

Year 4 Scheme of Work Overview

Lessons	Content	Key skills and activities
Lesson 1	<p>Revision of colours from Y3</p> <p>Parts of the body: Una cabeza, una nariz, unos dientes, unos ojos, una boca, unas orejas, el pelo</p> <p>Adjectives: grande, pequeño, gordo, largo, puntiagudo</p>	<ul style="list-style-type: none"> • Listen to and follow a short story • Identify adjectives in a text and recognise that they can change spellings • Listen for specific words and phrases • Pronounce some words accurately
Lesson 2	<p>Parts of the body: La pierna, el pie, el estómago, la mano, el brazo</p> <p>(el hombro and la rodilla introduced for receptive use through song)</p> <p>Asking for Spanish translation: ¿Cómo se dice... en español?</p>	<ul style="list-style-type: none"> • Understand that all nouns have a gender • Ask how to say something in Spanish • Listen to and join in singing a Spanish song, devising actions to accompany the lyrics
Lesson 3	<p>Revision of asking for Spanish translation</p> <p>Tiene, también</p>	<ul style="list-style-type: none"> • Identify sound of letters rr in Spanish • Appreciate similarities between nursery rhymes in English and in Spanish • Recite a nursery rhyme • Follow a short text as it is read aloud and demonstrate understanding of the text through drawing
Lesson 4	<p>For receptive use...</p> <p>Zoo animals: El tigre, el elefante, el hipopótamo, el flamenco, el oso, el ratón, el león, la jirafa, el mono, el cocodrilo, el pingüino, el cerdo</p> <p>For productive use...</p> <p>Hay</p> <p>Some letters of the alphabet; introduction of vowels</p>	<ul style="list-style-type: none"> • Follow a story using visual clues • Scan a text to identify key words • Recognise some letters of the alphabet • Ask and answer questions

Lessons	Content	Key skills and activities
Lesson 5	<p>Verb – ser (to be) Es – he/she is</p> <p>Quantifiers: bastante, muy</p> <p>Adjectives: revision – grande, pequeño, + feroz, simpático, divertido</p>	<ul style="list-style-type: none"> • Say five vowel sounds in Spanish with teacher support • Know the sound of the letter i in Spanish • Read familiar words with accurate pronunciation • Write a short sentence adapting a model, using noun, verb and adjective
Lesson 6	<p>Christmas theme Revision of parts of the body: la cabeza, los ojos, la nariz, la boca</p> <p>Vocabulary included in the play: ¿Qué es? Un muñeco de nieve, un sombrero, una bufanda, unos guantes, un abrigo, hace frío, nieva</p> <p>Vocabulary for playing a game: Te toca a ti, me toca a mí, el dado</p>	<ul style="list-style-type: none"> • Participate in a drama in Spanish and memorise and recite a short, spoken sentence • Play a game in groups, communicating with friends in Spanish • Know about aspects of everyday life in Spain and make comparisons with their own traditions
Lesson 7	<p>Christmas theme Two expressions: ¡Caramba! Me gusta eso</p>	<ul style="list-style-type: none"> • Join in singing a lively authentic Spanish Christmas song • Deduce meaning through context • Write simple words and phrases using a model
Lesson 8	<p>Members of the family: el padre, la madre, el hermano, la hermana, el abuelo, la abuela</p> <p>Possessive adjective: mi</p>	<ul style="list-style-type: none"> • Work co-operatively in groups to plan and prepare a language activity • Present a short role play introducing family members, asking and answering questions
Lesson 9	<p>Ask and answer questions about family members</p>	<ul style="list-style-type: none"> • Acquire cultural knowledge about family life in Spain • Perform a South American song • Re-order words to form a short, simple sentence • Recognise plural nouns

Lessons	Content	Key skills and activities
Lesson 10	Pets: un gato, un ratón, un perro, un hámster, un conejo, un pez, un pájaro, un conejo de indias, una tortuga	<ul style="list-style-type: none"> Follow a story in Spanish and join in reading repeated phrases in the text Recognise word classes: nouns and verbs Compare traditional stories
Lesson 11	Revision of pets vocabulary Revision of: Tengo, no tengo, y, también	<ul style="list-style-type: none"> Understand simple rules for converting singular nouns into plurals Ask and answer questions about pets Understand the gist of a short story in Spanish Identify the sound of the letter j in several words
Lesson 12	No new vocabulary	<ul style="list-style-type: none"> Know how to say the 5 vowel sounds in Spanish Read a phrase aloud with appropriate expression
Lesson 13	No new vocabulary	<ul style="list-style-type: none"> Ask and answer questions on several topics Follow a short text as it is read aloud Read some familiar words and phrases aloud with accurate pronunciation Write simple sentences, adapting a model
Lesson 14	Revision of colours Quantifier: bastante	<ul style="list-style-type: none"> Know about some Spanish traditions relating to Easter Present a short, spoken text
Lesson 15	No new vocabulary	<ul style="list-style-type: none"> Recognise word classes: noun, verb, adjective Be able to sort words into dictionary order by first/ second letter Become familiar with the layout of a simple bilingual dictionary

Lessons	Content	Key skills and activities
Lesson 16	Hobbies: Bailar, nadar, jugar al fútbol, comer en un restaurante, leer, ver la tele, ir al parque	<ul style="list-style-type: none"> • Identify a common sound in a list of verbs • Identify strategies for learning vocabulary • Attempt to write short phrases from memory
Lesson 17	Revision of hobbies Revision of opinions phrases: Me gusta, no me gusta	<ul style="list-style-type: none"> • Recognise positive and negative statements in English and Spanish • Read and understand a short paragraph with familiar vocabulary and structures • Memorise and present one or two spoken sentences, possibly linking sentences with a connective
Lesson 18	¿Te gusta...? Numbers 13-30	<ul style="list-style-type: none"> • Follow and understand an interview between two speakers talking about hobbies • Conduct a short interview in Spanish, asking and answering questions
Lesson 19	Revision of hobbies Five means of transport: en barco, en coche, en autocar, en tren, en avión	<ul style="list-style-type: none"> • Conduct a survey in Spanish • Know the names of some major airports and ports in Spain • See images from Spanish cities
Lesson 20	Two weather expressions: Hace calor, hace frío Quantifiers: Mucho, un poco Clothes items for packing a suitcase: Un pantalón, un pantalón corto, una falda, un jersey, una camisa, un sombrero, un bañador, unas gafas de sol	<ul style="list-style-type: none"> • Understand different possibilities for travelling abroad • Pack an imaginary suitcase for a holiday, labelling a drawing

○ Links with The Languages Ladder and Asset Languages

It is envisaged that some primary schools will wish to accredit the achievements of their learners using OCR's Asset Languages. For this reason, the schemes of work in all years contain material to cover the requirements for Breakthrough Level External Assessment. For your information, the following lists taken from the Breakthrough Level Teacher's Handbook match the content of Asset Languages to each year of the Wakefield scheme.

Language purposes and functions:

Greeting and responding to greetings	Y3
Giving personal details – name, age	Y3
Counting and using numbers	Y3, Y4
Talking about the weather	Y4
Talking about food	Y3
○ Following and giving simple instructions	Y3
Expressing thanks	Y3
Saying what day or month it is	Y3
Describing some simple objects	Y4
Describing people	Y4
Expressing likes/dislikes	Y3, Y4
Expressing opinions	Y4

Vocabulary topic areas:

Animals	Y4
Clothes	Y4
○ Colours	Y3, Y4
Common adjectives	Y4
Family	Y4
Food and drink	Y3
Leisure and holidays	Y4
Numbers	Y3, Y4
Parts of the body	Y4
Time	Y3
Ways of travelling	Y4
Weather	Y4

Resources

Each lesson clearly lists resources required. The majority are included in the pack.

- For lesson 4, you will need: ¡Mamá! Mario Ramos
ISBN: 97 88484701453
Young European bookstore Tel: 0207 836 6667
- For lesson 11 you will need: ¡Hoy lo hace papá! By Michel Backès, Nadine Brun-Cosme
ISBN: 84 84701166
www.amazon.co.uk
- For lesson 15, you will need: Collins Easy Learning Spanish Dictionary
Collins Publishers
Tel: 0208 7417070 www.collins.co.uk
ISBN: 97 80007253500

Further recommended resources but not essential:

Video/DVD material from: Early Start Spanish resource file: Tú y Yo
Ilsa Rowe and Ian Killberry
Early Start Languages Tel/fax: 01304 362569 www.earlystart.co.uk

Key to all the symbols



This symbol denotes when to use the Resource File CD.
The circled number denotes the lesson.



This symbol denotes when to play the Sound File CD.
The circled number denotes the track.



This symbol denotes when to play Canta en español I CD.
The circled number denotes the track.



This symbol denotes when activities for the interactive whiteboard are available.
The circled number denotes the lesson.



To use the resources CD for the interactive whiteboard you will need Internet Explorer version 6.0 or above and Microsoft PowerPoint version 2002 or later.

Websites: All sites were legitimate and thoroughly checked prior to publication. La Jolie Ronde Ltd can accept no responsibility for any changes since that time.

Lesson One, Year 4

4 x 15 minutes

Learning Outcomes

- Listen to and follow a short story
- Recite a nursery rhyme from memory
- Understand and give the names of five parts of the body
- Understand the meaning of five adjectives, and recognise that adjectives can change spelling

Framework Objectives

Literacy

L4.2: Read some familiar words and phrases aloud and pronounce them accurately

Core Vocabulary

(Revision of colours from Y3:

rojo – red	amarillo – yellow
azul – blue	verde – green
morado – purple	blanco – white
negro – black	marrón – brown
rosa – pink	gris – grey)



una cabeza	a head
una nariz	a nose
unos dientes	teeth
el pelo	the hair
unos ojos	eyes
una boca	a mouth
unas orejas	ears

grande	big
pequeño	small
gordo	fat
largo	long
puntiagudo	pointed

Resources



- Flashcards of colours
OHT with words of rhyme: **La naranja ya está seca**
Sentences from ppt text: **El monstruo** cut up on cards

El monstruo on powerpoint
Flashcards of parts of the body
Flashcards of parts of **El monstruo**
Linking adjectives pictures
Linking adjectives text cards – e.g **una nariz larga**

Text cards of parts of the body
Teacher reference sheet – adjectives
OHT with words of song: **El monstruo**



- Canta en español 1, Track 21, rhyme: **La naranja ya está seca** and Track 22, song: **El monstruo**

- Cuddly toys



- Adjectives for facial features
Parts of the head
Parts of the head slides
Parts of the head vocabulary
Song: **El monstruo**
Rhyme: **La naranja ya está seca**



Knowledge about language

- Apply phonic knowledge of the language to support reading and writing
- Reinforce and extend recognition of word classes and understand their function

Language and Learning Strategies

- Use context and previous knowledge to determine meaning and pronunciation
- Read and memorise words
- Practise new language with a friend and outside the classroom

Part I: 15 minutes

Teaching Sequence

Pupil Activity

Revision of colours.
Give children two minutes in pairs to recall the names of colours in Spanish. Challenge them to give the names of seven colours.

Children work in pairs to recall colour vocabulary. Some children will present their list orally to the rest of the class.



Hold up flashcards with a coloured circle on each to revise the names of colours in Spanish. Introduce three at a time and then recap. Use choral repetition to help children revise the names.

Children echo the words.

Introduce a short nursery rhyme:
'La naranja ya está seca'

**La naranja ya está seca,
Amarillo está el limón.
La sandía está llorando,
Está riendo el melón**

(The rhyme makes little sense but a translation is as follows:
The orange is already dry,
The lemon is yellow.
The watermelon is crying,
The melon is laughing.)

Children enjoy listening to the nursery rhyme. They listen out for key words. As the rhyme is short, children practise the rhyme using actions and some children may be able to recite it from memory. Their attention is drawn to the sound of the letters **ll** as they occur in words in the rhyme.



Say the nursery rhyme aloud (or use the *Canta en español 1* CD, Track 21). Then ask the children to listen carefully for the names of one or two colours as they hear the rhyme for a second time.



Then show the children the rhyme on OHT and explain the meaning. Think up some actions together to put to the words and then practise saying the rhyme with actions. As the children practise the rhyme, you could also draw attention to the sound of **ll** in **amarillo** and **llorando**.

Part 2: 15 minutes

Teaching Sequence

Pupil Activity



Introduce children to the text: '**El monstruo**'. (See ppt El monstruo on resource CD). Begin by slowly reading through the text, demonstrating meaning through gesture. Try to avoid giving translations in English during the first reading to encourage the children to decipher meaning through the pictures on the ppt and through your actions.

Read the text for a second time and check understanding. Ask children which words they recognise.

Distribute props/flashcards to individual children. Read the text again. This time, the children holding props must listen to hear when their prop is mentioned and then come to the front to form a line.

Children listen to the short story and study the pictures.

Children listen again to the story. They focus on specific words and attempt to understand the text.

Children hear the story again and listen for key words and phrases. They respond accordingly.

**NOTES:**

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

Ask children if they can recall the names in Spanish of any colours mentioned in the text: '**El monstruo**'. Then see if any children can recall any body parts mentioned in Spanish or in English.

Children recall the story. They recap colours in Spanish and try to recall the names of parts of the body.



Distribute parts of the text on card to children and read the text once again. The children must listen attentively and wave their card in the air as they hear the phrase.

The children look carefully at the speaker, and listen for specific words and phrases. Children chorus new vocabulary and participate actively in learning the new words.

Teach the body parts mentioned in the text. Include choral repetition and actions. Encourage children to stand and touch the part of the body as they learn and chorus the Spanish word.

Children hear the new words and respond with a physical action. The vocabulary is reinforced through playing the game.

Play 'Simon says' (**Simón dice**) with the new vocabulary.

Children consolidate their learning of the new words by playing with the sounds of the words and fitting them to a rhythm or tune.

Lead the children in chanting or singing the new words:

Cabeza, pelo, nariz

Boca, dientes, ojos

You could encourage them to swap the words around to make up their own rhythm and then present it to the class.

The children listen to the song. They repeat on their own during the instrumental.



Play *Canta en español I*, Track 22: **El monstruo**. If time, use the instrumental which follows to encourage the children to fit in their own words.

NOTES:

Part 4: 15 minutes

Teaching Sequence

Pupil Activity



Attach the names of the body parts on cards face down on the board with numbers on the back. Then state a part of the body in Spanish. One child will come to the front of the class and other pupils suggest a number that they think matches the body part stated by the teacher. The child near the board turns the cards as the numbers are suggested and the child who gives the correct number wins the card. As each card is won, focus the children's attention on the spelling of the word and the letter string highlighted in the list under core vocab. Encourage children to give any other Spanish words they have met with the same letter string.

Children play a game suggesting numbers in Spanish to try to find the correct part of the body. As they do so, their attention is drawn to letter strings. They focus on the written word and the spelling of new items of vocabulary.



Introduce the new adjectives using flashcards provided. Children will be able to guess the meaning of '**una nariz pequeña**', '**una boca grande**' etc. by the drawing on the flashcard. More able children may note that there is a subtle difference in pronunciation e.g. **Una boca pequeña, un ojo pequeño**. You will need to decide how much emphasis you want to place on this, but at this stage you may simply choose to acknowledge the difference and explain that adjectives in Spanish change their spelling and pronunciation slightly according to the noun. (A teacher reference sheet on adjectives is included on the resource file to give additional support to teachers.)

Children study the flashcards, listen to the Spanish and guess the meaning of the phrase. Very able children may recognise that the adjectives they meet change spelling and pronunciation according to the noun – e.g. **Pequeño/pequeña**.

Play a game of pictionary. As you state a phrase, the children try to draw it on mini whiteboards and hold up e.g. **Una nariz larga, una nariz puntiaguda, una boca pequeña, una cabeza grande, una nariz pequeña, el pelo largo**. You may choose to do this activity as pairwork so that the children can discuss the words after hearing them and support each other.

Children listen carefully to the Spanish and draw a picture to represent the phrase they hear.

Lesson Two, Year 4

4 x 15 minutes

Learning Outcomes

- Understand and say seven parts of the body in Spanish
- Understand that all nouns have a gender in Spanish
- Be able to ask how to say something in Spanish

Framework Objectives

Oracy

- 4.3: Listen for sounds, rhyme and rhythm
- 4.4: Ask and answer questions on several topics

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Core Vocabulary

la pierna	the leg
el pie	the foot
el estómago	the stomach
el hombro	the shoulder
la rodilla	the knee
la mano	the hand
el brazo	the arm

definite article used here (**el, la, los, las** 'the'); indefinite used in lesson one (**un, una, unos, unas** 'a, some'). Either can be taught.

¿Cómo se dice...en español?
How do we say...in Spanish?

Resources



- Pictures of the body
OHT with words of song – **¿Cómo planta usted las flores?**
Text cards in Spanish of parts of the body (different colours for masculine and feminine)
El/un and **La/una** cards to stick on classroom walls
Snakes and Ladders game
Text cards for '**¿Cómo se dice...en español?**'



- Canta en español I, Track 23, song: **¿Cómo planta usted las flores?**
And Track 24, song: **La cabeza, los hombros**

- Dice and counters



- **El** or **la**
Parts of the body
Song: **¿Cómo planta usted las flores?**
Song: **La cabeza, los hombros**

Knowledge about language

- Reinforce and extend recognition of word classes and their function
- Apply question forms
- Recognise and apply simple agreements, singular and plural



Language and Learning Strategies

- Use context and previous knowledge to determine meaning and pronunciation
- Read and memorise words
- Ask for repetition and clarification

Part I: 15 minutes

Teaching Sequence

Pupil Activity

Extend parts of the body with the new vocabulary listed above. Point in turn to three parts of the body: **pierna, brazo, pie, rodilla** to teach these four new words. Encourage children to chorus the new vocabulary with you. When children have done this a few times, show the text card for each and again repeat the Spanish, pointing to the part of the body. When children are confident with these four words, extend with: **mano, estómago, hombro**. Follow the same procedure to teach these words. It is likely that children will need a lot of reinforcement of this vocabulary as there are no cognates and some complex spellings. Reduce the list as you feel appropriate.



Play *Canta en español I*, Track 24: **La cabeza, los hombros**. (You could arrange for the children to be filmed as they sing the song so that they can watch themselves afterwards.)



Place on the whiteboard an image of a body. Either using interactive board or text cards, children are invited to come to the front to label the parts of the body in Spanish. As they do so, draw the attention of the children to the spellings of the words and the key letter strings in each: **piernas**, (and link to **pies** and **dientes**).

Children are introduced to seven new parts of the body. They repeat the new words and point to the corresponding body part. They see the written words and study these as they chorus the vocabulary.

Children join in singing and are actively involved as they learn the new words.

Children volunteer to match the written word to the parts of the body.

NOTES:



Part 2: 15 minutes

Teaching Sequence

Pupil Activity



Play *Canta en español I*, Track 23: '**¿Cómo planta usted las flores?**'. This is a very useful song for reinforcing and practising the names of parts of the body in Spanish. The words for the song are available on *Canta en español I*. You can extend the song to include as many verses as you like, each with a different part of the body. Play the song twice through to give the children the chance to become familiar with the tune.

Children listen to the song and become familiar with the tune.



Display the words of the song on OHT and show children where the different parts of the body occur in the song and how the song is constructed. Once the children are confident at joining in with the song, divide the class into groups and give each group responsibility for singing a verse with appropriate actions. This could be organised as a mini competition to find the best singers in the group!

Children study the words of the song and listen to the CD again. Then they join in singing and devise actions for different verses. Different groups of children sing and perform in turn.

**NOTES:**

Part 3: 15 minutes

Teaching Sequence

Pupil Activity

Begin this sequence by challenging the children to recall in pairs any parts of the body with the sound 'ie' (**pierna, pie, dientes**). Give them a one minute time limit and then take answers. Then give the children another two minutes in pairs to recall other parts of the body.



Next revise the vocabulary using the interactive whiteboard or text cards to label the body. Introduce one word at a time and check for accurate pronunciation. As this activity takes place, draw the children's attention to the gender of words. Remind them that all nouns in Spanish are either masculine or feminine and organise the new words into two lists to demonstrate this. (It is a good idea to use two different colours for the text to highlight gender). Ask children to spot any similarity between the feminine words. The children may point out that they end in a. Emphasise the exception to the rule – **la mano** – hand.

To liven up the topic of gender, organise a guessing game. Once children have seen the body labelled with all the parts (including some from lesson 1 – **la boca** – mouth, **la cabeza** – head, **la nariz** – nose, **los dientes** – teeth), they play a game in which the children have to make a decision re: gender. If they think the word you call is masculine, they have to stand under the **el/un** card on one side of the room, if they think it is feminine, they must stand under the **la/una** card. Give them 15 seconds to make their selection then give the answer. You can either simply carry on with other words, or knock out all those standing on the wrong side.

(You may decide to explain to children the link between **el** and **un**, and **la** and **una**. This is a difficult concept for children and some will not understand immediately. There will be regular opportunities for reinforcement over the year ahead.)

Children work in pairs to recall parts of the body in Spanish.

Children focus on the written word as they revise the new vocabulary. Their attention is drawn to the gender of the words.

Children participate in a game, whereby they have to make a decision re: the gender of the word. Children's attention is drawn to the importance of knowing the gender of nouns.

Part 4: 15 minutes

Teaching Sequence

Pupil Activity



Introduce a game of Snakes and Ladders. Children play in pairs using the board. If they land on a square with a part of the body drawn onto it, they must state the Spanish or go down the snake. If they are able to say the word correctly, they climb the ladder. Before beginning the game, teach the children how to ask for a word they don't know in Spanish: '**¿Cómo se dice 'shoulder' en español?**' Repeat the phrase several times and engage the children in choral repetition. Give out



words of the phrase to six children on flashcards. The children must organise themselves into a line at the front of the room. See if they can line up in the correct order. Repeat the activity with another six children. Write the sentence on the board and explain to the children that you will supply unknown vocabulary if they ask in Spanish. The phrase should also be displayed somewhere in the classroom.

Children are introduced to the way of asking for items of vocabulary using the target language. They revise the new vocabulary as they play in pairs.

NOTES: