



<ul style="list-style-type: none"> Year 4 	Topic Title: Presenting myself	Key Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (bilingual /picture) write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p>Phonetics 2 Fonética (core lesson) Introduce Phonemes ca, ce, ci, co, cu Revise Phonemes ch, j, ñ, ll, rr and their Spanish sounds</p> <p>Presenting Myself Me Presento</p> <ul style="list-style-type: none"> Count to 20 in Spanish. Listen to, ask and say their name and age in Spanish. Listen to, ask and say hello and goodbye and then ask how somebody is feeling and answer in return how they are feeling. Tell you where they live in Spanish. Tell you if they are Spanish or English, introducing concept of gender and agreement. Read short phrases and passages including the above. Write short sentence about themselves. 	<p>¡Hola! (hello) ¡Adios! (goodbye)</p> <p>¿Cómo estas? ¿Qué tal? (How are you?) Estoy (I am), bien (good), mal (bad), muy (very), más o menos (ok)</p> <p>¿Cómo te llamas? (What is your name?) Me llamo..... (My name is...)</p> <p>¿Cuántos años tienes? (How old are you?) Tengo_____ años (I am ____ years old) 1 – uno, 2 – dos, 3 – tres, 4 – cuatro, 5 – cinco, 6 – seis, 7 – siete, 8 – ocho 9 – nueve, 10 – diez, 11 – once, 12 – doce, 13 – trece, 14 – catorce, 15 – quince, 16 – dieciséis, 17 – diecisiete, 18 – dieciocho, 19 – diecinueve, 20 – veinte</p> <p>¿Dónde vives? (Where do you live?)</p> <p>Soy inglesa (f) / Soy ingles (m) I am English Soy polaca (f) / Soy polaco (f) (N.B hard ‘c’ sound not ‘s’) I am polish Soy lituana (f) (phonetic- litooanna) Soy lituano (m) I am lithuanian</p>
Possible Community Links	Previous Learning Experiences: I am learning Spanish in Y3	
Edge Hill University MFL Department	Future Learning Experiences: Me in the World in Y6	



Year 4	Topic Title: Family	Key Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (bilingual /picture) write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p>Family - La Familia</p> <ul style="list-style-type: none"> Recognise, say and write the nouns in Spanish for members of their family. Tell somebody in Spanish the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary. Listen to, read, recognise, say and write numbers to 100. Continue to count, reaching 100, to enable students to say the age of various family members. Use, say and write accurately the words for 'my' in Spanish. 	<p>mi (my) - singular mis (my) - plural y (and)</p> <p>mi llamo (my name) - 1st person se llama (his/her name) 3rd person</p> <p>madre/mama (mother) padre/papa (father) abuela (grandma) abuelo (grandad) tia (aunty) tio (uncle)</p> <p>¿Tienes hermanos? (Do you have any siblings?) Hermano (brother) Hermana (sister)</p> <p>Si, tengo (Yes, I have...) No, no tengo hermanos (No, I have no siblings) Soy hijo único (only child) Male Soy hija única (only child) female</p>
<p>Possible Community Links</p>	<p>Previous Learning Experiences: Little Red Riding Hood in Y3</p>	
<p>Edge Hill University MFL Department</p>	<p>Future Learning Experiences: Me in the World in Y6</p>	



Year 4	Topic Title: My Home	Key Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (bilingual /picture) write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p><u>My Home Mi Casa</u></p> <ul style="list-style-type: none"> Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to write and spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. Tell somebody in Spanish what rooms they have or do not have in their home. Ask somebody else in Spanish what rooms they have or do not have in their home. Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age). Read passages in Spanish and answer questions based on the text 	<p>¿Cómo es tu casa? (What is your home like?)</p> <p>Vivo en ... (I live in ...) Una casa (a house) Un piso (a flat)</p> <p>En mi casa hay... (In my house there is/are...)</p> <p>En mi casa no hay... (In my house there isn't)</p> <p>Una cocina (a kitchen) Un comedor (a dining room) Un dormitorio (a bedroom) Un lavadero (a utility room) Un despacho (an office) Un salón (a living room) Un jardín (a garden) Un garaje (a garage)</p>
<p>Possible Community Links</p>	<p>Previous Learning Experiences: No previous learning experiences</p>	
<p>Edge Hill University MFL Department</p>	<p>Future Learning Experiences: Me in the World in Y6</p>	



Year 4	Topic Title: The Romans	Key Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (bilingual /picture) write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p><u>Romans Los Romanos</u></p> <ul style="list-style-type: none"> Read and listen to longer passages looking/listening for key words in Spanish to help decode. Match pictures, words and phrases about Roman Gods. Listen to and join in with a song about the Romans. Tell somebody in Spanish the key facts and key people involved in the history of the Roman Empire. Say the days of the week in Spanish and learn how these are related to the Roman gods and goddesses. Tell somebody in Spanish what the most famous Roman inventions were. Learn what life was like for a rich and a poor child in Roman times. Introduce the children to the concept of the negative form in Spanish. Say, write and spell days of the week in Spanish Write simple sentences to write a diary about a day in the life of a Roman child. 	<p>lunes (Monday) martes (Tuesday) miércoles (Wednesday) jueves (Thursday) viernes (Friday) sábado (Saturday) domingo (Sunday)</p> <p>Soy rico (I am rich) soy pobre, (I am poor) voy a la escuela (I go to school) no voy a la escuela (I don't go to school) trabajo (I work) como carne (I eat meat) no como carne (I don't eat meat)</p> <p>Tengo..... (I have) No tengo... I don't have)</p>
<p>Possible Community Links</p>	<p>Previous Learning Experiences: No previous learning experiences</p>	
<p>Edge Hill University MFL Department</p>	<p>Future Learning Experiences: What is the date? In Y5</p>	



Year 4	Topic Title: Classroom	Key Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (bilingual /picture) write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p>Classroom Mi Clase</p> <ul style="list-style-type: none"> Listen to, say, recognise and repeat from memory simple classroom objects and use the correct gender. Match picture or objects to the spoken or written Spanish names. Ask the question: ¿Qué tienes en tu estuche? (What do you have in your pencil case?) Say what they have and do not have in their pencil case <i>'Tengo' (I have...) and 'No tengo' (I don't have)</i> Recognise and respond to simple classroom commands and praise. Learn and join in with a Spanish song called 'En mi estuche' (Español Español resource) 	<p>Tienes (to have) Tengo..... (I have) No tengo... I don't have)</p> <p>un sacapuntas (a pencil sharpener) una goma (a rubber) un lápiz (a pencil) un bolígrafo (a pen) un estuche (a pencil case) una regla (a ruler) una calculadora (a calculator) unas tijeras (a pair of scissors) una barra de pegamento (a gluestick)</p> <p>¿Qué tienes en tu estuche? (What do you have in your pencil case?)</p> <p>En mi estuche tengo (In my pencil case I have) En mi estuche no tengo (In my pencil case I don't have)</p> <p>iEscuchad! (Listen) iEscribid! (Write) iLeed! (Read) iHablard! (Say)</p>
<p>Possible Community Links</p>	<p>Previous Learning Experiences: I am learning Spanish in Y3</p>	
<p>Edge Hill University MFL Department</p>	<p>Future Learning Experiences: At school in Y6</p>	



Year 4	Topic Title: Goldilocks	Key Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (bilingual /picture) write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p>Goldilocks - Ricitos De Oro y los Tres Osos</p> <ul style="list-style-type: none"> Listen, learn, recognise and say the key words from Goldilocks and the three bears. Match picture, word and phrase cards. Remember new words and phrases to orally retell the story. Recognise some masculine and feminine nouns. Use adjectives to help describe nouns e.g. Un bosque pequeño (a small wood) Attempt to write and spell key words and phrases in Spanish (storyboard). 	<p>Ricitos de Oro (Goldilocks) Oso (bear) Papá (father) Mamá (mother) Bebé (baby)</p> <p>Dulce (sweet) Salado (salty) Alta (tall) Baja (short) Dura (hard) Suave (soft)</p> <p>Grande (large) Mediano (medium) Pequeño (small)</p> <p>La silla (chair) La cama (bed) El tazón (bowl)</p>
<p>Possible Community Links</p>	<p>Previous Learning Experiences: Little Red Riding Hood in Y3</p>	
<p>Edge Hill University MFL Department</p>	<p>Future Learning Experiences: Christmas in Y5</p>	