Spanish – Year 4

Autumn 1	Ancient Britain (La historia de la antigua Gran Bretaña)					
Prior learning						
Lesson objective	Introduce pupils to the six key periods of ancient Britain (in Spanish). Use some simple listening and reading matching activities to recognise, understand and attempt to retain this new language and consolidate chronological ordering of this period in history.	Learn how to say I am a stone age, bronze age or iron age man or woman.	Use "Tengo…" (I have…) to say which key hunting tools were used in the stone age, the bronze age and the iron age. Recall, select and organise old and new information and language in Spanish.	Consolidate facts learnt so far about stone age, bronze age and iron age men and women. Introduce the children to the Spanish phrase "Vivo…" (I live…) to examine the different types of dwelling most commonly used in each of these three periods of ancient Britain.	To consolidate all language covered so far and put it all together enabling the children to say whether they are a man or woman from the stone age, bronze age or iron age, which hunting tool they use and where they live.	To revise all language covered so far and complete assessment for the unit.
Key vocabulary	La edad de piedra = the stone age La edad de bronce = the bronze age La edad de hierro = the iron age El imperio Romano = the Roman Empire Los Anglosajones = the Anglo-Saxon period La época Vikinga = the Viking period	Soy… = I am Soy un hombre de la edad de piedra = I am a man from the stone age Soy una mujer de la edad de piedra = I am a woman from the stone age Soy un hombre de la edad de bronce = I am a man from the bronze age Soy una mujer de la edad de bronce = I am a woman from the bronze age Soy un hombre de la edad de hierro = I am a man from the iron age Soy una mujer de la edad de hierro = I am a	Tengo… = I have… Un sílex = a flint Un hacha * = an axe Una espada = a sword	Vivo … = I live … Vivo en… = I live in… Una cueva = a cave Una choza = a hut / shelter Una casa redonda = a round house		

Spanish – Year 4

		woman from the iron age				
Creative context 						
Substantive knowledge 	Name in Spanish, the six key periods of Ancient Britain, introduced in chronological order. Say in Spanish three of the types of people who lived in Ancient Britain, where they lived and what their hunting tool was. Remember accurately from memory and use the Spanish for 'I am' (soy), 'I have' (tengo) and 'I live' (vivo).	Name in Spanish, the six key periods of Ancient Britain, introduced in chronological order. Say in Spanish three of the types of people who lived in Ancient Britain, where they lived and what their hunting tool was. Remember accurately from memory and use the Spanish for 'I am' (soy), 'I have' (tengo) and 'I live' (vivo).	Name in Spanish, the six key periods of Ancient Britain, introduced in chronological order. Say in Spanish three of the types of people who lived in Ancient Britain, where they lived and what their hunting tool was. Remember accurately from memory and use the Spanish for 'I am' (soy), 'I have' (tengo) and 'I live' (vivo).	Name in Spanish, the six key periods of Ancient Britain, introduced in chronological order. Say in Spanish three of the types of people who lived in Ancient Britain, where they lived and what their hunting tool was. Remember accurately from memory and use the Spanish for 'I am' (soy), 'I have' (tengo) and 'I live' (vivo).	Name in Spanish, the six key periods of Ancient Britain, introduced in chronological order. Say in Spanish three of the types of people who lived in Ancient Britain, where they lived and what their hunting tool was. Remember accurately from memory and use the Spanish for 'I am' (soy), 'I have' (tengo) and 'I live' (vivo).	Name in Spanish, the six key periods of Ancient Britain, introduced in chronological order. Say in Spanish three of the types of people who lived in Ancient Britain, where they lived and what their hunting tool was. Remember accurately from memory and use the Spanish for 'I am' (soy), 'I have' (tengo) and 'I live' (vivo).
Disciplinary knowledge 	CH sound in hacha & choza. J sound in Anglosajones & mujer. Ñ sound in Gran Bretaña. RR sound in hierro. Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in ed-ad. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like hom-bre.	CH sound in hacha & choza. J sound in Anglosajones & mujer. Ñ sound in Gran Bretaña. RR sound in hierro. Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in ed-ad. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like hom-bre.	CH sound in hacha & choza. J sound in Anglosajones & mujer. Ñ sound in Gran Bretaña. RR sound in hierro. Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in ed-ad. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like hom-bre.	CH sound in hacha & choza. J sound in Anglosajones & mujer. Ñ sound in Gran Bretaña. RR sound in hierro. Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in ed-ad. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like hom-bre.	CH sound in hacha & choza. J sound in Anglosajones & mujer. Ñ sound in Gran Bretaña. RR sound in hierro. Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in ed-ad. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like hom-bre.	CH sound in hacha & choza. J sound in Anglosajones & mujer. Ñ sound in Gran Bretaña. RR sound in hierro. Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in ed-ad. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like hom-bre. Accents can only be written over vowels in Spanish and indicate

Spanish – Year 4

	Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sí-lex. Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'. Verbs. We will explore the 1st person singular of two high frequency irregular verbs: ser, tener (soy and tengo) and one regular verb vivir (vivo). We will notice that in Spanish the pronoun I (yo) is missing and just the verb in used. This never happens in English, but it happens often in Spanish. We will see this a lot in other units.	Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sí-lex. Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'. Verbs. We will explore the 1st person singular of two high frequency irregular verbs: ser, tener (soy and tengo) and one regular verb vivir (vivo). We will notice that in Spanish the pronoun I (yo) is missing and just the verb in used. This never happens in English, but it happens often in Spanish. We will see this a lot in other units.	Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sí-lex. Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'. Verbs. We will explore the 1st person singular of two high frequency irregular verbs: ser, tener (soy and tengo) and one regular verb vivir (vivo). We will notice that in Spanish the pronoun I (yo) is missing and just the verb in used. This never happens in English, but it happens often in Spanish. We will see this a lot in other units.	Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sí-lex. Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'. Verbs. We will explore the 1st person singular of two high frequency irregular verbs: ser, tener (soy and tengo) and one regular verb vivir (vivo). We will notice that in Spanish the pronoun I (yo) is missing and just the verb in used. This never happens in English, but it happens often in Spanish. We will see this a lot in other units.	Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sí-lex. Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'. Verbs. We will explore the 1st person singular of two high frequency irregular verbs: ser, tener (soy and tengo) and one regular verb vivir (vivo). We will notice that in Spanish the pronoun I (yo) is missing and just the verb in used. This never happens in English, but it happens often in Spanish. We will see this a lot in other units.	the vowel is stressed – regardless of the other rules! As seen in sí-lex. Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'. Verbs. We will explore the 1st person singular of two high frequency irregular verbs: ser, tener (soy and tengo) and one regular verb vivir (vivo). We will notice that in Spanish the pronoun I (yo) is missing and just the verb in used. This never happens in English, but it happens often in Spanish. We will see this a lot in other units.
Recorded learning	**Writing Task:** Order images of 6 key periods chronologically and stick in book as vertical timeline. Label with Spanish name.	**Reading Task:** Create trimmed sheet for children using slides 38-59. Ask children to translate Spanish to English.	**Listening task:** Listen to slides 24-37. Ask children to write Spanish and English in their books.	**Writing task:** Character cut outs and dwelling cut outs. Chdn to choose character and dwelling to stick in and write what the character would say in Spanish.	**Reading and Writing:** Use slides 24-42. Children to write answers to slides in books.	END OF UNIT ASSESSMENT trimmed and stuck in books. Self marked and corrected with purple pen.
Future learning						