section). The YouTube song has the words, but a couple are missing, which are identified on the word sheet.Play the song and pupils sing along. When played for the second time, pupils can each be given a time text card that they hold up when they see/hear it..Daily Practice - Respond to register with a ‘new’ time. | Big clock and mini clocks Un, dos, tres, ¿qué hora es? song<http://tinyurl.com/z4cxzrs>At end of unit:Sheet with times in figures, words and clock pictures for matching activityWords on sheets to accompany song – with unknown vocabulary on last sheetText cards for times for song | ‘z’ in ‘Ibiza’N.B.Cuatro=fourCuarto=quarter( kwat-tro and kwar-toh)Literal meaning of time phrases:y media (and half)y cuarto (and a quarter)menos cuarto (less a quarter)  |
| **Assessment Opportunities** | Pupil participation in singing song |
| **KS2 Framework Objective****Oracy 43**  | **Literacy****4.2** | **Intercultural Understanding****4.4** | **Knowledge about Language** **4.3** | **Language Learning Strategies****4.4** |

**Spanish Planning Year 4 Unit 11 Lesson 7 Date**

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| **Learning Outcomes linked to Programme of Study Objectives** | **Key questions/New Learning** | **Activities** | **Resources** | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:*** **can perform a role play with a partner (PoS 3)**
* **can manipulate language (PoS 11)**
* **can pronounce ‘j’ correctly (PoS 6)**
 | A ¡Buenos días!B ¡Buenos días!A ¿Cómo te llamas?B Me llamo León. ¿Y tú?A Me llamo Pájaro. ¿Cuántos años tienes?B Tengo ocho años.A Vivo en un bosque. ¿Y tú?B Vivo en la sabana.A ¿Qué hora es?B Son las cinco.A ¡Adiós!B ¡Adiós!Es la hora del carnaval- it’s carnaval time(…del/car-na-val) | Introduce the phrase ¡Es la Hora del Carnaval! (It’s Carnival Time!), which is pronounced on power point with one slide in Resources Practise with oral repetition. Pupils to work in pairs to prepare a presentation based on the ‘Carnival of the Animals’.They take on animal roles and work out dialogues using questions and answers with support of mini animal and word cards and word/phrase bank. Pupils could present their role plays in assembly with props, e.g. animal masks.Daily PracticePerform their role plays in pairs during the week. | At end of unit:Power point with one slide - ¡Es la Hora del Carnaval! – with soundMini picture and word cards of animalsWord/phrase bank for role play | ‘j’ in ‘pájaro’(PA-ha-roh)Reminder that in Spanish, when question/exclamation marks are used, there is an upside down one at the start of the word/phrase and a ‘normal’ one at the end. |
| **Assessment Opportunities** | Role plays |
| **KS2 Framework Objective****Oracy 4.1**  | **Literacy****4.3** | **Intercultural Understanding** | **Knowledge about Language** **4.3** | **Language Learning Strategies****4.6** |