

Topic: Spanish	Year group	Term
Do you have a pet?	Year 4	Summer 1 6 sessions

Background knowledge

Children should still be focusing mainly on saying words in Spanish. Teachers should be encouraging correct pronunciation. Children should be introduced to the written words and should be reading these where possible. Children should also be writing simple words through labelling pictures and copying simple words or phrases.

Power points and worksheets can be found on language angels.

What should I already know?

A selection of greetings. Numbers 1 - 100. Names of colours. They should be able to ask and answer questions about their name. Answer questions about how they are feeling. Know the names of ten shapes. Can recognise and join in with 6 nursery rhymes in Spanish. Know the names of 10 fruit and can say if they like/ dislike each fruit. Can locate Spain on a world map and know the capital is Madrid. Children can also identify the Spanish flag. Know the names of 10 animals. Know the names of 9 body parts. Can retell the story of Little Red Riding Hood. Ask and answer questions about their age and where they live. Know the nouns for family members e.g. aunt, uncle, grandparents etc and ask and answer questions about them.

National Curriculum Objectives / Key Skills	The Journey
<u>Listen attentively to spoken language and show understanding by joining in and responding.</u> <u>Develop good pronunciation and intonation so that others understand when they are reading aloud.</u> <u>Read carefully and begin to show understanding of words, phrases and simple writing.</u> <u>Write phrases with some support.</u> Describe people, places, things and actions in writing. I can name and describe an object I can have a short conversation- saying 3-4 things	1. Introduce the aim of the unit ¿Tienes una mascota? (Do you have a pet?) and learn the eight nouns and matching gender articles for the different pets (using the indefinite article the word for "a" or "an" in Spanish). 2. Consolidation of new 'Pets' vocabulary. Use of "Tengo..." ("I have...") plus a pet and we will also introduce the connective "y" ("and") 3. Further development of our Spanish knowledge by introducing, learning and using the structure "que se llama..." ("that is called...")

I can give a response using a short phrase I am stating to speak in sentences. I can read and understand a short passage using familiar language. I can explain the main points in a short passage I can read a passage independently. I can use a bilingual dictionary or glossary to look up new words. I can write phrases from memory. I can write 1-2 short sentences on a familiar topic. I can say what I like and don't like about a familiar topic.	4. Further linguistic progress by learning how to use the negative structure "no tengo..." 5. The children will be shown how to link all their new language together and will also be introduced to a new conjunction "pero" ("but") that they can incorporate into their work. 6. To revise all language covered so far
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Outcomes

Working towards:

I can understand and remember some of the nouns in Spanish for pets (possibly three or four) but find it hard to remember if they have an un or una in front of them. I can match words to pictures but I am unable to spell the words from memory. I can tell you I have a pet and what it is called if the teacher says it first and helps me to repeat it back. I find using the negative more of a challenge. I can attempt to improve my spoken and written Spanish using the connectives Y ("and") or PERO ("but") if I hear an example first.

Expected:

I can understand and repeat most of the eight pets introduced by the teacher. I can remember some of the spellings and genders and attempt the rest. I can ask somebody if they have a pet if I have the language required in front of me. I can then work out how to reply back, including use of the negative if I have time to work out what I want to say and see an example first to remind me. I can tell you the name of my pet using a full sentence in Spanish if the teacher shows me an example first to remind me of the language. I can attempt to improve my spoken and written Spanish using the connectives Y ("and") or PERO ("but").

Exceeding:

I can repeat and recognise all eight pets and their gender in Spanish. I can possibly even spell all of these words unaided with good accuracy. I can ask somebody if they have or do not have a particular pet and give this information back from memory. I can also tell you the name of my pet from memory using a full sentence in Spanish. I can improve my spoken and written Spanish by using the connectives Y ("and") or PERO ("but").

Key Vocabulary	Timeline / Diagrams
Un perro A dog Un gato A cat Un conejo A rabbit Un hámster A hamster Un pez rojo A gold fish Un ratón A mouse Una cotorra A parrot Una tortuga A tortoise Tengo I have No tengo I do not have Tengo un I have a (masculine) Tengo una I have a (feminine) Que se llama... That is called Y And Pero But	

Key people / places
Spain - The Spanish name for Spain is España. It is located in Europe. The capital of Spain is Madrid. France and Portugal border with Spain. There are 21 Spanish speaking countries in the world, 700 million people.

Assessment questions / outcomes
Can you locate Spain on a map of Europe / the world? Can you name the countries that border Spain? Can you identify the Spanish flag? Can you name 8 pets in Spanish? Can you use 'Tengo' in a sentence? Can you use 'y' (and) to join two sentences? Can you use "que se llama..." to include the name of your pet? Can you use "no tengo..." to say you don't have a pet? Can you use the conjunction 'pero' (but) in a sentence? Can you identify the difference between masculine and feminine for Spanish and English?

