



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 4/5 Spanish  
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 4/5 Curriculum Overview - Summer



### 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 4/5 Spanish  
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.