

SPANISH

Year Group: 4

Term: Spring 2

Theme: Animals and Home Environments [Habitats]

KEY: *Red print indicates suggested activities which include extra challenge*
Bold print indicates prior learning
Underlined LOs/ activities indicate suggested assessment opportunities

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| <p>Learning Objectives:</p> <p>Ask and answer questions on a range of topics. [POS3]</p> <p>Make positive sentences negative. [POS12]</p> <p>Recall domestic, zoo and wild animals. [POS4/5. (Y3 Spring 2/Summer 2)]</p> <p>Repeat, recognise and produce words for animals and habitats. [POS1/5/7/9]</p> <p>Join in with an action song (Una Sardina/Old McDonald/Old lady who swallowed a fly). [POS2/6]</p> <p>Read aloud and pronounce words for animals/habitats correctly. [POS7]</p> <p>Read silently and show understanding of words for animals/habitats. [POS8]</p> <p>Listen or read and show understanding of sentences about where different animals live. [POS1/4/8]</p> <p>Produce spoken and written sentences about where animals live (with support/independently). [POS4/5/10/11]</p> <p>Recall colours and other adjectives used to describe animals. [POS4/5]. (Y3 Autumn 1/2, Spring 2)</p> <p>Produce spoken and written sentences describing animals and where they live (with support/independently). [POS4/5/10]</p> <p>Recognise and use gender of nouns correctly (indefinite-definite articles),</p> <p>Use verbs (1st, 2nd and 3rd person singular) in the present tense (vivir). [POS12]</p> <p>Use numbers 1 – 69 – count forwards, backwards, add and subtract). [POS5]</p> <p>Recall and produce the phonemes: ‘ll’ ‘j’ ‘rr’ ‘ñ’ ‘v’ ‘ce’. [POS2/7]</p> | <p>Language and Structures:</p> <p>¿Cómo te llamas? ¿Cómo se llama? ¿Qué tal? /¿Cómo estás? ¿Dónde vives?</p> <p>¿Cuántos años tienes? ¿Cuándo es tu cumpleaños? ¿Tienes alguna mascota?</p> <p>¿Qué asignatura (color, animal, deporte, fruta) te gusta? ¿De qué color tienes los ojos? ¿Cómo tienes el pelo? ¿Tienes hermanos? ¿Qué asignaturas estudias?</p> <p>¿Cuál es tu asignatura (color, animal, sport, fruit favorito/a)? ¿Qué hora es?</p> <p>¿Qué tiempo hace?</p> <p>Un (el)... perro, gato, elefante, león, camello, mono, hámster, pez. Una (la) ... serpiente, la jirafa, la rana. (Y3 Spring 2)</p> <p>Un (el) ... antílope, avestruz, loro. Una (la) ... cabra, cebra. (Y3 Summer 2)</p> <p>Un/el ... pulpo, el atún, el tiburón, el cangrejo. Una/ la ...sardina, ballena, estrella de mar.</p> <p>Un/el ... caballo, cerdo, conejo, ratón, pájaro. Una/la ... oveja, vaca, araña, mosca.</p> <p>El mar, la sabana, la selva, la granja, la casa</p> <p>El león vive en la sabana</p> <p>El león no vive en el mar</p> <p>Rojo, azul, marrón, gris, blanco, negro naranja, lila, rosa amarillo, verde (Y3 Autumn 1/2)</p> <p>Grande, mediano/a, pequeño/a, gruñón/a, espantoso/a, perfecto/a, travieso/a, feroz, saltón/a (Y3 Spring 2)</p> <p>La ballena gris vive en el mar. La ballena grande y gris vive en el mar</p> |
| <p>Phonemes: ‘ll’ ‘j’ ‘rr’ ‘ñ’ ‘v’ ‘ce’</p> <p>Grammar:</p> <p>3rd person of verbs in present tense (vivir).</p> <p>Gender of nouns (indefinite/definite article). Position and agreement of adjectives</p> | <p>Resources: Flashcards, PPT slides, Old Lady kit/visuals, animal/habitat word cards, speaking and writing frame.</p> <p>Suggested Song/ Stories:</p> <p>Una sardina - https://www.youtube.com/watch?v=wHwzt6aDLO8</p> <p>La granja de mi tío/La viejita que comió un araña. Gruffalo/Oso Polar/Oso marrón</p> |

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