

RAKEGATE KS2 MEDIUM TERM PLAN

FOREIGN LANGUAGES (Spanish)

Year 4

Yr4	Autumn 1 Phonics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	PHONETICS LESSON 2 (C) Core vocabulary Las Foneticas	PRESENTING MYSELF (I) Me Presento	FAMILY (I) La Familia (new)	MY HOME (I) Mi Casa	AT THE CAFÉ (I) Desayuno en el Cafe	CLASSROOM (I) Mi Clase	ROMANS (I) Los Romanes
We will learn to:	<ul style="list-style-type: none"> Introduce the second set of phonics sounds / phonemes in Spanish. The sounds introduced in this lesson are: CA CE CI CO CU 	<ul style="list-style-type: none"> Count to 20. Say their name and age. Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality 	<ul style="list-style-type: none"> Tell somebody the members, names and various ages of either their own or a fictional family in Spanish. Continue to count in Spanish, reaching 100, enabling students to say the age of various 	<ul style="list-style-type: none"> Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. 	<ul style="list-style-type: none"> Order from a selection of foods from a Spanish menu. Order from a selection of drinks from a Spanish menu. <ul style="list-style-type: none"> Order a Spanish breakfast. Order typical Spanish snacks. 	<ul style="list-style-type: none"> Recognise and repeat from memory simple classroom objects and use the correct gender. Say what they have and do not have in their 	<ul style="list-style-type: none"> Tell somebody in Spanish the key facts and key people involved in the history of the Roman Empire. Say the days of the week in Spanish and learn how these are related to the Roman gods and goddesses. Tell somebody in Spanish what the most famous Roman

		<p>and understand basic gender agreement rules.</p>	<p>family members.</p> <ul style="list-style-type: none"> • Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish. • Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have). 	<ul style="list-style-type: none"> • Tell somebody in Spanish what rooms they have or do not have in their home. • Ask somebody else in Spanish what rooms they have or do not have in their home. • Attempt to create a longer spoken or written passage in Spanish recycling previously learnt language (incorporating personal details such as their name and age) 	<ul style="list-style-type: none"> • Ask for the bill. • Remember how to say hello, goodbye, please and thank you. 	<p>pencil case.</p> <ul style="list-style-type: none"> • Recognise and respond to simple classroom commands and praise. 	<p>inventions were.</p> <ul style="list-style-type: none"> • Learn what life was like for a rich and a poor child in Roman times. • Introduce the children to the concept of the negative form in Spanish.
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