

HIAS MOODLE OPEN RESOURCE

Modern Foreign Languages: Spanish Medium-Term Plans Year 4

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Final version

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Year 4 Term 1 Topic (and cultural context)	Skills Progression and Success Criteria	Key Language and Structures	SSCs (to include SSCs seen in Y3)	Learning Journey Evidence of progress and assessment in books
<p>¿Tienes mascota?</p> <p>Pets (Explain gender and plurals)</p> <p>Adjectives of size (agreements)</p> <p>Recap greetings including name, age and birthdays.</p> <p>Enrichment and culture suggestions</p> <p>Draw a poster of your ideal pets.</p> <p>Pets Song: Tienes mascotas RLRA (youtube.com)</p> <p>Make a Spanish Christmas card.</p> <p>Perform Feliz Navidad</p>	<p>I can say what pets I have and which pets I would like.</p> <p>I can ask others if they have a pet and understand their replies.</p> <p>I can use plurals to say I have more than one pet.</p> <p>I can understand a short piece of writing in which someone describes their family and pets.</p> <p>I can produce a short piece of writing, describing my family and pets.</p> <p>I can pronounce words and sentences correctly, with a clear Spanish accent .</p> <p>I can transcribe simple words using correct SSCs.</p> <p>I can translate simple sentences into English about families and pets.</p>	<p>¿Tienes mascota? <i>Have you got a pet?.</i></p> <p>Sí, tengo mascota. <i>Yes, I have a pet.</i></p> <p>No, no tengo mascota. <i>No, I don't have a pet.</i></p> <p>Tengo - I have, Tenemos - we have</p> <p>Me gustaría - I would like</p> <p>Tengo un perro - <i>I have a dog</i></p> <p>Tengo un gato - <i>I have a cat</i></p> <p>un hámster - <i>a hamster</i> un caballo - <i>a horse</i></p> <p>un pez - <i>a fish</i> un cobayo - <i>a guinea pig</i></p> <p>un conejo - <i>a rabbit</i></p> <p>una tortuga – <i>a tortoise</i></p> <p>dos perros - <i>two dogs</i></p> <p>dos gatos - <i>two cats</i></p> <p>dos tortugas - <i>two hamsters</i></p> <p>dos hámsteres - <i>two hamsters</i></p> <p>dos peces - <i>two fish</i></p> <p>Se llama... - <i>he/she is called...</i></p> <p>Se llaman... -<i>they are called...</i></p> <p>Es grande– <i>he/she is big</i></p> <p>Es pequeño – <i>he is small</i></p> <p>Es pequeña – <i>she is small</i></p>	<p>ce e.g. peces</p> <p>rr e.g. perro</p> <p>j e.g. conejo</p>	<p>Unit overview, vocab and self-assessment sheet</p> <p>Word Mat 4 – Mascotas</p> <p>Evidence of conversation with others (tick grid)</p> <p>Reading comprehension with answers in English and some translation sentences</p> <p>Short piece of writing to describe families and pets.</p> <p>Gapfill dictation with simple sentences.</p> <p>Self-assessment sheet at end of unit.</p>

Year 4 Term 2 Topic (and cultural context)	Skills Progression and Success Criteria	Key Language and Structures	SSCs (to include SSCs seen in Y3)	Learning Journey Evidence of progress and assessment in books
<p>¿Qué deportes haces?</p> <p>Sports and Hobbies</p> <p>Opinions and reasons</p> <p>Recap days of the week</p> <hr/> <p>Enrichment and culture suggestions</p> <p>Studies of hispanic athletes/sportspeople. E.g. Pep Guardiola, Rodri</p> <p>Studies of upcoming events; Olympics, World Cups, Euros</p> <p>Favourite sports song; What is your favorite sport? - ¿Qué deporte te gusta? - Calico Spanish Songs for Kids (youtube.com)</p>	<p>I can say what sports and hobbies I do and how often or when I do them.</p> <p>I can give opinions on sports and hobbies.</p> <p>I can give opinions on hobbies.</p> <p>I can ask others about their opinions on sports and hobbies.</p> <p>I can understand short paragraphs about opinions on sports and hobbies.</p> <p>I can produce a short piece of writing, describing the sports and hobbies I enjoy and don't enjoy.</p> <p>I can read aloud simple sentences about hobbies with correct SSCs.</p> <p>I can pronounce words and sentences correctly, with a clear Spanish accent.</p>	<p>Days of the week lunes; martes; miércoles; jueves; sábado; domingo a menudo – <i>often</i> a veces - <i>sometimes</i> el fin de semana - <i>at the weekend</i> por la tarde/noche - <i>in the holidays</i> ¿Qué haces? – What do you do? Juego - I play al fútbol – <i>football</i> al tenis - <i>tennis</i> al baloncesto - <i>basketball</i> au criquet – <i>cricket</i> a los videojuegos - <i>videogames</i> Hago - I do ciclismo - <i>cycling</i> gimnasia - <i>gymnastics</i> monopátin - <i>skateboarding</i> baile – <i>dancing</i> natación – <i>swimming</i> Toco - I play (instruments) el piano – <i>piano</i> la guitarra – <i>guitar</i> la batería - <i>drums</i></p> <p>con - <i>with</i> mi familia/mi equipo/mis amigos – <i>my family/my team/my friends</i> en un grupo - <i>in a group</i></p> <p>al parque - <i>at the park</i> al colegio - <i>at home</i> al polideportivo - <i>at the sports centre</i> en mi casa/dormitorio - <i>in my house bedroom</i></p> <p>(No) Me gusta/encanta porque es.... - <i>I like it because it is...</i> guay divertido estupendo social aburrido agotador horrible</p>	<p>que e.g. <i>porque</i></p> <p>gu e.g. <i>guitarra</i></p> <p>co e.g. <i>colegio</i></p>	<p>Unit overview, vocab and self-assessment sheet</p> <p>Word Mat 5 Mi Tiempo Libre – my freetime</p> <p>Evidence of conversation with others (tick grid)</p> <p>Gapfill dictation with simple sentences</p> <p>Reading comprehension with answers in English and some translation</p> <p>Short piece of writing to describe hobbies, likes and dislikes, including when they do them</p> <p>Read aloud text with errors highlighted.</p> <p>Self-assessment sheet at end of unit</p>

Year 4 Term 3 Topic (and cultural context)	Skills Progression and Success Criteria	Key Language and Structures	SSCs (to include SSCs seen in Y3)	Learning Journey Evidence of progress and assessment in books
<p>¿Qué te gusta comer y beber?</p> <p>Food and drink</p> <p>Supermarket</p> <p>Shopping for food</p> <p>At the café</p> <p>Recap numbers and opinions</p>	<p>I can say what I eat and drink</p> <p>I can give opinions on food and drink and give reasons</p> <p>I can understand a short piece of writing in which someone describes what they eat and drink</p> <p>I can understand short spoken sentences about food and drink.</p> <p>I can ask for food and drink in a shop or café</p>	<p>Days (recap) El fin de semana - <i>at the weekend</i> por la tarde - <i>in the evenings</i> todos los días - <i>every day</i></p> <p>Como... - I eat... un bocadillo – a sandwich una ensalada – <i>a salad</i> pizza – pizza patatas – <i>chips</i> carne - <i>meat</i> helado – <i>ice cream</i> churros - <i>churros</i></p> <p>Bebo... - I drink... coca – <i>Coke</i> limonada - <i>lemonade</i> agua – <i>water</i> zumo de naranja – <i>orange juice</i> Me gusta - <i>I like it</i> Me encanta - <i>I love it</i> No me gusta - <i>I don't like it</i> Odio – <i>I hate it</i> porque es - <i>because it is</i> rico - <i>delicious</i> asqueroso - <i>disgusting</i> sano - <i>good for you</i></p> <p>Quiero... - I would like... Tenéis...? - Do you have..? ¿Cuánto cuesta? - <i>How much is it?</i> Cuesta ... euros por favor - <i>That's ... euros please</i> ¿Algo más? – <i>Anything else?</i> Eso es todo, gracias – <i>That's all, thank you</i></p>	<p>Revision of all SSCs learnt in Y3 and Y4.</p>	<p>Unit overview, vocab and self-assessment sheet</p> <p>Word Mat 6 – ¿Qué te gusta comer y beber? Eating and Drinking</p> <p>Word Mat 7 – ¿Qué quieres comprar? Shopping</p> <p>Role play mark grid</p> <p>Reading comprehension with answers in English and some translation</p>
<p>Enrichment and culture suggestions</p> <p>Set up a Spanish café.</p> <p>Sample French foods.</p> <p>Create a menu for your own café.</p>	<p>I can take part in a short role play in a café</p> <p>I can produce a short piece of writing, describing what I eat and drink, reading this aloud with correct pronunciation and accent</p> <p>I can pronounce words and sentences correctly, with a clear Spanish accent</p>	<p>fruta - <i>fruit</i> verduras - <i>vegetables</i> naranjas - <i>oranges</i> plátanos - <i>bananas</i> manzanas - <i>apples</i> limones – <i>lemons</i> uvas - <i>grapes</i> guisantes - <i>peas</i> ensalada - <i>salad</i> cebollas – <i>onions</i> tomates – <i>tomatoes</i> arroz - <i>rice</i> patatas - <i>crisps</i> caramelos - <i>sweets</i> sopa - <i>soup</i> pollo - <i>chicken</i> chocolate - <i>chocolate</i> pan – <i>bread</i> queso - <i>cheese</i> galletas - <i>biscuits</i> café - <i>coffee</i> té - <i>tea</i> coca-cola - <i>coke</i> pasta - <i>pasta</i></p>		<p>Gapfill dictation with simple sentences</p> <p>Self-assessment sheet at end of unit</p>

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