**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 7 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 understand methods of transport (PoS 1)** * **can participate in a role-play with a partner (PoS 3)** * **can pronounce ‘v’ sound correctly (PoS 6)** | \*¿Cómo vas al colegio?  (How do you go to school?)  Voy al colegio…  (I go to school)   * en coche (by car) * en tren (by train) * en bici/bicicleta (by bike/ bicycle) * a pie (on foot) * en autobús (by bus) * en moto/motocicleta (by motorbike) * en metro (by tube) * en avión (by plane) * en barco (by boat) * en patinete (by scooter)   ¿Quién va al colegio en…?  (Who goes to school by…?)  (key-en/bah/al/col-ey/en)  ¡Levantad la mano! (put your hand up – when addressing the class)  (lev-an-that/la/man-oh)  Levanta la mano! (when addressing one pupil)  (lev-an-tah/la/man-oh) | | | Tell pupils they will be learning about different types of transport, starting with types they, and pupils around the world, who might live in remote places, take/are taken by, to go to school.  Model: ‘Voy al colegio en coche’ + action, and ask pupils to guess how you go to school. Say sentence again and get pupils to repeat.  Ask the question: ¿Quién va al colegio en autobús? + action and ‘¡Levantad la mano!’, then the same for the other methods of transport.  Use picture flashcards to then teach the different types of transport – in a sentence. For each say, e.g. ‘Voy al colegio a pie’ and pupils repeat.  Draw notice to ‘a pie’ being the odd one out. The others are ‘en’.  Play 0s + Xs (Vamos a jugar al 3 en raya – We’re going to play 0s + Xs) by placing the 9 of the pictures in a 3x3 format on board. Pupils have to say, e.g. ‘Voy al colegio en tren’ in order to have their 0 or X placed in the same place on a blank 3x3 grid also on the board.  Give table groups of pupils a set of small transport picture/word cards to match up.  Model with a puppet:  ¿Cómo vas al colegio?  ‘Voy al colegio …  Pupils do role-play in pairs  Daily Practice  When responding to register pupils say ‘Voy al colegio…’. | | Puppets  Methods of transport are pronounced in the song to be done in lesson 2:  ¡Español! ¡Español**! Canción Los Transportes (Los Transportes)**  Pg 36 – track 3.8  (Meaning of unknown transport words – used in song in next lesson – can be found on pg 89, song 8, in ¡Español! ¡Español! )  At end of unit:  Large picture/word flashcards; small transport  picture/word flashcards.  \*Teacher information sheet on Spanish contractions | | Most Spanish speakers pronounce a ‘v’ like a ‘b’ sound, e.g. ‘voy’ (I go) is pronounced like ‘boy’ in English.  \*When the preposition ‘a**’** precedes the definite article ‘el**’**, the two words combine to form a contraction, i.e. the 2 words become one:  a + el = al  e.g. el colegio  Voy al colegio.  The preposition ‘en’ means ‘by’ when talking about methods of transport, e.g. by train - en tren. The preposition ‘a’ means ‘by’ or ‘on’ when talking about ‘on/by foot’ – a pie. |
| **Assessment opportunities** | | Listen to pupils in pairs using the new question and answer. | | | | | | |
| **KS2 Framework Objectives**  **Oracy 4.1** | | **Literacy** | **Intercultural Understanding** | | **Knowledge about Language**  **4.3** | | **Language Learning Strategie**  **4. 2** | |

**Spanish Planning Year 4 Unit 7 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 new words through context, cognates and teacher actions and clues (PoS 8)** * **can write transport words and phrases (PoS 10)** * **can pronounce diphthong ‘ie’ correctly (PoS 6)** | \*¿Cómo vas al colegio?  (How do you go to school?)  Voy al colegio…  (I go to school)   * en coche (by car) * en tren (by train) * en bici/bicicleta (by bike/ bicycle) * a pie (on foot) * en autobús (by bus) * en moto/motocicleta (by motorbike) * en metro (by tube) * en avión (by plane) * en barco (by boat) * en patinete (by scooter) | | Throw ball to individual pupils and ask one of 3 previously learnt questions, e.g. name, how you, age and the new transport question.  Revise transport vocabulary with power point, to see if pupils can say the method of transport before the words appear.  A ball is passed around tables whilst teacher asks: ¿Cómo vas al colegio? Whoever has the ball when the question stops has to answer, e.g.:  Voy al colegio en bici.  Show pupils pg 36 of ¡Español! ¡Español! on iwb or on copies printed, and ask them to try to guess and say the unknown methods of transport, with teacher doing actions/giving clues for support. (See pg 89, song 8, for English). Play the song and pupils will hear if they have pronounced the new words correctly.  Pupils do transport worksheet by writing sentences based on the model given – either by teacher dictating the sentences or by pupils completing worksheet on their own. In the ‘easy’ version pupils just choose the correct transport word to copy, and in the ‘hard’ version they do the same, but here the words have the vowels missing.  Daily activity: Respond to register with: ‘Voy al colegio…’ with an unusual form of transport. | | Ball  ¡Español! ¡Español**! Canción Los Transportes (Los Transportes)**  Pg 36 – track 3.8  At end of unit:  Transport power point  Transport worksheets – easy and hard | | ‘ie’ dipthong in ‘pie’  (pea-eh) as in the Spanish word ‘bien’  ¿Cómo **vas** al colegio?  **Voy** al colegio…  These are the 2nd and 1st person singular forms respectively of the verb ‘ir’ (to go).  \*Spanish contractions:  See notes in previous lesson. |
| **Assessment opportunities** | Can pupils say the words to match the pictures on the power point before they appear? | | | | | | |
| **KS2 Framework Objectives**  **Oracy**  **4.2** | **Literacy**  **4.1, 4.4** | **Intercultural Understanding** | | **Knowledge about Language**  4.5 | | **Language Learning Strategies**  **4.4** | |

**Spanish Planning Year 4 Unit 7 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 recognise Spanish speaking countries (PoS 1)** * **can read phrases aloud (PoS 6)** * **can pronounce ‘x’ correctly (PoS 6)** | México, Cuba, España, Argentina, Perú, Chile  ¿A dónde vas? (Where do you go/are you going?)  Pronunciation:  (ah/DON-day/bass)  Voy a Cuba. (I go/am going to Cuba)  Pronunciation:  (boy/ah/kuh-bah)  Voy a México, a Cuba, a España, a Argentina, a Perú, a Chile en + transport (exception – a pie)  ¿Cómo vas a México? (How do you go/are you going to Mexico?)  Voy a México en avión. (I go/am going to Mexico by plane) | | Revise another 3 known questions, e.g. birthday, favourite colour, where do you live, what you do/ are you doing - with ball - and the new transport question.  Show power point ‘Spanish speaking world’ to remind pupils of where Spanish is spoken in the world with focus on México, Cuba, Spain, Argentina, Perú and Chile with oral repetition and clapping syllables. (See link to pronunciation of all 21 Spanish speaking/pronunciation sheet).  Point to one of above countries on power point slide and say ‘Voy a …’.  Pass both ‘feely’ bags to a pupil - one with cards of countries in, the other with cards of methods of transport, and play some Spanish music. Pupil passes bags to next pupil, and so on.  Stop the music and ask question: ¿A dónde vas? to elicit answer from pupil who has now taken a card from each bag and says, e.g. Voy a Cuba en avión. The game continues.  Daily Practice  When responding to register pupils say a country and method of transport: ‘Voy a … en … (unless it’s on foot – a pie). Each pupil to use a different country/method of transport to pupil before. | | Soft ball  At end of unit:  Spanish speaking world – power point  Pronunciaton of all 21 Spanish speaking countries on ‘Rockalingua’ presentation at:  <https://tinyurl.com/yb5leubf>  Pronunciation sheet of the above.  Word cards for ‘feely’ bags – countries x 6 and methods of transport x 10 | | ‘x’ in México is pronounced like ‘he’ in English  (MEY-he-co)  One of the meanings of the preposition ‘a’ in Spanish is ‘to’ + destination, e.g. Voy a Perú.  The preposition ‘a’ is also in the question:  ¿A dónde vas? and literally means: To where do you go/are you going? |
| **Assessment opportunities** | Pupils’ answers in ‘feely’ bags’ game | | | | | | |
| **KS2 Framework Objectives**  **Oracy**  **4.3** | **Literacy**  **4.1** | **Intercultural Understanding**  **4.4** | | **Knowledge about Language** | | **Language Learning Strategies**  **4.2** | |

**Spanish Planning Year 4 Unit 7 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 understand types of weather (PoS 1)** * **can pronounce soft ‘c’ correctly (PoS 6)** | ¿Qué tiempo hace? (What is the weather like?)    \*Está lloviendo –it’s raining  \*Está nevando –it’s snowing  Está nublado –it’s cloudy  Hace frío –it’s cold  Hace calor –it’s hot  Hace sol –it’s sunny  Hace viento –it’s windy  Hay niebla –it’s foggy (there is fog)  Está tormentoso –it’s stormy | | Throw ball to revise question and answer re what you like/do not like, brothers and sisters, pets and how do you go to school/a Spanish speaking country.  Teach weather phrases using power point 1 with sound. Click sound icon after picture is seen. Ask pupils to say what type of weather is being said in Spanish on each slide. Play power point again, and notice drawn to 3 different ways of saying it is + weather in Spanish, i.e. hace, está and hay (rough pronunciation: ah-thay, es-TAH and eye).  Hold up picture flashcards and ask graded questions, e.g.: Hace sol. ¿Sí o no?/¿Hace sol o hay niebla?/  ¿Qué tiempo hace?  Sing weather to tune of Frère Jacques:  Está lloviendo, está nublado  Hace frío, hace calor,  Hace sol, hace viento,  Hay niebla, está tormentoso  (One left out - Está nevando)  Show video clip from Early Start Spanish.  Place word cards of weather types on board – numbered. Say a type of weather and pupils say number – in Spanish – of matching word card.  Daily Practice – respond with weather phrase. | | Soft ball  Song to tune of Frère Jacques  Early Start Spanish 2 book – pg 62  video clips on cd – section 8 (weather)  At end of unit:  Weather power point 1  Weather pictures/words | | ‘c’ in ‘hace’: ‘c’ before ‘e’ or ‘i’ is pronounced like the ‘th’ in the English word ‘thin’.  When talking about the weather in Spanish "hace" "hay" and “está” are used.  \*N.B. There are 2 other weather expressions to do with rain and snow. Notice the difference:  Está lloviendo **it is raining**  Llueve **it rains.**  Está nevando **it is snowing.**  Nieva **it snows.** |
| **Assessment opportunities** | Graded questioning | | | | | | |
| **KS2 Framework Objectives**  **Oracy**  **4.1 4.3** | **Literacy**  **4.1** | **Intercultural Understanding** | | **Knowledge about Language** | | **Language Learning Strategies** | |

**Spanish Planning Year 4 Unit 7 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 ask and give answers to the new question with a partner (PoS 3)** * **can understand new words/phrases from prior learning (8)** * **can pronounce ‘ll’ correctly (PoS 6)** | ¿Qué tiempo hace?.  \*Está lloviendo –it’s raining  \*Está nevando –it’s snowing  Está nublado –it’s cloudy  Hace frío –it’s cold  Hace calor –it’s hot  Hace sol –it’s sunny  Hace viento –it’s windy  Hay niebla –it’s foggy (there is fog)  Está tormentoso –it’s stormy | | Revise weather types with pupil v teacher game. Teacher shows pictures of weather and says them. If what he/she says is true, pupils repeat. If untrue, pupils stay silent.  Play weather power point 2, click each sound icon and pupils do a weather action before picture and words appear.  Place weather word cards on the board. Do a weather action, and choose a pupil to read out the matching word card.  Pupils do role-play in pairs to practise the new question and answers, e.g.  Pupil 1: ¿Qué tiempo hace?  Pupil 2: Hace calor.  Have weather pictures/word cards on board for support.  Give each pupil a phrase card from the ¡Español! ¡Español! weather song. Call out phrases and pupils hold up cards, including some new types of weather. Play song and pupils hold up cards again.  Show song words pg 20 of ¡Español! ¡Español! on iwb or on copied sheets. Pupils read out types of weather they know/do not know. Do actions/give clues for the unknown weather types to see if pupils can guess their meaning from previous learning.  Daily Practice – Respond to register with weather phrase. | | ¡Español! ¡Español! **Canción ¿Qué tiempo hace? (El tiempo)** Pg 20 - track 1.13  (weather song)  At end of unit:  Weather pictures  Weather power point 2  Weather word cards  Phrase cards for song | | ‘ll’ in ‘lloviendo’ pronounced like ‘y’ in yellow  (yo-vee-en-dough)  When talking about the weather in Spanish "hace" “está” and “hay” are used.  \*N.B. There are 2 other weather expressions to do with rain and snow. Notice the difference:  Está lloviendo **it is raining**  Llueve **it rains.**  Está nevando **it is snowing.**  Nieva **it snows.** |
| **Assessment opportunities** | Observe pupils holding up of cards in song. | | | | | | |
| **KS2 Framework Objectives**  **Oracy**  **4.1 4.3** | **Literacy**  **4.1** | **Intercultural Understanding** | | **Knowledge about Language**  **4.3** | | **Language Learning Strategies**  **4.1** | |

**Spanish Planning Year 4 Unit 7 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 say a sentence that expresses time, manner and place (PoS 5 )** * **can manipulate language in a writing task (11)** * **can pronounce ‘ll’ correctly (PoS 6)** | Lluvia (rain)  El lunes (on Monday)  El martes (on Tuesday)  El miércoles (on Wednesday)  El jueves (on Thursday)  El viernes (on Friday)  El sábado (on Saturday)  El domingo (on Sunday)  El lunes voy a Bolivia  El jueves voy a Argentina en barco, etc.  Mi viaje por el mundo (My trip round the world)  (me-be-ach-ee/pour/el/mun-dough) | | Throw ball to pupils saying a weather type. Pupils either repeat or say a different one.  Play fun Spanish Rain song – see Resources.  Tell pupils they are going to imagine they go regularly to a different Spanish speaking country by a different method of transport on a different day each week.  Revise days of the week with actions as in yr 3 unit 2 lesson 7.  Place word cards of countries and picture cards re methods of transport on board  and model: El lunes voy a Cuba en tren. Ask pupils to give meaning and to suggest a sentence for ‘El martes.’  After oral practice, pupils produce sentences as above – on A4 landscape sheet. They will write the title:  ‘Mi viaje por el mundo’.  Have word cards for days, countries and methods of transport on board for support under columns or in random order.  Daily Activity: Say a sentence according to day of week,e.g. El viernes voy a Perú en autobús. | | Ball  Lluvia, lluvia, lluvia - Calico Spanish Songs for Kids:  <https://tinyurl.com/t8tdlus>  Lluvia cae así (Rain falls like this)  Una gota=drop  Seguro me voy a mojar – I am certainly going to get wet.  At end of unit:  A4 landscape sheet with grid  Picture cards for methods of transport word cards (see lesson 1), word cards for some Spanish speaking countries x 11 and word cards for days (with ‘el’)  Pronunciation for Spanish speaking countries and continents on sheet | | ‘ll’ sound in ‘lluvia’  lunes – Monday  el lunes – on Monday  los lunes – on Mondays |
| **Assessment opportunities** | Production of ‘My journey round the world’ with the use of three ideas in one sentence. | | | | | | |
| **KS2 Framework Objectives**  **Oracy**  **4.1 4.3** | **Literacy**  **4.1, 4.4** | **Intercultural Understanding**  **4.4** | | **Knowledge about Language** | | **Language Learning Strategies**  **4.6** | |

**Spanish Planning Year 4 Unit 7 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 recognise key sounds (PoS 2 )** * **can link spoken and written sounds (PoS 6)** |  | | Show power point ‘Sounds of Spanish4’ to revise and develop pupils’ understanding and knowledge about phonics. | | At end of unit:  ‘Sounds of Spanish4’ power point, which is a combination of ‘Sounds of Spanish1, 2, and 3’.  Other power points ‘Sounds of Spanish1, 2, and 3 can be found at the end of yr 3 units 1, 3 and 6 respectively.  See lesson plans yr 3 unit 1 lesson 8  yr 3 unit 3 lesson 7  yr 3 unit 6 lesson 7 | | Pronunciation rules |
| **Assessment opportunities** | Pupils’ participation in phonics’ work | | | | | | |
| **KS2 Framework Objectivee**  **Oracy 4.2, 4.3** | **Literacy**  **4.3** | **Intercultural Understanding** | | **Knowledge about Language** | | **Language Learning Strategies**  **4.7** | |