

Spanish Level 4

Knowledge Organisers

Spanish L4 - Unit 1: Family & Friends

Course Evaluation Criteria

Y6: We would expect all children in Y6 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.

1. Pupils can say all the family members covered.
2. Pupils can fully conjugate the verb 'to have' in the present tense with a good level of consistency.
3. Pupils can write sentences about who is in their family with a fairly good level of accuracy.
4. Pupils can use the adjectives covered to write mostly grammatically accurate descriptions of family members and friends.
5. Pupils can accurately and confidently ask familiar questions.
6. Pupils can confidently answer familiar questions in full sentences.
7. Pupils can fully and consistently conjugate the verb 'to have' in the present tense.
8. Pupils can use the adjectives covered to write longer descriptions of family members and friends with a high level of grammatical accuracy.
9. Pupils can write comprehensive descriptions of other people's families, including who is in it, what they look like and what their personalities are like with lots of variation of vocabulary and grammatical accuracy.
10. Pupils consistently and accurately pronounce multi-syllable words across familiar and unfamiliar language.

Learning Outcomes

Course Overview: Pupils will learn to describe members of their family and their relationships to each other. Pupils will also learn to describe their friends, give reasons for the friendship (such as things in common) and say what they enjoy doing with their friends. This unit will involve a general revision of work done previously on verbs.

Learning Outcomes: They will draw a simple family tree and practise speaking by talking about what their friends are like, what they enjoy doing together and what they have in common.

Keywords - Unit 1

Hola	<i>Hello</i>
Adiós a todos	<i>Goodbye everybody</i>
Mi familia	<i>My family</i>
Mi madre	<i>Mother</i>
Mi padre	<i>Father</i>
Mi hermana	<i>Sister</i>
Mi hermano	<i>Brother</i>
Mis abuelos	<i>Grandparents</i>
Mi abuelo	<i>Grandfather</i>
Mi abuela	<i>Grandmother</i>
Mis padres	<i>Parents</i>
Mi tío	<i>Uncle</i>
Mi tía	<i>Aunt</i>
Mi prima/a	<i>Cousin</i>
Amigo/a	<i>Friend</i>
Tener	<i>Have</i>
Tengo	<i>I have</i>
Tenéis	<i>You have</i>



Appearance - Unit 1

Los ojos		<i>Eyes</i>
Pequeño		<i>Small</i>
Grande		<i>Big</i>
De estatura mediana		<i>Medium height</i>
Gordo		<i>Fat</i>
Delgado		<i>Slim</i>
Azul		<i>Blue</i>
Rubio		<i>Blond</i>
Marrón/castaño		<i>Brown/Chestnut</i>
Pelirrojo		<i>Redhead</i>
El tiene		<i>He has</i>
Ella es		<i>She is</i>
Cómo estás?		<i>How are you?</i>
Bien		<i>Good</i>
Mal		<i>Evil</i>
Muy bien		<i>Very well</i>
Muy mal		<i>Very bad</i>
Cuántos años tienes?		<i>How old are you?</i>
Cómo te llamas?		<i>What's your name?</i>
Me llamo...		<i>My name is...</i>
Un árbol genealógico		<i>A family tree</i>

Spanish L4 - Unit 2: Descriptions

Course Evaluation Criteria

Y6: We would expect all children in Y6 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.

1. Pupils can confidently say all the colours covered with accurate pronunciation.
2. Pupils can say up to half of the new adjectives covered in the unit.
3. Pupils can say most of the prepositions covered in the unit.
4. Pupils can correctly gender and/or pluralise adjectives in conjunction with a noun with some consistency.
5. Pupils can understand the rules around word order in a sentence and apply those rules successfully.
6. Pupils can write a mostly grammatically correct description using the new vocabulary and mostly short sentences.
7. Pupils can say over half of the new adjectives.
8. Pupils can consistently correctly gender and pluralise adjectives in conjunction with a noun.
9. Pupils can say all of the prepositions covered in the unit.
10. Pupils can write a grammatically correct description using the new vocabulary covered in the unit and longer, multi-clause sentences.

Learning Outcomes

Course Overview: Pupils will revise previous work on adjectives such as colour. They will learn further adjectives to describe size, texture and material and will also be introduced to prepositions in order to describe position.

Learning Outcomes: Pupils will practise speaking and writing the new vocabulary, using it in full sentences. This unit will then culminate in a descriptive piece of writing, using the grammar they have encountered in the unit.

Keywords - Unit 2

Malo/a	<i>Bad</i>	Mojado/a	<i>Wet</i>
Bonito/a	<i>Pretty</i>	Claro/a	<i>Clear</i>
Guapo/a	<i>Handsome</i>	Oscuro/a	<i>Dark</i>
Feo/a	<i>Ugly</i>	Al lado de	<i>Next to</i>
Gordo/a	<i>Fat</i>	A la izquierda de	<i>To the left of</i>
Grande	<i>Big</i>	A la derecha de	<i>To the right of</i>
Delgado/a	<i>Thin</i>	Sobre	<i>About</i>
Alto/a	<i>Tall</i>	Entre	<i>Come in</i>
Pequeño/a	<i>Small</i>	En/dentro de	<i>In/Within</i>
Antiguo/a	<i>Old</i>	Enfrente	<i>In front</i>
Enfermo/a	<i>Sick</i>	Una cama	<i>Bed</i>
Muerto/a	<i>Dead</i>	Una mesa	<i>Table</i>
Vivo/a	<i>Alive</i>	Un armario	<i>Closet</i>
Seco/a	<i>Dry</i>	Una ventana	<i>Window</i>
Mojado/a	<i>Wet</i>	Unas estanterías	<i>Shelves</i>
Claro/a	<i>Clear</i>	Una pintura	<i>Painting</i>
Oscuro/a	<i>Dark</i>	Unos juguetes	<i>Toys</i>

Keywords - Unit2

Largo/a	<i>Long</i>	Limpio/a	<i>Clean</i>
Corto/a	<i>Short</i>	Sucio/a	<i>Dirty</i>
Fácil	<i>Easy</i>	Inteligente	<i>Smart</i>
Difícil	<i>Hard</i>	Suave	<i>Gentle</i>
Joven	<i>Young</i>	Duro/a	<i>Hard</i>
Viejo/a	<i>Old</i>	Interesante	<i>Interesting</i>
Caliente	<i>Hot</i>	Educado/a	<i>Polite</i>
Frío/a	<i>Cold</i>	Simpático/a	<i>Nice</i>
Fuerte	<i>Strong</i>	Antipático/a	<i>Unfriendly</i>
Débil	<i>Weak</i>	Nuevo/a	<i>New to</i>
Lleno/a	<i>Full</i>	Detrás	<i>Behind</i>
Vacío/a	<i>Empty</i>	Delante	<i>In front</i>
Debajo	<i>Below</i>	Encima	<i>On</i>

Spanish L4 - Unit 3: Familiar places

Course Evaluation Criteria

Y6: We would expect all children in Y6 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.

1. Pupils can say most of the places and activities around town.
2. Pupils can write somewhat accurate sentences saying "I go to... to do...".
3. Pupils can say most of the rooms of the house.
4. Pupils can say all of the furniture covered in the unit.
5. Pupils can say most, if not all, the prepositions covered.
6. Pupils can say most of the European countries.
7. Pupils can say all of the places and activities around town.
8. Pupils can write a range of grammatically accurate sentences saying "(pronoun) go/goes to ... to do ...".
9. Pupils can say all of the rooms of the house.
10. Pupils can say all of the countries of Europe covered.

Learning Outcomes

Course Overview: Pupils will learn how to talk about the place they live (not just their home, but where it is situated and some of the features of the city, town or village they live in). Pupils will learn to talk about places they have visited or stayed on holiday.

Learning Outcomes: Pupils will talk about their home in more detail and list its features, comparing it to their friends' homes. They will create imaginary towns, stating where they go in these towns as well as orally describing specific rooms. Pupils will start to say the names of European countries.

Keywords - Unit 3

El parque		<i>Park</i>
El supermercado		<i>Supermarket</i>
La estación		<i>Station</i>
Un cine		<i>Cinema</i>
Una cafetería		<i>Cafe</i>
Polideportivo		<i>Sports center</i>
El club juvenil		<i>Youth club</i>
El castillo		<i>Castle</i>
Las tiendas		<i>Stores</i>
La piscina		<i>Swimming pool</i>
La oficina de correos		<i>Post office</i>
La iglesia		<i>Church</i>
La escuela		<i>School</i>
La biblioteca		<i>Library</i>
Voy		<i>I go</i>
Vas		<i>You go</i>
Vamos		<i>Lets go</i>
Van		<i>Go</i>
Hacer turismo		<i>Sightseeing</i>
Hacer la compra		<i>Go shopping</i>

Keywords - Unit 3

Aprender		<i>Learn</i>
Viajar en tren		<i>Travel by train</i>
Quedar con los amigos		<i>Meet friends</i>
Enviar una carta		<i>Send a letter</i>
Nadar		<i>Swim</i>
Beber té/café		<i>Drink tea/coffee</i>
Ver una película		<i>Watch a movie</i>
Rezar		<i>Pray</i>
Hacer deporte		<i>Do sport</i>
Leer un libro		<i>Read a book</i>
El dormitorio		<i>Bedroom</i>
La cocina		<i>Kitchen</i>
El comedor		<i>Dining room</i>
El salón		<i>Living room</i>
El cuarto de baño		<i>Bathroom</i>
El lavabo		<i>Sink</i>
La oficina		<i>Office</i>
La habitación de invitados		<i>Guest room</i>
El sótano		<i>Basement</i>
El ático		<i>Attic</i>
La sala de juegos		<i>Playroom</i>
El pasillo		<i>The hall</i>

Spanish L4 - Unit 4: Our World

Course Evaluation Criteria

Y6: We would expect all children in Y6 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.

1. Pupils can say all countries of Europe covered.
2. Pupils can say between a third and a half of the new countries introduced in this unit.
3. Pupils can write accurate sentences about what the weather is like in different seasons.
4. Pupils can write accurate sentences about what the weather is like in different countries.
5. Pupils can say some new facts about each country.
6. Pupils can say at least one recyclable material, one action that is bad for the environment and one negative effect on the environment.
7. Pupils can say over half of the non-European countries covered in the unit.
8. Pupils can say lots of new facts about each country.
9. Pupils can say multiple recyclable materials, several actions that are bad for the environment and at least one negative effect on the environment.
10. Pupils can accurately and consistently distinguish between Spanish speaking and non-Spanish speaking countries.

Learning Outcomes

Course Overview: Pupils will learn about other countries and cultures, particularly Spanish or Spanish-speaking ones. They will learn vocabulary connected to the environment and learn how to describe the world around them using geographical terms which relate to terrain and climate.

Learning Outcome: Pupils will work with flags and maps to be able to locate specific countries. As well as asking and answering questions about Spanish speaking countries in order to learn more about them, pupils will learn what the weather is like in certain parts of the world and the environment.

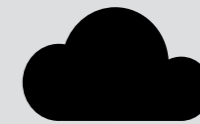
Keywords - Unit 4

Australia	<i>Australia</i>
Nueva Zelanda	<i>New Zealand</i>
Turquía	<i>Turkey</i>
China	<i>China</i>
Tailandia	<i>Thailand</i>
Indonesia	<i>Indonesia</i>
Japón	<i>Japan</i>
Rusia	<i>Russia</i>
Arabia Saudita	<i>Saudi Arabia</i>
Iraq	<i>Iraq</i>
India	<i>India</i>
Pakistán	<i>Pakistan</i>
Israel	<i>Israel</i>
Estados Unidos	<i>U.S.</i>
Argentina	<i>Argentina</i>
Brasil	<i>Brazil</i>
Kenia	<i>Kenya</i>
Sudáfrica	<i>South Africa</i>
Venezuela	<i>Venezuela</i>
Uruguay	<i>Uruguay</i>
Paraguay	<i>Paraguay</i>
El medio ambiente	<i>Environment</i>



Keywords - Unit 4

Canadá	<i>Canada</i>
Méjico/México	<i>Mexico</i>
Hace frío	<i>Cold</i>
Hace sol	<i>Hot</i>
Está nublado	<i>Cloudy</i>
Hace viento	<i>Windy</i>
Hay tormenta	<i>Stormy</i>
Hay niebla	<i>Foggy</i>
Ilueve	<i>Rain</i>
Qué tiempo hace?	<i>What is the weather like?</i>
Las estaciones	<i>Stations</i>
La primavera	<i>Spring</i>
El verano	<i>Summer</i>
El otoño	<i>Autumn</i>
El invierno	<i>Winter</i>
Perú	<i>Peru</i>
Cuba	<i>Cuba</i>
Chile	<i>Chile</i>
Colombia	<i>Columbia</i>
Ecuador	<i>Ecuador</i>



Spanish L4 - Unit 5: Special Occasions

Course Evaluation Criteria

Y6: We would expect all children in Y6 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.

1. Pupils can say a couple of facts about birthdays in Spain.
2. Pupils can confidently and accurately ask and answer when someone's birthday is.
3. Pupils can say four or five traditional items of Spanish Christmas food.
4. Pupils can say three or four facts about Christmas in Spain.
5. Pupils can say several facts about La Tomatina.
6. Pupils can name some Spanish celebrations and say a fact about most of them.
7. Pupils can say at least six examples of traditional Spanish Christmas foods.
8. Pupils can say at least five facts about Christmas in Spain.
9. Pupils can name all the Spanish celebrations covered and say at least one fact about each.
10. Pupils can flawlessly pronounce all numbers and months covered.

Learning Outcomes

Course Overview: Pupils will learn a wealth of new vocabulary connected to special occasions. Pupils will also explore other feast days and celebrations they may not have encountered before, focusing particularly on those which are celebrated in Spain or Spanish-speaking countries.

Learning Outcomes: Pupils will talk about their birthdays, presents, cards and parties and move on to describing Christmas and what happens in their family. They will also speak about traditional celebrations in Spanish-speaking countries.

Keywords - Unit 5

Feliz Navidad		<i>Merry Christmas</i>
Feliz/Próspero Año Nuevo		<i>Happy/prosperous New Year</i>
La Nochebuena		<i>Christmas Eve</i>
Papá Noel		<i>Father Christmas</i>
Los Reyes Magos		<i>Three wise men</i>
El Día de los Inocentes		<i>April Fool's Day</i>
La cena de nochebuena		<i>Christmas Eve dinner</i>
Los propósitos de Año Nuevo		<i>New Year's Resolution</i>
Las bromas/las inocentadas		<i>Jokes</i>
Las doce uvas		<i>12 grapes</i>
La Cabalgata de Reyes		<i>The parade of kings</i>
La comida de Navidad		<i>Christmas food</i>
Los entremeses		<i>Appetisers</i>
Las gambas a la plancha		<i>Grilled prawns</i>
La escudella/el cocido Madrileño		<i>Stew</i>
El salmón ahumado		<i>Smoked salmon</i>
El cordero asado		<i>Roast lamb</i>
El cochinillo al horno		<i>Roast ham</i>
La sopa de pescado		<i>Fish soup</i>
El besugo al horno		<i>Baked bream</i>
Los turrones		<i>Nougats</i>
Los polvorones/los mantecados		<i>Shortbread</i>

Keywords - Unit 5

Carnaval		<i>Carnival</i>
La Feria de Abril		<i>April Fair</i>
Todos los Santos		<i>All Saints</i>
La Semana Santa		<i>Holy week</i>
Enero		<i>January</i>
Febrero		<i>February</i>
Marzo		<i>March</i>
Abril		<i>April</i>
Mayo		<i>May</i>
Junio		<i>June</i>
Julio		<i>July</i>
Agosto		<i>August</i>
Septiembre		<i>September</i>
Octubre		<i>October</i>
Noviembre		<i>November</i>
Diciembre		<i>December</i>
Piñata		<i>Piñata</i>
Día del santo		<i>Saints Day</i>

Spanish L4 - Unit 6: Daily Routine

Course Evaluation Criteria

Y6: We would expect all children in Y6 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.

1. Pupils can accurately and confidently tell the time.
2. Pupils can say most of the morning routine activities.
3. Pupils can say most of the afternoon routine activities.
4. Pupils can say at what time they do a routine activity in a sentence.
5. Pupils can say at least half of the sports and pastimes covered in the unit.
6. Pupils can write a simple weekly routine with several activities on each day with a good level of grammatical accuracy.
7. Pupils can say all of the morning routine activities.
8. Pupils can say all of the afternoon routine activities.
9. Pupils can say over two thirds of the sports and pastimes covered.
10. Pupils can write a complex weekly routine including a wide range of the activities and times on each day with a high level of grammatical accuracy.

Learning Outcomes

Course Overview: Pupils will revise how to tell the time and go into more depth with this skill (for example, by giving the time to five minutes and telling the digital time). This unit will also revise sports and pupils will be able to talk about any sporty hobbies they may have.

Learning Outcomes: Pupils will talk about their daily routine, from getting up in the mornings, to what they do each day at school and how they spend their leisure time.

Keywords - Unit 6

Qué horas?	<i>What time is it?</i>	Equitación	<i>Horse riding</i>
Y media	<i>Half past</i>	Danza	<i>Dance</i>
Y cuarto	<i>Quarter past</i>	Gimnasia	<i>Gymnastics</i>
Menos cuarto	<i>Quarter to</i>	Ciclismo	<i>Cycling</i>
La rutina diaria	<i>Daily routine</i>	Boxeo	<i>Boxing</i>
La mañana	<i>Morning</i>	Natación	<i>Swimming</i>
Al fútbol	<i>Football</i>	Judo	<i>Judo</i>
Al rugby	<i>Rugby</i>	Karate	<i>Karate</i>
Al tenis	<i>Tennis</i>	Atletismo	<i>Athletics</i>
Al cricket	<i>Cricket</i>	Me despierto	<i>I wake up</i>
Al baloncesto	<i>Basketball</i>	Me levanto	<i>I get up</i>
Al voleibol	<i>Volleyball</i>	Me ducho	<i>I shower</i>
Al golf	<i>Golf</i>	Me visto	<i>I dress up</i>
Al hockey	<i>Hockey</i>		

Keywords - Unit 6

Lunes	<i>Monday</i>	La tarde	<i>Afternoon</i>
Martes	<i>Tuesday</i>	Vuelvo a casa	<i>I come back home</i>
Miércoles	<i>Wednesday</i>	Hago los deberes	<i>I do homework</i>
Jueves	<i>Thursday</i>	Veo la tele	<i>I watch TV</i>
Viernes	<i>Friday</i>	Juego a videojuegos	<i>I play video games</i>
Sábado	<i>Saturday</i>	Me lavo	<i>I wash myself</i>
Domingo	<i>Sunday</i>	Me acuesto	<i>I lay</i>
Me cepillo el pelo	<i>I brush my hair</i>	Bailar	<i>Dance</i>
Desayuno	<i>Breakfast</i>	Nadar	<i>Swim</i>
Me lavo los dientes	<i>I brush my teeth</i>	Escuchar música	<i>Listen to music</i>
Voy al colegio	<i>I go to school</i>		