Spanish – Year 4

Spring 1	Fruits					
Prior learning						
Lesson objective	To learn how to name (with accurate pronunciation) and remember the first five (of a total of ten) fruits in Spanish.	To learn five more nouns for fruits in Spanish.	To move from singular noun to plural noun and consolidate all ten fruits in Spanish.	To learn how to formulate a simple opinion on fruits using “Me gustan...” (“I like…”) plus a fruit.	To learn the negative opinion “No me gustan...” (“I do not like…”) with the extra opportunity to also learn the question ”¿Te gustan...?” (“Do you like…?”)	To revise all language covered so far and complete assessment for the unit.
Key vocabulary	La fruta = The fruits Una manzana = An apple Una fresa = A strawberry Una naranja = An orange Una pera = A pear Una cereza = A cherry	Una ciruela = A plum Un melocotón = A peach Un plátano = A banana Un kiwi = A kiwi Un albaricoque = An apricot	La fruta = the fruits Las manzanas = the apples Las fresas = the strawberries Las naranjas = the oranges Las peras = the pears Las cerezas = the cherries Las ciruelas = the plums Los melocotones = the peaches Los plátanos = the bananas Los kiwis = the kiwis Los albaricoques = the apricots	Me gustan… = I like… Sí = Yes No = No	No me gustan… = I do not like… y = and pero = but ¿ Te gustan... ? = Do you like…? Sí, me gustan… = Yes, I like… No, no me gustan... = No, I do not like…	
Creative context	Songs in Language Angels	Songs in Language Angels	Songs in Language Angels	Songs in Language Angels	Songs in Language Angels	Songs in Language Angels

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Substantive knowledge 	Name, recognise and remember up to 10 fruits in Spanish. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in Spanish if they like a particular fruit. Say what fruits we like and dislike in Spanish.	Name, recognise and remember up to 10 fruits in Spanish. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in Spanish if they like a particular fruit. Say what fruits we like and dislike in Spanish.	Name, recognise and remember up to 10 fruits in Spanish. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in Spanish if they like a particular fruit. Say what fruits we like and dislike in Spanish.	Name, recognise and remember up to 10 fruits in Spanish. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in Spanish if they like a particular fruit. Say what fruits we like and dislike in Spanish.	Name, recognise and remember up to 10 fruits in Spanish. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in Spanish if they like a particular fruit. Say what fruits we like and dislike in Spanish.	Name, recognise and remember up to 10 fruits in Spanish. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in Spanish if they like a particular fruit. Say what fruits we like and dislike in Spanish.
Disciplinary knowledge 	Recommended phonics focus: CH J Ñ LL RR J sound in naranja. Stress Placement. Words that end in a vowel or 'n' and 's' are normally stressed on the second to last syllable like pe-ra, ce-re-za, ci-rue-la and al-ba-ri-co-que. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in plá-ta-no and me-lo-co-tón. Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in Spanish and starting to	Recommended phonics focus: CH J Ñ LL RR J sound in naranja. Stress Placement. Words that end in a vowel or 'n' and 's' are normally stressed on the second to last syllable like pe-ra, ce-re-za, ci-rue-la and al-ba-ri-co-que. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in plá-ta-no and me-lo-co-tón. Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in Spanish and starting to	Recommended phonics focus: CH J Ñ LL RR J sound in naranja. Stress Placement. Words that end in a vowel or 'n' and 's' are normally stressed on the second to last syllable like pe-ra, ce-re-za, ci-rue-la and al-ba-ri-co-que. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in plá-ta-no and me-lo-co-tón. Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in Spanish and starting to	Recommended phonics focus: CH J Ñ LL RR J sound in naranja. Stress Placement. Words that end in a vowel or 'n' and 's' are normally stressed on the second to last syllable like pe-ra, ce-re-za, ci-rue-la and al-ba-ri-co-que. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in plá-ta-no and me-lo-co-tón. Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in Spanish and starting to	Recommended phonics focus: CH J Ñ LL RR J sound in naranja. Stress Placement. Words that end in a vowel or 'n' and 's' are normally stressed on the second to last syllable like pe-ra, ce-re-za, ci-rue-la and al-ba-ri-co-que. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in plá-ta-no and me-lo-co-tón. Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in Spanish and starting to	Recommended phonics focus: CH J Ñ LL RR J sound in naranja. Stress Placement. Words that end in a vowel or 'n' and 's' are normally stressed on the second to last syllable like pe-ra, ce-re-za, ci-rue-la and al-ba-ri-co-que. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in plá-ta-no and me-lo-co-tón. Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in Spanish and starting to

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	understand better that nouns in Spanish are either masculine or feminine. Learning that this has nothing to do with what things look like. Gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and una. Understanding that the plural definite article/determiner is los or las in Spanish. This is also affected by gender. Exploring how to make the fruits plural in Spanish. Learning to look and listen more closely as Spanish can be very different to English! Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question in Spanish. No exceptions!	understand better that nouns in Spanish are either masculine or feminine. Learning that this has nothing to do with what things look like. Gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and una. Understanding that the plural definite article/determiner is los or las in Spanish. This is also affected by gender. Exploring how to make the fruits plural in Spanish. Learning to look and listen more closely as Spanish can be very different to English! Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question in Spanish. No exceptions!	understand better that nouns in Spanish are either masculine or feminine. Learning that this has nothing to do with what things look like. Gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and una. Understanding that the plural definite article/determiner is los or las in Spanish. This is also affected by gender. Exploring how to make the fruits plural in Spanish. Learning to look and listen more closely as Spanish can be very different to English! Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question in Spanish. No exceptions!	understand better that nouns in Spanish are either masculine or feminine. Learning that this has nothing to do with what things look like. Gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and una. Understanding that the plural definite article/determiner is los or las in Spanish. This is also affected by gender. Exploring how to make the fruits plural in Spanish. Learning to look and listen more closely as Spanish can be very different to English! Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question in Spanish. No exceptions!	understand better that nouns in Spanish are either masculine or feminine. Learning that this has nothing to do with what things look like. Gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and una. Understanding that the plural definite article/determiner is los or las in Spanish. This is also affected by gender. Exploring how to make the fruits plural in Spanish. Learning to look and listen more closely as Spanish can be very different to English! Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question in Spanish. No exceptions!	understand better that nouns in Spanish are either masculine or feminine. Learning that this has nothing to do with what things look like. Gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and una. Understanding that the plural definite article/determiner is los or las in Spanish. This is also affected by gender. Exploring how to make the fruits plural in Spanish. Learning to look and listen more closely as Spanish can be very different to English! Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question in Spanish. No exceptions!
Recorded learning	**Writing:** Draw and label the 5 fruits in English and Spanish.	**Writing:** Draw and label the 5 fruits in English and Spanish.	**Translation:** Print song lyrics to trim and stick in books. Pupils to translate song between each line of the lyrics.	**Listening:** Trim and stick in sheets for which fruits I like from Slide 26	**Writing:** Draw table with 2 columns in books and title them Me gustan and No me gustan. Children to write their fruit preferences.	**END OF UNIT ASSESSMENT** trimmed and stuck in books. Self marked and corrected with purple pen.

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Future learning	