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

|  |  |
| --- | --- |
| **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 structures  Present 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 12 Lesson 1 Date**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 compass points (PoS 1)** * **can use a bi-lingual dictionary (PoS 9)** * **can pronounce soft ‘c’ correctly (PoS 6)** | ¿Dónde está …?  ¿Qué tiempo hace?  Está lloviendo it is raining (llueve= it rains  Está nevando it is snowing (Nieva= it snows)  Está nublado it is cloudy  Hace frío it is cold  Hace calor it is hot  Hace sol it is sunny  Hace viento it is windy  Hay niebla it is foggy  Está tormentoso it is stormy  (kay-yeh-vas)  Un abrigo – overcoat (ab-ree-go)  Un sombrero – hat (som-brare-oh)  Un paraguas – umbrella (par-ah(g)-whas)  Una bufanda – scarf (boo-fanda)  Unas botas - boots  (ooh-nas/bought-ass) (bought-ass)  Unas gafas de sol – sunglasses (gaffe-ass/day/sol)  Plural of un is unos and una is unas (some), e.g. una bota a boot, unas botas (some) boots  Dibujo picture  (dee-boo-hoe) | | | On completion of Unit 12 pupils will do Summative Assessment Task 2 – a weather report presentation.  Show Spain power point with sound to remind pupils of some of the main towns and their location. Pupils met ¿Dónde está Madrid? in year 4 unit 9 lesson 1. Compass points are introduced – see sound files.  Ask for today’s date: ¿Cuál es la fecha hoy? e.g. Es martes 24 de febrero/Hoy es martes 24 de febrero. Revisit ¿Qué tiempo hace? and all weather phrases with sound from year 4 unit 7 lesson 4 (see power point ‘El Tiempo’ with sound re rain/snow, especially in lesson 7) by placing flashcard pictures on the board and asking a pupil to come and touch the correct picture for, e.g. \*‘Toca el dibujo – Hace sol’. Then hold up weather phrase cards, say, and pupils repeat. Give out bi-lingual dictionaries and ask pupils in pairs to find the meaning and gender of some ítems of clothing that they will be learning in depth in lesson 2, linked to a story in lesson 5, but using as props in a weather game in this lesson.  Write the following on the board: abrigo, sombrero, paraguas, bufanda, botas and gafas de sol.  Play weather team game, where both teams have own set of weather pictures and real clothes’ items. Say a weather phrase and clothing ítem, and the first of 2 team members to pick up the correct picture and ítem of clothing gets a team point.  Daily Practice - Respond to register with weather phrase. | | Sound files for compass points that are in Spain power point  <http://tinyurl.com/hlrw7zp>  Real items of clothing  At end of unit:  Spain power point with sound  Pronunciaton guide to Spain towns  Sound files for clothes and umbrella in ¿Qué llevas puesto? power point used in lesson 2  Power point with sound – El Tiempo – re rain and snow – for use particularly in lesson 7  Weather picture and phrase flashcards  \*Toca/tocad – touch (also ‘play’ re a musical instrument) - the 1st said to one pupil, the 2nd to more than one pupil, as a command. | | Soft ‘c’ in Barcelona, Valencia  (bar-thay-lone-ah/ bah-len-thee-yah)  In most of Spain, the *c* before an *e* or an *i* is pronounced much like the "th" in "thin" or "think."  Re weather, a common pattern is to use either hacer (from the present tense of hacer) plus a noun, or to use está (from the present tense of estar) plus an adjective. The verbs llover (to rain) and nevar (to snow) are  used in the present continuous tense. ‘Hay niebla’ is different to the others.  ‘Is’ in Spanish is ‘está’ when describing location as well as some types of weather. |
| **Assessment opportunities** | Observe weather game | | | | | | | |
| **KS2 Framework Objective**  **Oracy**  **4.2** | | **Literacy**  **4.2** | **Intercultural Understanding** | | **Knowledge about Language** | | **Language Learning Strategies**  **4.1** | |

**Spanish Planning Year 4 Unit 12 Lesson 2 Date**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 clothing items (PoS 1 and PoS 12)** * **can ask and answer the new question about clothing (PoS 3)** * **can recognise and match key sounds and words that rhyme (PoS 2)** * **can pronounce ‘ll’ correctly (PoS 6)** | \*¿Qué llevas puesto? What are you wearing/carrying?  Llevo puesto/Llevo I’m wearing/carrying  (yeh-voh/pwes-toh)  \*‘Puesto’ can be omitted in answer.  Un abrigo – overcoat (ab-ree-go)  Un sombrero – hat (som-brare-oh)  Un paraguas – umbrella (par-ah(g)-whas)  Una bufanda – scarf (boo-fanda)  Unas botas - boots  (ooh-nas/bought-ass) (bought-ass)  Unas gafas de sol – sunglasses (gaffe-ass/day/sol)  Plural of un is unos and una is unas (some), e.g. una bota a boot, unas botas (some) boots  debajo de (under)  (deh-bah-ho/deh)  un botón (a button)  (baw-TON)  un ratón (a mouse)  (rah-TON)  chiquitín (tiny)  (chick-ee-TEEN) | | Revisit a few known questions and answers from list at end of unit, then revise items of clothing briefly introduced in previous lesson by putting on, e.g. a hat, and saying: ‘Llevo un sombrero’(pronunciation is in power point mentioned below) with pupils repeating and doing an action. Check their understanding of the sentence Do the same for the other clothes, then show weather and clothes’ power point with sound for listening, reading and speaking practice.  Give each pair of pupils a set of the small clothing pictures and they each ask and answer the target question – see in ‘Key Questions…’.  Pupils to learn a traditional Spanish song for children - Debajo de un botón – which focuses on sound and rhythm.  Revise/teach a few key words from song first – debajo de, un botón, un ratón, chiquitín with actions/mime and tone of voice to help convey meaning. Show Spanish words to song and explain unknown words. Draw notice to nouns, adjectives, verbs. Play dvd and pupils join in with actions of performers and sing along with aid of words on display.  Daily Practice - Respond to register with phrase about clothes, e.g. llevo un sombrero. | | Soft ball  Real items of clothing  Take 10 en español – action rhymes 4 and dvd – for song  End of this unit:  ¿Qué llevas puesto? power point with sound  Pictures and word cards for clothing  Small clothing pictures for role play  List of known questions and answers  Words to song in Spanish and English | | ‘ll’ in llevo  (yeh-vo)  The ‘ll’ sound is like the ‘y’ in the English word ‘yellow’.  The verb – infinitive ‘llevar’ – means both to wear (e.g. hat) and to carry (e.g. umbrella)  The song is in the past tense, e.g. es (is) becomes era (was),  and such verbs are only for recognition purposes at this stage. |
| **Assessment opportunities** | Observe how pupils join in with the song | | | | | | |
| **KS2 Framework Objective**  **Oracy**  **4.1 4.2** | **Literacy**  **4.2** | **Intercultural Understanding**  **4.2** | | **Knowledge about Language** | | **Language Learning Strategies** | |

**Spanish Planning Year 4 Unit 12 Lesson 3 Date**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 weather temperatures (PoS 1)** * **can pronounce ‘j’ correctly (PoS 6)** | Temperatura –temperature  (tem-pair-ah-tura)  ¿Qué temperatura hace?-what temperature is it?  (KEH/tem-pair-ah-tura-/ah-thay)  Hace …grados – it is…degrees  (ah-thay…grah-dos)  Menos –minus  (men-aws)  Bajo cero –below zero  (bah-ho/thair-oh) | | Revisit a few more known questions and answers from list at end of unit with ball and revise numbers up to 31 with power point.  Show power point of cold/hot places, which has sound files, and introduces pupils to temperature terms in Spanish.  Place pictures of hot and cold places with a temperature on board.  Point to picture and say, e.g. Hace 30 grados (30 degrees).  Point to cold place and say, e.g. Hace 2 grados (2 degrees).  If the temperature is minus, say e.g. Hace 5 grados bajo cero (5 degrees below 0) or Hace menos 5 grados (minus 5 degrees).  Place above picture flashcards around room. Pupils leave seats and stand by one of the flashcards. Say a temperature and pupils standing by that picture are out. The rest move to another picture, and the game continues. The last pupil standing is the winner.  Daily Practice - Respond to register with phrase describing weather temperature | | Soft ball  At end of unit:  List of known questions and answers  Number power point (1-31)  Pictures of hot and cold places with temperature  Power point re temperatures with sound | | ‘j’ in ‘bajo’ (bah-ho)  ‘Hacer’ is one of the most versatile verbs in the Spanish language, and it is used in a wide range of expressions, e.g.:  ¿Qué haces? (What are you doing/what do you do?)  ¿Qué tiempo hace? (What is the weather like?)  ¿Qué temperatura hace? (What is the temperature?) |
| **Assessment opportunities** | Observe game. | | | | | | |
| **KS2 Framework Objective**  **Oracy**  **4.2** | **Literacy**  **4.1** | **Intercultural Understanding** | | **Knowledge about Language** | | **Language Learning Strategies** | |

**Spanish Planning Year 4 Unit 12 Lesson 4 Date**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning Outcomes linked to Programme of Study Objectives** | **Key Questions/New Learning** | | **Activities** | | **Resources** | | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can ask and answer the question about temperature with a partner (PoS 3)** * **can write a weather/**   **temperature diary (PoS 10)**   * **can pronounce ‘e’ correctly (PoS 6)** | Temperatura  ¿Qué temperatura hace?  Hace …grados – it is…  Grados  Menos  Bajo, cero  Silencio silence  Atención attention  Escuchad listen  Levantaos stand up  Sentaos sit down  Mirad look  Levantad la mano put your hand up  Tocad touch  La clase the classroom (class-eh)  El patio the playground (pah-tea-oh)  En la clase hace…grados – in the classroom it is…degrees  En el patio hace…grados – in the playground it is…degrees | | Play ‘Simón dice’ (Simon says) with classroom commands. See ‘Classroom phrases and instructions’ in ‘Resources’.  Revise previous lesson’s work by giving pairs of pupils a set of the pictures of cold/hot places with temperatures for role play, e.g. Pupil A: Qué temperatura hace? Pupil B: Hace 30 grados.  Find out temperature in classroom/playground and say: Hoy hace frío. En la clase hace…grados y en el patio hace…grados with actions. Ask pupils what you have said, i.e. Today it is cold. In the classroom it is…degrees and in the playground it is…degrees. Put the 2 sentences on the board and pupils repeat.  Pupils in pairs/small groups find out the temperature in the classroom and playground every day for a set number of days and draw a picture of the weather on a chart on the wall, which has the days in Spanish, and write in the temperatures in figures.  Pupils complete a weather/temperature diary for Mon to Fri (see ‘Resources’), where they write a sentence under each day (weather/temperature in classroom, e.g.  ‘Está lloviendo y hace 18 grados. (It is raining, and it is 18 degrees).  Daily activity – Do a sentence every day in diaries. | | ‘Classroom phrases and instructions’ booklet under ‘Spanish’ tab for pronunciation of classroom commands and to learn the versions you would use when speaking to one pupil.  At end of unit:  Pictures of hot and cold places with temperatures  Template for weather diary and helpsheet | | ‘e’ in ‘clase’ (class-eh)  Apart from the nouns ‘silence’ and ‘attention’ the other classroom commands are verbs and are addressed to the class. |
| **Assessment opportunities** | Diary entries | | | | | | |
| **KS2 Framework Objective**  **Oracy**  **4.2** | **Literacy**  **4.4** | **Intercultural Understanding** | | **Knowledge about Language**  **4.3** | | **Language Learning Strategies**  **4.4** | |

**Spanish Planning Year 4 Unit 12 Lesson 5 Date**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 a story in Spanish (PoS 1 and 8)** * **can match sounds with words (PoS 2)** * **can pronounce ‘v’ correctly (PoS 6)** | ‘Soy más fuerte que tú’ I am stronger than you  (soy/mass/fwear-teh/keh/TOO)  \*¿Qué lleva puesto? What is he/she wearing/carrying?  (KEH/yeh-vah)  Lleva puesto/lleva He/she is wearing/carrying  (yeh-vah)  \*‘Puesto’ can be omitted in answer.  Un abrigo a coat  Un sombrero a hat  Una bufanda a scarf  Unas gafas (some) glasses | | Revise weather and temperature by googling ‘Weather in Madrid’. Ask pupils: ¿Qué tiempo hace en Madrid? and ‘¿Qué temperatura hace?  Explain to pupils that they are going to read Aesop’s fable – The Wind and the Sun – in Spanish. Ask pupils if they know the story in English, and, if so, ask them what it is about.  Read/play sound files for ‘El Viento y el Sol’ on power point using actions and tone of voice to help convey meaning to pupils. After each slide ask what it has been about and ask questions about familiar/unfamiliar words.  In slide 3 ask pupils what the man is wearing, to revise some clothing words that pupils learnt in lesson 2 – ¿Qué lleva puesto el hombre? Lleva…  Distribute to pairs of pupils slide text from story cut into strips x 8 per pair. Read text/play sound files without power point being on iwb and pupils put strips in order.  Ask table groups to do an action for parts of the text, e.g one table has to do an action for: ‘El Viento soplaba, soplaba y soplaba’ and another for: ‘El Sol brillaba y brillaba’, etc. They have their ‘strips’ in pairs for support.  Give pupils a copy of the whole text and they underline nouns, verbs, adjectives in different colours. | | Colour pens  At end of unit:  ‘El Viento y el Sol’  power point with sound  Text in Spanish and English  Text in strips x 8 to be copied for pairs of pupils | | ‘v’ in viento  (be-en-toh)  Use of ‘yo’ (as in power point)  Used for emphasis, e.g.  **I** am going…  (‘I’ stressed in English verbally)  Yo voy…  (‘Yo’ added for stress in Spanish)  The verbs are in the past tense and are just to be recognised by pupils. |
| **Assessment opportunities** | Pupils’ ability to put story in order | | | | | | |
| **KS2 Framework Objective**  **Oracy**  **4.1** | **Literacy**  **4.2** | **Intercultural Understanding**  **4.3** | | **Knowledge about Language**  **4.4** | | **Language Learning Strategies**  **4.4** | |

**Spanish Planning Year 4 Unit 12 Lesson 6 Date**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 a new connective in a sentence (PoS 8)** * **can write sentences using the new connective with support where needed (PoS 10)** * **can pronounce dipthong ‘ua’ correctly (PoS 6)** | Cuando when  (qwan-doh)  ¿Qué falta? what is missing?  (KEH/fal-tah)  Llevo – I wear/carry  (yeh-voh)  Una bufanda  Unas botas  Unas gafas de sol  Un abrigo overcoat  Un sombrero hat  Un paraguas umbrella  \*Está lloviendo/llueve  \*Está nevando/nieva  Está nublado  Hace frío  Hace calor  Hace sol  Hace viento  Hay niebla  Está tormentoso | | Revise ítems of clothing – see lesson 1 – with ‘¿Qué falta? team game. Picture flashcards are placed on the board, and after said and repeated, one is removed when 2 ‘contestants’ have their backs to board at back of classroom. The first to say the missing card, e.g. ‘Una bufanda falta’ gets the point. Place word cards of clothes on board too for additional support if necessary.  Revise weather with picture flashcards with teacher v pupil game, where, if what teacher says is true pupils repeat, and, if false, stay silent. Points awarded accordingly.  Link weather phrases to clothing by introducing a new connective, but do not tell pupils its meaning yet.  Write ‘Cuando hace viento llevo un abrigo’ on the board and read aloud with actions/tone of voice/picture flashcards to help comprehension. Pupils repeat. Ask pupils if they can work out the meaning of the sentence, which contains an unknown word, i.e. When it is windy, I wear a coat.  Model correct and incorrect sentences, e.g. with wrong ítem of clothing/weather, and pupils put thumb up or down each time, e.g. Cuando hace calor, llevo un abrigo – thumb down.  Pupils to write own sentences on mini whiteboards with support of ‘Cuando’ helpsheet depending on pupils’ ability.  Daily activity  Pupils say a ‘cuando’ sentence at registration. | | Mini whiteboards  See ‘Ideas for language games’ under Spanish tap on website for game mentioned and other games.  At end of unit:  Picture and word flashcards of clothes  Weather pictures  Helpsheet for sentence construction with ‘cuando’. | | Dipthong ‘ua’ in ‘cuando’  (kwan-dough)  ¿Cuándo...? (with an ‘accent’ = the question form)  Cuando ....(without an ‘accent’ = the statement form)  .  Question:  ¿Cuándo es tu cumpleaños?  Statement:  Cuando hace frío llevo un abrigo  \* it is raining/it rains  it is snowing/it  snows |
| **Assessment Opportunities** | Sentences on whiteboards | | | | | | |
| **KS2 Framework Objective**  **Oracy 4.1** | **Literacy**  **4.4** | **Intercultural Understanding** | | **Knowledge about Language**  **4.1** | | **Language Learning Strategies**  **4.2** | |

**Spanish Planning Year 4 Unit 12 Lesson 7 Date**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning Outcomes linked to Programme of Study Objectives** | **Key Questions/New Learning** | | **Activities** | | **Resources** | | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can order picture/word cards about a weather report on hearing them in spoken form (PoS 1)** * **can say what they wear when it is a certain type of weather (PoS 5)** * **can pronounce silent ‘h’ correctly (PoS 6)** | Aquí está el tiempo (Here is the weather)  (ah-KEY/es-TAH/el/tea-em-po)  Hoy (today)  (oy)  Vivo (I live)  (bee-boh)  \*Está lloviendo/llueve  \*Está nevando/nieva  Está nublado  Hace frío  Hace calor  Hace sol  Hace viento)  Hay niebla  Está tormentoso  Una bufanda  Unas botas  Unas gafas de sol  Un abrigo overcoat  Un sombrero hat  Un paraguas umbrella | | See power point with sound ‘El Tiempo’ – referred to in lesson 1.  Divide class into groups. Give out same selection of number cards and word cards for days and months. Call out a date, e.g. lunes 21 de noviembre, and groups to assemble date as quickly as possible. Read out together. (See year 3 unit 2 lesson 7).  Smaller groups now, each to have a selection of cards as before plus weather pictures and items of clothing pictures, and they have to put the cards in the order they hear them when you read out a weather report, e.g. ‘Hoy es martes 22 de abril. Aquí está el tiempo. Hoy hace calor. Cuando hace calor llevo un sombrero’. (Today it is Tuesday 22 April. Here is the weather. Today it is hot. When it is hot I wear a hat).  Pupils read back what you said with the support of their cards .  Daily Practice  Pupils to say a similar sentence to:  Cuando hace calor llevo un sombrero – changing the weather and clothing item. | | Timer  At end of unit:  Picture and word cards for the weather, numbers, months and days to be copied for table groups/smaller groups  Picture flashcards of weather and clothes to be copied for table groups/smaller groups  Power point with sound – El Tiempo – re rain and snow  Notes on ‘ser’ and ‘estar’ – to be. | | Silent ‘h’ in ‘hoy’  (oy)  There are 2 verbs for ‘to be’ in Spanish – ‘ser’ and ‘estar’, e.g. ‘es’ and ‘está’ both meaning ‘is’. See notes at end of unit on how to use which verb.  .  \* it is raining/it rains  it is snowing/it  snows |
| **Assessment opportunities** | Ordering activity | | | | | | |
| **KS2 Framework Objective**  **Oracy**  **4.1 4.2** | **Literacy**  **4.4** | **Intercultural Understanding** | | **Knowledge about Language**  **4.5** | | **Language Learning Strategies**  **4.4** | |

**Spanish Planning Year 4 Unit 12 Lesson 8 Date**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning Outcomes linked to Programme of Study Objectives** | **Key Questions/New Learning** | | **Activities** | | **Resources** | | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can prepare and produce a presentation linked to known words and phrases from the unit (PoS 5)** * **can pronounce ‘ll’ correctly (PoS 6)** | ‘Me llamo Marta. Vivo en Madrid. Hoy es lunes 5 de junio. Hace calor y llevo unas gafas de sol’ | | Pupils to prepare a presentation based on the model in ‘Key Questions...’.  Have the model written on the board to support pupils, and give out helpsheets found at the end of the unit to support pupils.  Pupils perform their presentations at their level of ability – some reading the model from the board or from memory, some replacing words, and some adding additional words and phrases.  Pupils can also work with a partner, and do the presentation together, e.g. reading alternate sentences.  There are resources under the ‘Spanish’ tab – sub-tab ‘Poems’– for the study of a poem by Pablo Neruda, which is about the weather, and which can be done with pupils at any stage from now onwards in year 4. | | At end of unit:  Resources to support the presentation practice.  Poem – El Viento by Pablo Neruda – with lesson plans and sound from page 3. | | ‘ll’ in llamo and llevo  (yah-moh and yeh-voh)  The ‘ll’ sound is like the ‘y’ in the English word ‘yellow’.  Days and months in Spanish start with the first letter in lower case |
| **Assessment opportunities** | Pupils’ understanding of weather language, knowledge and skills presented in their presentations. | | | | | | |
| **KS2 Framework Objective**  **Oracy**  **4.1** | **Literacy**  **4.3** | **Intercultural Understanding** | | **Knowledge about Language**  **4.5** | | **Language Learning Strategies**  **4.5** | |