**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 8 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 say whether or not they like doing an activity (PoS 1)** * **can read carefully and show understanding of words (PoS 7)** * **can pronounce ‘j’ correctly (PoS 6)** | ¿Te gusta? – Do you like…? (teh/goose-tah)  Me gusta – I like (meh/goose-tah)  No me gusta – I do not like (No/meh/goose-tah)  Nadar – to swim (nad-are)  \*\*Jugar al fútbol/tenis - to play football/tennis (who-gar/al/FUT-bol/ten-ees)  Patinar – to skate ( pat-een-ar)  \*Montar en bici – to cycle (mon-tar/en/bee-thee)  Cabezas abajo, pulgares arriba – Heads down, thumbs up (cab-eh-thas/ah-bach-oh/pull-gar-es/ah-ree-bah)  \*bici/bicicleta first met in Year 4 Unit 7 Lesson 1  ¿Y a ti? And you?  (ee-ah-tee). | | Revise numbers 1-31 with table game where each pupil is given a number card in figures. Call out numbers in random order and pupils stand up if their number is called. The 1st table with all pupils standing is the winner.  Revisit ¿Te gusta…? + ‘-ar’ verb infinitives from Year 3 Unit 5 Lesson 2, then show Early Start clip in ‘Resources’.  This revises Me gusta/No me gusta and ‘nadar’ and introduces the new infinitives in ‘New Learning’. Pupils will also hear ¿Y a ti? See sheet at end of unit on this.  Tell pupils that there are 2 verbs for ‘to play’ in Spanish, 1) tocar, which is only used for the playing of a musical instrument, e.g. Me gusta tocar la guitarra (and it also means ‘to touch’) 2) jugar, which is used for playing sports and games.e.g. Me gusta jugar al tenis.\*  Place picture flashcards of activities from Early Start clip on board – numbered – and ask pupils to identify the ones you say. Hold up a text card and ask a pupil to read out and place under the correct picture.  Play ‘Heads down, thumbs up’ (see ‘Key Questions…) by removing the pictures from board from the last activity and just leaving text cards.  Give a picture to 5 pupils, and they form a line at the front of the class, making sure their pictures can be seen by the other pupils. See full instruction sheet at end of unit.  Daily Practice – Respond to register with phrase expressing like/dislike + ‘-ar’ verb infinitive | | Number cards – 1-31 – in figures.  Early Start Spanish 2 book – pg 84 and video clip on cd – section 10 (likes and dislikes of sports)  At end of unit:  Picture and text cards for activities in Early Start clip  Instruction sheet for ‘Heads down…’game.  Information sheets about ‘¿Y a ti’ and ‘gustar’ | | ‘j’ in ‘jugar’ like ‘h’ in English word ‘hot’  (who-gar)  Gustar (to like) is an ‘-ar’ verb that requires an indirect object pronoun, e.g. Me gusta nadar = I like swimming (literally ‘Swimming is pleasing to me’)  \*\* In ‘Me gusta jugar al + sport/game’ the ‘al’ is a contraction of the preposition ‘a’, which follows ‘jugar’ (jugar a=to play (+ a sport or game)) and the definite article ‘el’ of a masculine singular noun, e.g.:  El tenis > Me gusta jugar al tenis (I like playing tennis). |
| **Assessment opportunities** | Observation in game | | | | | | |
| **KS2 Framework Objective**  **Oracy 4.4** | **Literacy**  **4.3** | **Intercultural Understanding** | | **Knowledge about Language**  **4.5** | | **Language Learning Strategies**  **4.2** | |

**Spanish Planning Year 4 Unit 8 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 listen attentively and show understanding by joining in and responding (PoS 1)** * **can read carefully and show understanding of words (PoS 7)** * **can pronounce ‘i’ correctly (PoS 6)** | ¿Qué te gusta hacer? – What do you like doing…? (KEH/teh/goose-tah/ath-air)  Me gusta – I like  No me gusta – I do not like  Nadar – to swim  Bailar – to dance  Cantar – to sing  Saltar – to jump  Tocar la guitarra/el piano – to play the guitar/the piano  \*Mirar la televisión – to look (at)/watch televisión  (…tel-eh-viz-ee-ON)  Escuchar música – to listen to music  (…MOO-zee-cah)  Jugar al fútbol/tenis - to play football/tennis (who-gar/al/FUT-bol/ten-ees)  Jugar a los videojuegos – to play video games (who-gar/ah/loss /vid-ee-oh/hway/goss)  Patinar – to skate ( pat-een-ar)  Pintar – to paint (pin-tar)  Montar en bici – to cycle (mon-tar/en/bee-thee) | | Throw ball to revise some known questions and answers, e.g. name, how you, age, birthday and favourite colour are. where do you live  Tell pupils they will be learning how to ask and answer a new question, and teacher models with puppet, e.g.  A ¿Qué te gusta hacer?  B Me gusta jugar al fútbol, ¿y a ti?  A Me gusta nadar.  Ask pupils what they think the question and answer mean.  Reminder of use of ¿y a ti? as opposed to ¿y tú? (Year 3 Unit 5 Lesson 2). See ‘Resources’.  Show power point ¿Qué te gusta hacer?, which contains all the vocabulary in ‘New Learning’. After the title slide, click the sound file, so pupils can say what they think they heard, before clicking on the action button, which reveals the words.  Notice drawn to the known and new ‘-ar’ infinitives, some of which have additional words following them.  Place text cards of activities on board in random order for support in team 0s and Xs game that is on last slide of the power point. A blank 3x3 grid is drawn on the board, and a team player says one of the sentences on the board. Their 0 or X is then put onto the blank grid on the board in the same position as the matching picture on the grid on the power point slide.  Daily Practice – Respond to register with phrase expressing an activity that pupils like doing | | Soft ball  Puppet  Number cards – 1-31 – in figures.  At end of unit:  Power point with sound – ¿Qué te gusta hacer?  Information sheets about ‘¿Y a ti?’ and ‘gustar’ | | ‘i’ in ‘tenis’, pronounced like the letter ’e’ in the English word ‘me’ – ‘ten-ees’  Gustar (to like) is an ‘-ar’ verb that requires an indirect object pronoun, e.g. Me gusta nadar = I like swimming (literally ‘Swimming is pleasing to me’)  \* Mirar or ver la televisión are used interchangeably |
| **Assessment opportunities** | Observation in game | | | | | | |
| **KS2 Framework Objective**  **Oracy 4.4** | **Literacy**  **4.3** | **Intercultural Understanding** | | **Knowledge about Language**  **4.5** | | **Language Learning Strategies**  **4.2** | |

**Spanish Planning Year 4 Unit 8 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 read carefully and show understanding of words (PoS 7)** * **can engage in a role play (PoS 3)** * **can pronounce ‘eu’ dipthong correctly (PoS 6)** | Me gusta  No me gusta  \*Prefiero – I prefer (pref-ee-air-oh)  ¿Qué te gusta hacer? Me gusta…  jugar al fútbol/tenis  nadar  bailar  cantar  saltar  \*\*mirar la televisión  escuchar música  tocar la guitarra/el piano  jugar a los videojuegos  pintar  patinar  montar en bici  pero, y – but (pear-oh), and (ee)  (See Year 3 Unit 5 Lesson 2) | | Use ball to ask the date and weather – see year 3 Unit 2 Lesson 7 and Year 4 Unit 7 Lesson 4.    Revise the question ¿Qué te gusta hacer? and answers to it with picture and text card match up activity with pupils in pairs. Pupils then do a role play in pairs, like the one modelled by teacher in the previous lesson, using the match up cards for support.    Place 5 text cards on the board (used in lesson 1 in ‘Heads down…’), e.g. Me gusta montar en bici.  Pupils, standing up, choose one each to write on mini-whiteboards. Teacher writes one. Pupils show their whiteboards, and, if the same as teacher’s, they sit down. Those sitting down still write sentences but are officially ‘out’. The last pupil standing is the winner.  Give table groups small word cards of verbs of liking, disliking, infinitives, connectives + words that follow some of the infinitives, e.g. me gusta escuchar **música**, and ask pupils to create sentences in a set time. | | Soft ball, mini-whiteboards, timer  At end of unit:  Picture and text cards – small – for match up activity.  Picture flashcards of ‘I like’ + ‘-ar’ verb infinitives  Small word cards for table activity (copy x 6) | | ‘eu’ dipthong in ‘video**juegos**’  (whey-goss)  \*‘Prefiero’ is the first person singular form of the “-ir” verb ‘preferir’  \*\* Mirar or ver la televisión are used interchangeably |
| **Assessment opportunities** | Observe correct copying of words on whiteboards. | | | | | | |
| **KS2 Framework Objective**  **Oracy**  **4.1** | **Literacy**  **4.4** | **Intercultural Understanding** | | **Knowledge about Language**  **4.1** | | **Language Learning Strategies**  **4.9** | |

**Spanish Planning Year 4 Unit 8 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 differentiate between an ‘-ar’ verb infinitive and an ‘-ar’ verb in 1st person singular form (PoS 12)** * **can broaden their vocabulary and understand new words introduced into familiar material (PoS 8)** * **can pronounce ‘ue’ dipthong correctly (PoS 6)** | ¿Qué haces?  \*Juego… Canto…  Nado… Escucho…  Toco… Pinto…  Patino… Monto…  Bailo… Salto…  \*\*Miro… Hablo…    ¿Qué te gusta hacer?  Me gusta  No me gusta  \*Jugar al fútbol/tenis  \*Jugar a los videojuegos  Nadar  Tocar la guitarra/el piano  Patinar  Bailar  \*\*Mirar la televisión  Cantar  Escuchar música  Pintar  Montar en bici  Saltar  Hablar | | Use ball to ask whether or not pupils have siblings or pets (Year 3 Unit 6 Lessons 2 and 3).  Revisit 1st person singular form of regular’-ar’ verbs from Year 3 Unit 3 Lesson 3 with worksheet.  Ask different pupils to read a sentence aloud, to see if they can remember how to pronounce the words. (See power point at end of Year 3 Unit 3). Ask them to say their sentence in English, e.g. Juego al fútbol=I play/am playing football.  Notice drawn to ‘juego’ being the odd one out, as it does not follow the same pattern as the others. It is not ‘jugo’, as you would expect, but ‘juego’ (whey-go).  Play Youtube clip, ¿Qué te gusta hacer?, in which pupils will hear/see some sentences they will recognise in listening and reading.  Play the clip **up until where ’Alicia’ says ‘Me gusta estudiar y dibujar’.** You can pause the clip now and again to check pupils’ understanding.  Play the clip again, and this time pupils hold up familiar text cards x 7 (black) when they hear/see the sentences.  Give out out the unfamilar text cards x 8 (purple), and ask if pupils can remember their meaning in English. Play the clip once again, and pupils hold up the new cards at the correct time.  Daily Practice – say a sentence from video clip. | | Soft ball.  ¿Qué te gusta hacer?  <https://tinyurl.com/y8my4yj6>  At end of unit:  Worksheet  Verb information sheet with all known infinitives and 1st person singular forms  Sentences to hold up during YouTube clip – familiar ones x 7 (black) – copies for all pupils  Sentences to hold up during YouTube clip – unfamiliar ones x 8 (purple) – copies for all pupils | | ‘ue’ dipthong in ‘juego’  (whey-go)  \*‘jugar’ is a regular ‘-ar’ verb with an irregular form in the 1st person singular – juego – and is used in respect of games and sports that are played  \*\* Mirar or ver la televisión are used interchangeably.  Mirar follows the pattern of a regular ‘-ar’ verb, but ‘ver’ is an irregular verb, and the 1st person singular is ‘veo’ |
| **Assessment opportunities** | Level of pupil ability in understanding video clip | | | | | | |
| **KS2 Framework Objective**  **Oracy**  **4.1** | **Literacy**  **4.4** | **Intercultural Understanding** | | **Knowledge about Language**  **4.5** | | **Language Learning Strategies**  **4.9** | |