



## Spanish Year 4 Curriculum Overview



### Unit objectives:

#### To:

Count to 20 in Spanish.

Ask somebody how they are feeling, their age, name and where they live in Spanish.

Say how we are feeling, how old we are, what our name is and where we live in Spanish.

Apply rules of adjectival agreement when saying our nationality in Spanish.

#### Skills we will develop and activities we will complete:

To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in Spanish. Saying what we are called, how old we are, where we live and our nationality.

A number of different activities first to revise and consolidate language covered in Early Learning units but also working towards a simple role-play, learning to both ask and answer the questions. Gradually adding on an extra question each week with an answer but still recycling previous language. There will be greater choice of written worksheets that require phrase level replies as well as word searches, word puzzles and crosswords. There will also be the opportunity to use prompt cards to help prepare for the final task of presenting ourselves!

Year 4 Spanish  
Unit 1 – Me Presento –  
Presenting Myself

### What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2 and vocabulary from the 'Early Learning' units (in particular numbers 1-10 and feelings).

What a verb is in English and knowledge of high frequency first person verbs such as soy (I am), tengo (I have) and vivo (I live).

### NC objectives and Castle View year group objectives:

Speaking: Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

Listening: Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.

Reading: Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.

Writing: Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.

Grammar: Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'

### Key vocabulary

Recommended phonics focus: CA CE CI CO CU

CA sound in catorce

CE sound in once, doce, trece etc

CI sound in cinco, cincuenta & cien.

CO sound in cómo

CU sound in cuatro & cuántos

Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like in-gle-sa and vein-te.

Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in dó-nde Ñ tilde. This changes the 'n' to a 'ny' sound as in español & española.



## Spanish Year 4 Curriculum Overview



### Unit objectives:

#### To:

Remember the nouns for family members in Spanish from memory.

Describe our own or a fictitious family in Spanish by name, age and relationship.

Count up to 100 in Spanish.

Understand possessive adjectives better in Spanish ('my' form only).

#### Skills we will develop and activities we will complete:

We will learn to talk and write with more accuracy, fluency and confidence on the topic of family. We will also increase our knowledge of how the Spanish language works by understanding better the role of different words in a sentence. Remembering that nouns have gender and that this impacts the choice of articles and possessives adjectives. Improving our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy.

Activities to help learn the nouns and articles/determiners for key members of the family. Learning how to say what our/a family members are called and how old they are. Lots activities to help understand better how to use a possessive adjective (the word for 'my') accurately in Spanish. The reading and listening tasks will be more challenging building up to the final task of a written and/or oral presentation on our/a family.

Year 4 Spanish  
Unit 2 – Las Familia – My family

### What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2.

Vocabulary from the 'Early Learning' and 'Me Presento' units (how to say your name, age, where you live and nationality and numbers 1-20).

What a verb is in English and be already familiar with the Spanish high frequency verbs in first person singular form soy (I am), tengo (I have), vivo (I live) and me llamo (I am called).

### NC objectives and Castle View year group objectives:

Speaking: Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

Listening: Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.

Reading: Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.

Writing: Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.

Grammar: Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'

### Key vocabulary

Recommended phonics focus: CA CE CI CO CU

CA sound in única

CI sound in cien

CO sound in único

CU sound in cuarenta, cincuenta

Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in the word. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like her-man-o, her-man-a ( remembering silent 'h' in Spanish unless a foreign origin word). Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in tí-o and ú-ni-ca.



## Spanish Year 4 Curriculum Overview



### Unit objectives:

#### To:

- Listen attentively to a whole familiar fairy tale in Spanish.
- Remembering new language using picture, word and phrases cards.
- Improve gist reading and gist listening skills.
- Attempt to re-tell a familiar fairy tale in Spanish using a mini book for support.

#### Skills we will develop and activities we will complete:

To learn to listen attentively to all of the familiar fairy tale in Spanish and learn strategies to help decode longer pieces of spoken and written text that will contain unknown language. Learning to always look for cognates first and using picture, word and phrase cards for support.

A number of different activities to help recall and retain longer pieces of spoken and written Spanish. Listening to the story several times, progressing from picture, to words and finally phrases cards to retell the story. The final task will be to create a version of the story using a mini book/story board.

### Year 4 Spanish

Unit 3 – Ricitos de oro y Los Tres Osos –  
Goldilocks and the Three Bears

### What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2. Vocabulary from the 'Early Learning' units.

Skills covered in the 'Caperucita Roja' unit from Early Learning. Being used to listening to an entire familiar fairy tale in Spanish and already having basic decoding skills to help deal with longer text that will contain much unfamiliar language.

### NC objectives and Castle View year group objectives:

Speaking: Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

Listening: Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.

Reading: Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.

Writing: Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.

Grammar: Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'

### Key vocabulary

Recommended phonics focus: CA CE CI CO CU

CA sound in cama & casa

CE sound in dulce

CI sound Ricitos

Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like sa-la-do and Ri-ci-tos.

Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ta-zón  
Ñ tilde. This changes the 'n' to a 'ny' sound as in pequeño & española



## Spanish Year 4 Curriculum Overview



### Unit objectives:

#### To:

Say and write the key elements that animals and plants need to survive.

Name the 5 most common types of habitats.

Name an animal and a plant that live and grow in each type of habitat.

#### Skills we will develop and activities we will complete:

To continue to attempt and write longer more interesting sentences, that include a habitat, a plant and a relevant animal that lives in that habitat. Possibly expanding by adding on the adaptation. Learning to manipulate the language presented based on an increased language awareness and knowledge. Therefore, being able to quickly move and be able to write a sequence of short sentences by the end of the unit showing increased linguistic knowledge and awareness.

The unit will start with 5 different types of habitat, then 5 types of plants and 5 types of animal that live in these habitats. Using a series of gap fills, listening and reading tasks we will gradually build-up our new knowledge, be able to recall knowledge of the topic and recall and retain the new language so that by the end of the unit we can say which animal and plant live in each habitat. There is also the opportunity in the final oral and written task to build on this and include specific adaptations of the plants and animals.

Year 4 Spanish  
Unit 4 – Habitats

### What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2.

Vocabulary from the Early Learning units.

Different strategies on how to decode unknown text from units such as 'Ricitos De Oro' and/or 'Caperucita Roja'.

### NC objectives and Castle View year group objectives:

Speaking: Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

Listening: Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.

Reading: Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.

Writing: Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.

Grammar: Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'

### Key vocabulary

Recommended phonics focus: GA GE GI GO GU

GA sound in algas

GI sound in rifugio

GU sound in agua

Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable in words like tro-pi-cal and po-lar. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like de-sier-to, ar-bus-tos and plan-tas.

Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ár-bo-les and há-bi-tats.

Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in araña.



## Spanish Year 4 Curriculum Overview



### Unit objectives:

#### To:

Recall from memory a selection of nouns and indefinite articles for common classroom objects.

Learn how to use the negative in Spanish.

Describe what we have and do not have in our pencil case.

Respond to simple classroom commands.

#### Skills we will develop and activities we will complete:

To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in Spanish by completing a variety of written based activities. Improve oral work by learning to ask questions in Spanish as well as answering but progressing even further by including a negative reply.

Learning 11 classroom objects and classroom commands. A variety of speaking, listening and written tasks (including crosswords, word puzzles and snap cards).

Playing a fun class 'follow on game'. Extended, longer writing, reading and listening tasks all working towards the final activity of interviewing others in class using a survey on what they have and do not have in their pencil case.

Year 4 Spanish  
Unit 5 – Mi Clase \_ Classroom

### What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2.

Vocabulary from the 'Early learning Units' units.

That tengo means I have and comes from the verb to have tener in Spanish.

What a noun and article/determiner is in English.

What a verb is in English.

### NC objectives and Castle View year group objectives:

Speaking: Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

Listening: Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.

Reading: Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.

Writing: Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.

Grammar: Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'

### Key vocabulary

Recommended phonics focus: CA CE CI CO CU

CA sound in calculadora & cartera

CE sound in cerrad

CI sound in silencio

CU sound in escuchad

Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in re-pe-tid. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ti-je-ras.

Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed, regardless of the other rules! They can also indicate a question as in the word qué. Therefore used as a question word – not an answer.





## Spanish Year 4 Curriculum Overview



### Unit objectives:

#### To:

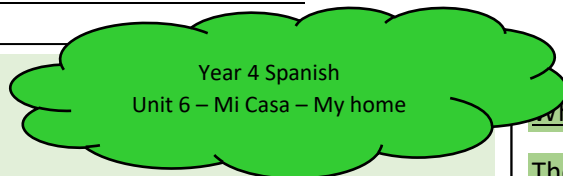
Say and write in Spanish whether we live in a house or an apartment.

Say what room we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay...

Use the connective/conjunction y to link two sentences together.

#### Skills we will develop and activities we will complete:

To speak and write using longer more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge. The unit starts with learning how to say if we live in a house or an apartment and 10 nouns and their appropriate indefinite articles/determiners for rooms of the house via a variety of speaking, listening, reading and written tasks (using a series of gap fills, word puzzles, crosswords, word searches and true/false activities). Leading towards a final oral presentation and/or extended piece of writing detailing where I live and what there is or is not in terms of rooms, at home. Revisiting and reusing previously learnt language.



Year 4 Spanish  
Unit 6 – Mi Casa – My home

### What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2.

Vocabulary from the Early Learning units.

Vocabulary from 'Me Presento', 'La Familia' and '¿Tienes una mascota?'

Intermediate units to be able to present ourselves, talk about our/a family and pets.

### NC objectives and Castle View year group objectives:

Speaking: Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

Listening: Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.

Reading: Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.

Writing: Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.

Grammar: Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'

### Key vocabulary

Recommended phonics focus: GA GE GI GO GU

GA sound in garaje

Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ciu-dad, la-va-de-ro and ga-ra-je.

Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sa-lón. Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter not just another phoneme as in baño and montaña.