**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 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 9 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 understand information about a story character that revises prior knowledge (PoS 1)** * **can respond to prepositions of place (PoS 12)** * **can pronounce ‘z’ correctly (PoS 6)** | **¿Dónde vives?** Where do you live?  **Vivo en Londres/Madrid**  I live in London/Madrid  **¿Dónde está Madrid?** Where is Madrid?  **Madrid está en España**  Madrid is in Spain  **Una rata** – a rat  **Un ratón** – a mouse  **Ratoncitos** – mice  **Viajar** – to travel  **A la derecha** – on the right  **A la izquierda –** on the left  **Delante –** in front  **Detrás –** behind | | On completion of Unit 9 pupils will do Summative Assessment Task 1 which consists of 2 worksheets at end of unit page and in ‘Assessment’ under main Spanish tab.  Throw ball to revise ¿Dónde vives? with reply ‘Vivo en…’. (See yr 3 unit 4 lesson3).  Tell pupils they are going to reading a story about a time travelling rat called Raúl who lives in Madrid, and who visits Hackney. Show introductory power point about Raúl that revises some prior learning.  Ask volunteers to read the text on each slide, and then ask questions in English to confirm pupil comprehension of each slide.  Introduce the directions for a song pupils will be learning in the next lesson with actions: a la derecha, a la izquierda, delante, detrás (pointing to show the 1st two, stepping forward for the 3rd and back for the 4th), with the support of the power point with sound at the end of the unit. | | | At end of unit:  Raúl – introductory power point.  Directions’ power point with sound. | ‘z’ in ‘izquierda’  ‘Está’=is when describing, e.g. the location of a place, object or person: ¿Dónde está Madrid? Madrid está en España    The other word for ‘is’ is ‘es’, which describes the permanent state of something or somebody, e.g. el gato es blanco, Raúl es una rata |
| **Assessment Opportunities** | Observe pupils doing the actions for the directions | | | | | | |
| **KS2 Framework Objectives**  **Oracy 4.2** | **Literacy**  **4.2** | **Intercultural Understanding**  **4.4** | | **Knowledge about Language** | **Language Learning Strategies**  **4.4** | | |

**Spanish Planning Year 4 Unit 9 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 appreciate the Yenka song, showing understanding by joining in (PoS 1)** * **can say and ask someone else for the positon of an object (PoS 3 and PoS 12)** * **can pronounce ‘j’ correctly (PoS 6)** | **A la derecha –** on the right  **A la izquierda –** on the left  **Delante –** in front  **Detrás –** behind  **Sobre, en –** on  **Debajo –** under  **¿Dónde está? –** Where is?  **La radio -** radio  **La taza –** cup  **El periódico -** newspaper | | Revise the directions from previous lesson: ‘a la derecha, a la izquierda, delante, detrás with actions.  Play the song ‘La Yenka’ and the pupils have to copy the dance.  Tell pupils they will be hearing a new question involving ‘¿Dónde? i.e. ¿Dónde está?  Using objects and/or picture cards, of a radio, cup and newspaper, introduce the sentences:  El periódico está en la mesa  La taza está en la silla  La radio está debajo de la mesa  El periódico está debajo de la silla  with actions and the support of the sentences’ power point with sound at the end of the unit.  Give each pair of pupils the small picture cards of the 3 items – see ‘Resources’ – and they take turns to ask each other the question and give the answers above, e.g.:  ¿Dónde está la taza/ la radio/el periódico? They use the picture cards to show that the item is on or under the table or chair.  The above power point with sound can also be used to practise the reading of the sentences.  Play the ‘La Yenka’ song again and pupils  show understanding by joining in and dancing. | | | La Yenka song:  <http://tinyurl.com/zznofgy>  At end of unit:  Words for ‘La Yenka’ song for teacher information. The chorus in bold is the only part the pupils need to know for the dance.  Power point with sound to practise sentences with prepositions  Picture cards of radio, cup and newspaper for role play | ‘j’ as in ‘debajo’  ‘Está’=is when describing, e.g. the location of a place, object or person, as in: ¿Dónde está Madrid? Madrid está en España  The other word for ‘is’ is ‘es’, which describes the permanent state of something or somebody, e.g. el gato es blanco, Raúl es una rata |
| **Assessment Opportunities** | Observe which pupils are having difficulty in joining in fully with the song and dance. | | | | | | |
| **KS2 Framework Objectives**  **Oracy 4.3** | **Literacy**  **4.1** | **Intercultural Understanding** | | **Knowledge about Language**  4.3 | **Language Learning Strategies**  **4.6** | | |

**Spanish Planning Year 4 Unit 9 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 recognise new infinitive phrases (PoS 1)** * **can say what they like doing re the new activity phrases and ask someone else the question (3)** * **can pronounce ‘z’ correctly (PoS 6)** | **Me gusta** I like  **leer el periódico** reading the newspaper  **tomar té chino** having Chinese tea  **jugar a las cartas** playing cards  **\*jugar al ajedrez** playing chess  **escribir y recibir** **cartas** writing and getting letters  **hacer magdalenas** making cupcakes  **escuchar la radio** listening to the radio  **coleccionar objetos**  **de diseño** collectling design objects  **dormir con la luz**  **encendida** sleeping with the light on  **ver la tele\*** watching TV  **beber cerveza** drinking beer  \*short for ‘televisión’ | | Play the song ¿Qué te gusta hacer? to remind pupils of the question and infinitives from yr 4 unit 8 lesson 2, and they dance along to song.  Introduce pupils to ‘Me gusta…’ + new infinitive phrases, with a picture of Raúl and pictures of objects on board – numbered 1- 10 – and support of accompanying power point with sound. Say to Raúl: ¿Qué te gusta hacer? Raúl replies: Me gusta leer el periódico. (Do an action to aid pupil understanding). Ask pupils for the number in Spanish of the corresponding picture. Ask Raúl the same question again re another picture, and so on.  Remove the pictures from the board and replace with the text cards. Play the ‘fly swat’ team game where a member of each team comes up to the board and is given a fly swat. Say one of the sentences, and the first pupil to tap it, gets a point for their team.  Pupils in pairs are given 6 small object pictures and a role play sheet. They practise asking and answering the question. | | | Song – Mambo, Mambo ¿Qué te gusta hacer? Me gusta bailar, me gusta cantar.  <http://tinyurl.com/h63hj4h>  At end of unit:  Picture of Raúl  Power point of new me gusta + infinitive phrases with sound  Pictures of objects  Text cards of objects  Small pictures of objects  Role play sheet | ‘z’ in ‘luz’  ‘Tomar’ and ‘beber’ can both mean ‘to drink’, and ‘tomar’ can also mean ‘to have/take’. (It was considered safer to drink ale than water in Tudor times and was even taken for breakfast).  ‘jugar’ + ‘a’ means to play (a sport or game) and ‘tocar’ means to play too (as well as to touch), but a musical instrument.  Ver/mirar la televisión are used interchangeably.  \*There is a contraction in ‘jugar **al** ajedrez’, with ‘**al**’ replacing ‘**a**’ + ‘**el**’, as ‘ajedrez’ is a masculine noun.  (See Year 4 Unit 8 Lesson 1 for note in ‘Grammar Focus’) |
| **Assessment Opportunities** | Pupil role play | | | | | | |
| **KS2 Framework Objectives**  **Oracy 4.2** | **Literacy**  **4.1** | **Intercultural Understanding** | | **Knowledge about Language** | **Language Learning Strategies**  **4.4** | | |

**Spanish Planning Year 4 Unit 9 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 read and a range sentences (PoS 7)** * **can understand new words from contextual clues (PoS 8)** * **can understand adjectival agreement (PoS 12)** * **can pronounce ‘j’ correctly (PoS)** | **porque** because  **es interesante**  it is interesting  **es delicioso**  it is delicious  **es divertido**  it is fun  **es complejo**  it is complicated  **es entretenido**  it is entertaining  **son**  **deliciosas**  they are delicious  **me gusta la música**  I like music | | Give each of 5 pupils one of the ‘rat picture’ word cards, e.g. Me/gusta/jugar/al/ajedrez and call up to the front of the class, where they stand in the correct order. Do the same for other groups of pupils with the other cards.  Place the 7 ‘Me gusta’ sentence cards on board, get pupils to read aloud and translate. Ask which sentence is the odd one out, i.e. No me gusta…  Ask pupils how they could extend the sentences to include their opinion using a connective, i.e. ‘because’. Show power point at end of unit – Me gusta…porque’ with sound, in which pupils see/hear an extended answer to each sentence, e.g. Me gusta ver la tele, porque es entretenido.’ Pupils guess the meaning of the 2nd part of the sentences after ‘porque’, which mostly contain adjectives which are similar in English.  Give each table group a set of the ‘Me gusta’ and ‘porque’ sentence cards.  Ask pupils in their groups to match up both sets of cards, and go around the tables to check.  Ask questions, e.g. why is it ‘…porque es delicioso’ in one answer and ‘porque son deliciosos’ in another?/which ‘porque’ sentence is the odd one out? i.e. porque me gusta la música. | | | At end of unit:  Word cards for:  Me/gusta/jugar/al ajedrez  Me/gusta/jugar/a/las/cartas  Me/gusta/leer/el/periódico  Me/gusta/escuchar/la/radio  Me/gusta/ver/la/tele  Me gusta sentence cards  Porque text cards  Power point – Me gusta…porque… - with sound files. | ‘j’ in ‘complejo’  In Spanish, adjectives must agree with the noun (or pronoun) they describe in gender and in number.  Masculine singular adjectival agreement:  El té es delicioso  Masculine plural adjectival agreement:  Los tés son deliciosos  Feminine singular adjectival agreement:  La magdalena es deliciosa  Feminine plural adjectival agreement:  Las magdalenas son deliciosas |
| **Assessment Opportunities** | Group matching activity | | | | | | |
| **KS2 Framework Objectives**  **Oracy** | **Literacy**  **4.1, 4.3** | **Intercultural Understanding** | | **Knowledge about Language**  **4.5** | **Language Learning Strategies**  **4.1** | | |

**Spanish Planning Year 4 Unit 9 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 read the pages and show understanding (PoS 7)** * **can read aloud with accurate pronunciation and intonation (PoS 6)** * **can use a simple glossary to locate specific words (PoS 9 and PoS 12)** * **can pronounce ‘j’ in a correctly (PoS 6)** | **Raúl viaja en el tiempo –** Raúl travels back in time  **El Museo de la Casa** The Museum of the Home  **Bienvenido –** welcome  **¿Listo para viajar en el tiempo?** Ready to travel through time?  **Por supuesto –** of course  **Preparado, listo, ya –** ready, steady, go  **Me gusta …** I like  **Beber –** to drink  **Leer –** to read  **Jugar –** to play  **Escuchar –** to listen to  **Escribir –** to write  **Dormir –** to sleep  **Escuchar –** to listen to  **Ver –** to see  **Hacer –** to make, do  **Hierbas -** herbs  **La silvia –** sage; **la menta –** mint; **el romero –** rosemary; **el tomillo –** thyme; **el perejil –** parsley  **Ramillete de flores** bouquet of flowers | | In this lesson pupils will be introduced to a Raúl the rat story that is linked to the Museum of the Home in Hackney in London.  Show pupils picture of the front of the Museum.of the Home. Pairs talk for a moment to come up with the answer to What is in this museum? Take feedback – it is the museum of the home from Tudor times to 1990s. Re-show Raúl picture. What might he do in this museum? Ask pupils to guess what the book title means. Show pg 1 on the ppt of the story with the sound of it being read. In pairs, pupils identify any near cognates that they can estimate. Take feedback. Show pg 2 on ppt with sound played. Give the glossary pages 20, 21 to each pair of pupils (from pdf version of story) and they have to work out the gist of the passage. Take feedback.  Show pg 3 on ppt and get different pupils to read each line. Again, see what they can decipher in pairs using the glossary. Take feedback.  Introduce the herbs that would be in the ‘ramillete de flores’. Use real herbs and put a piece of each of the 5 for each table group. They smell them and repeat the names. Then with eyes shut they take turns to smell and identify the Spanish name for each one.  Follow up work – find out about what is in the Museum of the Home. | | | Several pieces of each herb.  At end of unit:  Picture flashcards of the front of the Museum of the Home and of Raúl  Power point slides of the ‘Raúl viaja en el tiempo’ book – with sound.  Pdf of the above book which has the glossary on pgs 20, 21 (to print off) | ‘j’ as in ‘viajar’, ‘el jardín’  Use of me gusta + infinitive |
| **Assessment Opportunities** | Note how pupils can match sound and spelling of words as they read them aloud. | | | | | | |
| **KS2 Framework Objectives**  **Oracy 4.2** | **Literacy**  **4.2** | **Intercultural Understanding**  **4.4** | | **Knowledge about Language** | **Language Learning Strategies**  **4.4** | | |

**Spanish Planning Year 4 Unit 9 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 pronounce correctly ‘o’ in a word (PoS 2)** * **can recognise the 1st person singular of a range of verbs (PoS 12)** * **can use a simple glossary to locate specific words (PoS 9 and PoS 12)** * **can read aloud with accurate pronunciation and intonation, e.g. ‘o’ (PoS 6)** | **Bebo –** I drink  **Leo –** I read  **Tomo té –** I take tea  **Juego –** I play  **Escucho –** I listen to  **Escribo –** I write  **Colecciono –** I collect  **Duermo –** I sleep  **Veo –** I see, look at  **Hago –** I make, do  **Props**  **la carta –**  letter  **la cerveza –** beer  **el periódico –** new paper  **la taza –** cup  **las cartas –** playing cards  **el ajedrez –** chess  **los objetos de diseño –** design pieces  **la radio –** radio  **la tele –** TV  **las magdalenas –** cup cakes  **la luz** – light, lamp | | Remind pupils of the story so far in the ppt and go through the set phrases used on each page of ppt from 4 – 15.  Present the new nouns of things in the room (see lessons 2, 3 and 4 of this unit).  Divide up the 12 pages (copied either from ppt or pdf version of story) between the pupils in the class. Each group has to look at the last paragraph on the page, find out what it means using the glossary and then create a little tableau where one person reads out the sentences and the others act it out using props or flashcards of the objects.  Each group has to give feedback on each one’s performance – commenting on pronunciation and creativity.  Do Summative Assessment Task 1  See **N.B**.**\*** in ‘Resources’ about additonal exercises. | | | Props or flashcards of the objects  At end of unit:  The ppt slides of the book ‘Raúl viaja en el tiempo’  Pdf of the above book  **\*N.B.** on pgs 17-18/19 of the pdf story there is an optional multiple choice exercise that could be copied and printed, and on pg19 a colouring activity, but each pupil would need a copy of the pdf in order to do it.  Picture flashcards of objects  Summative Assessment Task 1 (2 worksheets with instructions) | ‘o’ as in leo, bebo.  Make it clear to the pupils that these are verbs and the ‘o’ ending is not to do with masculine – that is only true for nouns.  Here it just shows that you are saying ‘I’ do something. |
| **Assessment Opportunities** | Note how pupils can match sound and spelling of words as they read them aloud when doing their presentations | | | | | | |
| **KS2 Framework Objectives**  **Oracy** | **Literacy**  **4.1** | **Intercultural Understanding**  **4.3** | | **Knowledge about Language**  **4.3** | **Language Learning Strategies**  **4.6** | | |