



Jerry Clay Academy Subject Unit Overview

Subject: Spanish Year Group: 4 Term: Autumn

Core Learning of This Unit:

- Revision of Colours from Year 3

- Listen to and follow a short story
- Identify adjectives in a text and recognise that they can change spellings
- Listen for specific words and phrases
- Pronounce some words accurately

- Parts of the Body

- Understand that all nouns have a gender
- Ask how to say something in Spanish
- Listen to and join in singing a Spanish song, devising actions to accompany the lyrics

- Asking for Spanish Translation

- Identify sound of letters rr in Spanish
- Appreciate similarities between nursery rhymes in English and in Spanish
- Recite a nursery rhyme
- Follow a short text as it is read aloud and demonstrate understanding of the text through drawing.

Prior Learning:

Year 1

- Colours

Year 2

- Colours

Year 3

- Colours

National Curriculum Statements:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- Present ideas and information orally to a range of audiences*
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally* and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

Key Vocabulary:

Una cabeza **A head**
Una nariz **A nose**
Unos dientes **Teeth**
Unos ojos **Eyes**
Una boca **A mouth**
Unas orejas **Ears**
El pelo **Hair**
Grande **Big**
Pequeno **Small**
Gordo **Fat**
Largo **Large**
Puntiagudo **Pointed**
La pierna **Leg**
El pie **Foot**
El estomago **Stomach**
La mano **Hand**
El brazo **Arm**
¿Como se dice... en Espanol? **How do you say... in Spanish?**
Tiene **Has**
Tambien **Also**