

St. Ignatius Catholic Primary School

Year 4 Spanish Curriculum

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2021/22	MFL Spanish
<p>Overall Aim:</p> <p>To develop the teaching and learning of the Spanish language into Year 4 so as to enable pupils to set the foundations to express their ideas and thoughts in Spanish and understand and respond to its speakers, both in speech and in writing. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. It should also provide opportunities for them to communicate for practical purposes; learn new ways of thinking and read literature in the original language. Language teaching should provide the foundation for the enjoyment and enrichment of learning further Spanish or and/or other languages.</p>	

Curriculum overview							
Autumn 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
		Unit 1 Greetings & phonics	Unit 1 Greetings & phonics	Unit 1 Feelings	Unit 2 Numbers 1-10	Unit 2 Numbers 1- 20	Unit 2 Colours & numbers
Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Halloween Special	Unit 3 The school	Unit 3 Pencil case	Unit 4 Animals	Unit 4 My favourites animals	Unit 5 Christmas	Unit 5 Christmas
Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	Unit 6 Shapes	Unit 6 Shapes /Numbers	Animals revision	Unit 7 Family	Unit 7 My Family	Revision	
Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	Unit 8 Parts of the body	Unit 8 Parts of the face	Unit 9 Days and Seasons	Unit 9 Months	Games & songs	Revision	
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5		
	Unit 8 Body Recap	Unit 9 School Recap	Unit 10 The Food	Unit 10 Food 2	Revision		
Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Unit 11 Weather	Unit 11 Weather 2	Unit 11 Weather songs	Unit 11 Weather games	Revision	Revision & songs	Games & songs

Autumn

Unit 1 Greetings & phonics	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
<p>Autumn 1</p> <p>3 lessons.</p> <p>3 weeks.</p> <p>60 minutes per lesson.</p>	<p>All students will be able to:</p> <ul style="list-style-type: none"> • Imitate basic sounds of the alphabet • To use, “hola”, “buenos días”, “buenas tardes”. <p>Most students should be able to:</p> <ul style="list-style-type: none"> • Imitate most of the sounds of the alphabet with prompts. • <u>To use, “hola”, “buenos días”, “buenas tardes” and “buenas noches”.</u> <p>Some students might be able to:</p> <ul style="list-style-type: none"> • Imitate most of the sounds of the alphabet, identifying the sound of ñ. • Greet someone and introduce themselves. 	<ul style="list-style-type: none"> - <u>Greetings and introduce yourself.</u> - <u>Spanish alphabet.</u> - Letters’ spellings. - Grammar. - Verb to be. Verbo Ser. <p>Questions and answers relevant to the subjects.</p> <ul style="list-style-type: none"> - Vocabulary: <p>Saludos, Hola, Adiós, Buenos días, Buenas tardes, Buenas noches, ¿Qué tal? Muy bien, Fantástico, Muy bien, Bien, Mal, Fatal ¿Como te llamas? Me llamo...</p>	<p>Written exercises:</p> <ul style="list-style-type: none"> - Write Spanish word banks. - Fill the gaps in given sentences. - Relate Spanish and English vocabulary. - Complete crosswords and word searches. - Spelling activities. 	<ul style="list-style-type: none"> -Listening activities to assess pupils understanding of spoken Spanish. -Monitoring during speaking activity. -Plenary and questions to answer and reflect on the lesson. - Books marking. - <u>Assessment for learning: in their Spanish books.</u> 	<ul style="list-style-type: none"> -PPT -Books - Interactive white board.
Impact			Next steps/progress		

Unit 2 Colours and numbers.	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 1 3 Lessons. 3 Weeks. 60 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> • Read aloud the colours and numbers. • <u>Show understanding of colours and numbers.</u> <p>Most students should be able to:</p> <ul style="list-style-type: none"> • Ask and respond to the questions “what is the colour?” • Count 1-20 with prompts. • Recognise and recall several colours with prompts. <p>Some students might be able to:</p> <ul style="list-style-type: none"> • Ask and answer questions without prompts. • Count 1-20 without prompts. 	<p>- <u>Numbers 1 to 20.</u></p> <p>- <u>Colours.</u></p> <p>- Grammar:</p> <p>- Questions: what is the colour? and what is the number?</p> <p>-Vocabulario:</p> <p>Colores: Verde, Azul, Rojo, Amarillo, Rosa, Blanco, Negro Marrón,</p> <p>Números: Uno, Dos, Tres, Cuatro, Cinco, Seis, Siete, Ocho, Nueve, Diez, Once, Doce, Trece, Catorce, Quince, Dieciseis, Diecisiete, Dieciocho, Diecinueve, Veinte.</p>	<p>- Read the colours and numbers provided.</p> <p>-Count objects within the class room.</p> <p>- Ask and answer what the colour of something is.</p> <p>-Ask and answer what the number is.</p> <p>- Write colours and numbers in whiteboards and books.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>-Plenary and questions to answer and reflect on the lesson.</p> <p>- Books marking.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>- PPT</p> <p>- Books</p>
Impact			Next steps/progress		

Unit 3 School	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn II 2 Lessons. 2 Weeks. 60 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Recognise objects within the class room with prompts. Read aloud name of the object with pictures. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Ask and answer the question what is in your pencil case, with prompts Recognise and label objects of their pencil case. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Respond to the questions without prompts. 	<p><u>-Objects around the class.</u></p> <p><u>- Objects in our pencil case.</u></p> <p>- Grammar:</p> <p>- Verb to have.</p> <p>- Question what do you have in your pencil case?</p> <p>-Vocabulary:</p> <p>un estuche (a pencil case) un bolígrafo (a pen) un lápiz (a pencil) un sacapuntas (a sharpener) una regla (a ruler) una goma (a rubber) unas tijeras (scissors)</p>	<p>- Spell new vocabulary.</p> <p>- <u>Ask and answer what do you have in your pencil case.</u></p> <p>- Relate objects and colours.</p> <p>- Name objects around the class room.</p> <p>- <u>To write about objects in the pencil case.</u></p> <p>- Read aloud the objects within the class room.</p> <p>- Relate objects and colours.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p> <p>- Books marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books</p>

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Unit 4 Animals	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 2 2 Lessons 2 Weeks. 60 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> • <u>Appreciate stories, songs, poems and rhymes about animals.</u> • Listening attentively and engage with spoken language. • Show understanding of words. <p>Most students should be able to:</p> <ul style="list-style-type: none"> • Show understanding by joining in and responding. • Read aloud. • Understand words and phrases. <p>Some students might be able to:</p> <ul style="list-style-type: none"> • Develop accurate pronunciation. 	<p>- <u>Describing animals.</u></p> <p>- Grammar:</p> <ul style="list-style-type: none"> • Question whether you have pets at home. <p>¿Es (una rana o un pez)? (Is it a frog or a fish?)</p> <p>¿Cuál (de los animales) es? (Which of the animals is it?)</p> <p>¿Cuál es tu animal favorito? (Which is your favourite animal?)</p> <p>- Vocabulary:</p> <p>un gato, un pájaro, un perro, un caballo, un conejo, un pez, una vaca, un oso, una tortuga. una mariposa.</p>	<p>- Say whether you have a pet.</p> <p>- Say whether there are one or more animals.</p> <p>- Respond to a true false question.</p> <p>- Talk to your partner about the answer.</p> <p>- Relate colours and numbers with animals.</p> <p>- <u>To write about animals and use colours as adjectives.</u></p> <p>- Write new vocabulary on whiteboards and books.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Verbal interaction assessment.</p> <p>- Book marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books</p>
Impact			Next steps/progress		

Unit 5 Christmas	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn II 2 Lessons 2 Weeks. 60 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> • Appreciate stories, songs, poems and rhymes. • Listening attentively and engage with spoken language. • Show understanding of words. <p>Most students should be able to:</p> <ul style="list-style-type: none"> • Show understanding by joining in and responding. • Understand words and phrases. <p>Some students might be able to:</p> <ul style="list-style-type: none"> • Develop accurate pronunciation. 	<p>- <u>Christmas carols.</u></p> <p>- Wishing a merry Christmas and a happy new year.</p> <p>- Vocabulario:</p> <p>Feliz navidad Feliz año nuevo Ángel Árbol de navidad Papá Noel, Belén, Niño Jesús Reyes Magos.</p>	<p>- Listen attentively to Christmas carols.</p> <p>- Sing along.</p> <p>- Say the vocabulary aloud.</p> <p>- <u>Wish merry Christmas to someone.</u></p> <p>- Follow a story.</p> <p>- Write new vocabulary on whiteboards and books.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Verbal interaction assessment.</p> <p>- Book marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books.</p>
Impact			Next steps/progress		

Spring

Unit 6 Shapes	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring I 3 Lessons 3 Weeks. 60 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> • Appreciate stories, songs, poems and rhymes. • <u>Listening attentively and engage with spoken language.</u> • Show understanding of words. <p>Most students should be able to:</p> <ul style="list-style-type: none"> • Show understanding by joining in and responding. • Read aloud. <p>Some students might be able to:</p> <ul style="list-style-type: none"> • Develop accurate pronunciation. • Say shapes without prompts. 	<p>- <u>Shapes.</u></p> <p>- <u>Numbers 1- 20.</u></p> <p>- Counting shapes.</p> <p>Vocabulary: Cuadrado, Triángulo, rectángulo, círculo, óvalo, línea.</p> <p>Grammar: ¿Qué es esto? What is this?</p> <p>- Numbers from 1 to 20.</p>	<p>-Count shapes within the class.</p> <p>- Point at shapes with certain colours.</p> <p>- To recognise different shapes.</p> <p>- <u>To draw a picture and label the shapes.</u></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p> <p>- Book marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>- Books.</p>
Impact			Next steps/progress		

Unit 7 My family	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring I 3 weeks. 3 lessons. 60 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Recognise and recall the vocabulary about the family. Relate given vocabulary with pictures. Appreciate songs and rhymes. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Name a range of family members. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Use context and comparisons with English to determine some meaning. 	<p>- Family.</p> <p>- Numbers.</p> <p>Grammar:</p> <p>- Possessive:</p> <p><u>My Family- Mi Familia.</u></p> <p>- Vocabulario:</p> <p>La madre, El padre El abuelo, La abuela, El hermano, La hermana</p>	<p>- Match Spanish with English vocabulary.</p> <p>- <u>Read aloud members of your family.</u></p> <p>- <u>To recall vocabulary about The Family.</u></p> <p>- <u>To be able to write members of the family in their Spanish books.</u></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p>
Impact			Next steps/progress		

Unit 8 My body	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring II 3 weeks. 3 lessons. 60 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Recognize and recall the <u>vocabulary about the face and body.</u> Relate given vocabulary with pictures and parts of their own body. Appreciate songs and rhymes. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Follow short and familiar texts and songs. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Use context and comparisons with English to determine some meaning. 	<p>- <u>Parts of the body.</u></p> <p>- <u>Parts of the face.</u></p> <p>- Grammar:</p> <p>- Question what is your hair and eyes colour.</p> <p>- Vocabulario:</p> <p>El cuerpo:</p> <p>La cabeza, Los hombros, Los pies, Las rodillas.</p> <p>La cara:</p> <p>Los ojos, La nariz, La boca, Las orejas,</p>	<p>- Match Spanish with English vocabulary.</p> <p>- Ask and answer what the colour of your hair and eyes is.</p> <p>- Read aloud face and body parts.</p> <p>- <u>To be able to write parts of the body and face.</u></p> <p><u>- Draw and label face and body parts.</u></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Verbal interaction assessment.</p> <p>- Book marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>- Books.</p>
Impact			Next steps/progress		

Unit 3 My Calendar	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Summer 1 3 Lessons 3 Weeks. 60 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> Listening attentively to spoken language. Sing along songs and rhymes. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Repeat, read and recall the days of the week. Appreciate and sing along songs and rhymes. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Speak in sentences without prompts. 	<p>- <u>Days of the week.</u></p> <p>- Vocabulario:</p> <p>Dias de la semana: Lunes, Martes, Miércoles, Jueves, Viernes, Sábado, Domingo.</p> <p>-Seasons:</p> <p>Primavera Verano Otono Invierno</p> <p>Meses del año, Enero, Febrero, Marzo, Abril, Mayo, Junio, Julio, Agosto, Septiembre, Octubre, Noviembre, Diciembre.</p>	<p>- Ask and answer what the day and season is.</p> <p>- Read days and seasons with and without prompts.</p> <p>- <u>Write on Spanish books The days of the week.</u></p> <p>- <u>Write os Spanish books The months of the year.</u></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Book marking.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>-PPT</p> <p>-Books</p>
Impact			Next steps/progress		

Unit 10 Food	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Summer I 2 Lessons 2 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> All students will be able to: Understand words on the topic. Use vocabulary in basic language structures. Listening to spoken language. <p>Most students should be able to:</p> <ul style="list-style-type: none"> Understand phrases on the topic. Give basic opinions on food and drink. Show understanding by joining in and responding. Read aloud. <p>Some students might be able to:</p> <ul style="list-style-type: none"> Understand sentences on the topic. Say food and drinks' words without prompts. 	<p>- <u>Food.</u></p> <p>- <u>Drinks.</u></p> <p>- <u>Likes and dislikes.</u></p> <p>- Grammar:</p> <p>- Question whether you like or dislike something.</p> <p>-Vocabulary:</p> <p>Me encanta, Me gusta mucho, no me gusta., sed, hambre</p> <p>las verduras, la fruta, la sopa, la ensalada, el pescado, el pollo, el pan, el queso, el agua.</p>	<p>- Read and name a range of drinks and food.</p> <p>- Ask and answer whether you like or dislike drinks and food.</p> <p>- <u>Write on Spanish books different drinks and food.</u></p> <p>- Relate pictures with vocabulary.</p> <p>- Say what you eat and drink at school.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p> <p>- Books marking.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books</p>
Impact			Next steps/ progress		

Unit 11 Weather	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Summer 2 4 Lessons 4 Weeks. 30 minutes per lesson.	<p>All students will be able to:</p> <p><u>All students will be able to:</u></p> <ul style="list-style-type: none"> • Understand words on the topic. • Use vocabulary in basic language structures. • Listening to spoken language. <p><u>Most students should be able to:</u></p> <ul style="list-style-type: none"> • Understand phrases on the topic. • Show understanding by joining in and responding. • Read aloud. <p><u>Some students might be able to:</u></p> <ul style="list-style-type: none"> • Understand sentences on the topic. 	<p>- <u>Weather in Spanish.</u></p> <p>- <u>Likes and dislikes.</u></p> <p>- Grammar:</p> <p>- Question what is the weather like?.</p> <p>-Vocabulary:</p> <p>Hace Frio Hace Calor Hace buen tiempo Hace mal tiempo</p>	<p>- Read and name different weather.</p> <p>- Relate pictures with vocabulary.</p> <p>- To remember numbers in Spanish.</p> <p>- <u>Pupil to talk about Likes and Dislikes.</u></p> <p>- <u>Pupils to write vocabulary about in their books.</u></p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>-Book marking</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p> <p>-Books.</p>
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