Spanish – Year 4

Spring 2	Las verduras					
Prior learning						
Lesson objective	To learn how to name (with accurate pronunciation) and remember the first five (of a total of ten) vegetables in Spanish.	To learn how to name (with accurate pronunciation) and remember the second five (of a total of ten) vegetables in Spanish.	To revisit all ten vegetables in Spanish and learn how to say "a kilo of…" plus a vegetable in Spanish.	To develop further linguistic progression by learning how to formulate a short phrase using "Quisiera ..." ("I would like…") plus a quantity of various vegetables.	To use the conjunction "y" ("and") so that they can list what vegetables they would like and to learn extra transactional language to purchase vegetables at a Spanish market.	To revise all language covered so far and complete assessment for the unit.
Key vocabulary	Las verduras = The vegetables Las espinacas = The spinach Las cebollas = The onions Las zanahorias = The carrots Las berenjenas = The aubergines Las patatas = The potatoes	Las judías verdes = The green beans Los tomates = The tomatoes Los guisantes = The peas Los champiñones = The mushrooms Los calabacines = The courgettes	Las verduras = the vegetables Un kilo de… = a kilo of… Un kilo de zanahorias = a kilo of carrots Un kilo de champiñones = a kilo of mushrooms Un kilo de calabacines = a kilo of courgettes Un kilo de patatas = a kilo of potatoes Un kilo de guisantes = a kilo of peas Un kilo de tomates = a kilo of tomatoes Un kilo de judías verdes = a kilo of Spanish beans Un kilo de espinacas = a kilo of spinach Un kilo de cebollas = a kilo of onions Un kilo de berenjenas = a kilo of aubergines	Quisiera… = I would like… Un kilo de… = One kilo of… Medio kilo de… = Half a kilo of… Por favor = please	Y = and Hola = Hello ¿Puedo ayudarte? = Can I help you? ¿Algo más? = Is that all/anything else? ¿Cuánto cuesta? = How much is that? 10 euros por favor = 10 euros please Gracias = Thank you Hasta luego = Goodbye En mi cesta tengo… = In my basket I have..	
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

Spanish – Year 4

Substantive knowledge	Name, recognise and recall from memory up to 10 vegetables in Spanish. Attempt to spell some of these nouns with their plural article/determiner. Learn and use the high frequency verb quisiera from the verb querer, to want in Spanish.	Name, recognise and recall from memory up to 10 vegetables in Spanish. Attempt to spell some of these nouns with their plural article/determiner. Learn and use the high frequency verb quisiera from the verb querer, to want in Spanish.	Name, recognise and recall from memory up to 10 vegetables in Spanish. Attempt to spell some of these nouns with their plural article/determiner. Learn and use the high frequency verb quisiera from the verb querer, to want in Spanish.	Name, recognise and recall from memory up to 10 vegetables in Spanish. Attempt to spell some of these nouns with their plural article/determiner. Learn and use the high frequency verb quisiera from the verb querer, to want in Spanish.	Name, recognise and recall from memory up to 10 vegetables in Spanish. Attempt to spell some of these nouns with their plural article/determiner. Learn and use the high frequency verb quisiera from the verb querer, to want in Spanish.	Name, recognise and recall from memory up to 10 vegetables in Spanish. Attempt to spell some of these nouns with their plural article/determiner. Learn and use the high frequency verb quisiera from the verb querer, to want in Spanish.
Disciplinary knowledge	Recommended phonics focus: CH J Ñ LL RR CH & Ñ sound in champiñones. J sound in judías verdes & berenjenas. LL sound in cebollas. Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in fav-or. For words that end in a vowel or 'n' and 's' it is normally second to last syllable like ce-bo-llas. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ju-dí-as. Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'.	Recommended phonics focus: CH J Ñ LL RR CH & Ñ sound in champiñones. J sound in judías verdes & berenjenas. LL sound in cebollas. Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in fav-or. For words that end in a vowel or 'n' and 's' it is normally second to last syllable like ce-bo-llas. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ju-dí-as. Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'.	Recommended phonics focus: CH J Ñ LL RR CH & Ñ sound in champiñones. J sound in judías verdes & berenjenas. LL sound in cebollas. Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in fav-or. For words that end in a vowel or 'n' and 's' it is normally second to last syllable like ce-bo-llas. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ju-dí-as. Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'.	Recommended phonics focus: CH J Ñ LL RR CH & Ñ sound in champiñones. J sound in judías verdes & berenjenas. LL sound in cebollas. Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in fav-or. For words that end in a vowel or 'n' and 's' it is normally second to last syllable like ce-bo-llas. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ju-dí-as. Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'.	Recommended phonics focus: CH J Ñ LL RR CH & Ñ sound in champiñones. J sound in judías verdes & berenjenas. LL sound in cebollas. Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in fav-or. For words that end in a vowel or 'n' and 's' it is normally second to last syllable like ce-bo-llas. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ju-dí-as. Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'.	Recommended phonics focus: CH J Ñ LL RR CH & Ñ sound in champiñones. J sound in judías verdes & berenjenas. LL sound in cebollas. Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in fav-or. For words that end in a vowel or 'n' and 's' it is normally second to last syllable like ce-bo-llas. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ju-dí-as. Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word 'onion'.

Spanish – Year 4

	It is another letter in Spanish not just another phoneme. As seen in the word champiñones. Nouns and articles/determiners in plural form. Learning that the plural definite article/determiner (the word for 'the') is either los or las in Spanish. The article/ determiner is dependent on the whether the vegetable is a masculine or feminine noun (gender). This does not exist in English. Also 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. No exceptions!	It is another letter in Spanish not just another phoneme. As seen in the word champiñones. Nouns and articles/determiners in plural form. Learning that the plural definite article/determiner (the word for 'the') is either los or las in Spanish. The article/ determiner is dependent on the whether the vegetable is a masculine or feminine noun (gender). This does not exist in English. Also 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. No exceptions!	It is another letter in Spanish not just another phoneme. As seen in the word champiñones. Nouns and articles/determiners in plural form. Learning that the plural definite article/determiner (the word for 'the') is either los or las in Spanish. The article/ determiner is dependent on the whether the vegetable is a masculine or feminine noun (gender). This does not exist in English. Also 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. No exceptions!	It is another letter in Spanish not just another phoneme. As seen in the word champiñones. Nouns and articles/determiners in plural form. Learning that the plural definite article/determiner (the word for 'the') is either los or las in Spanish. The article/ determiner is dependent on the whether the vegetable is a masculine or feminine noun (gender). This does not exist in English. Also 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. No exceptions!	It is another letter in Spanish not just another phoneme. As seen in the word champiñones. Nouns and articles/determiners in plural form. Learning that the plural definite article/determiner (the word for 'the') is either los or las in Spanish. The article/ determiner is dependent on the whether the vegetable is a masculine or feminine noun (gender). This does not exist in English. Also 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. No exceptions!	It is another letter in Spanish not just another phoneme. As seen in the word champiñones. Nouns and articles/determiners in plural form. Learning that the plural definite article/determiner (the word for 'the') is either los or las in Spanish. The article/ determiner is dependent on the whether the vegetable is a masculine or feminine noun (gender). This does not exist in English. Also 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. No exceptions!
Recorded learning	**Writing:** Print flash cards for first 5 vegetables small. Pupils stick in books and write Spanish translation next to them.	**Writing:** Print flash cards for second 5 vegetables small. Pupils stick in books and write Spanish translation next to them.	**Reading:** Word puzzle sheet trimmed.	**Listening:** Listening exercise grid trimmed.	**Translation:** Use reading exercise hard. Just trim text. Ask pupils to translate into English.	**END OF UNIT ASSESSMENT** trimmed and stuck in books. Self marked and corrected with purple pen.
Future learning						