



**Primary Modern Foreign Languages**  
**Medium Term Overview**

<b>School: St Werburghs</b>		<b>Language: Year 4 2<sup>nd</sup> year</b>	<b>Term: 1</b>
<b>Week</b>	<b>Learning Objectives/ Outcomes</b>	<b>Content</b>	<b>Prior knowledge to build on</b>
1 and 2	Pupils will be able to remember some if not most of the topics and vocabulary learnt in year 3 Ask and answer questions on several topics	Revision -self, colours, numbers, dates	All prior knowledge from year 3 Some pupils will need more support than others, the whole lesson is to assess any gaps in learning and know what to recap throughout the term
3	Listen carefully to language and respond with simple phrases.	Family – new vocab – en mi familia hay... in my family there is.	Prior knowledge of tienes and tengo will be helpful here as we will be using them to introduce members of our family (discussion with teacher must be had as it can be a sensitive topic for some) Introduction of hay and mi
4	Listen and understand a few simple phrases on a topic. Complete the gaps in a short text. Listen for sounds, rhyme and rhythm	Towns and home / Countries (+ video)	Majority of this lesson is based on cognates allowing pupils to feel/build confidence when having to pronounce English towns and indeed countries around the world Countries lesson involves Youtube video and song to help practise them

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5	Write simple words and phrases using a model and some words from memory	Where do you live?	Written work for formative assessment to allow pupils to write down a little bit about themselves including new phrase – vivo en + town + en Inglaterra
6 and 7	Read and understand familiar phrases. Apply knowledge of familiar phonics and accurately pronounce familiar words.	Spain and cities	Previous week pupils have been learning vivo en + home town. This week using knowledge of pronunciation and alphabet – pupils will be asked to pronounce various Spanish cities and pretend they come from all over Spain
8	Match simple sentences to pictures. Listen and understand a few simple phrases on a topic. Sort nouns according to gender.	Places in town	Prior knowledge in this lesson only relates to masculine and feminine forms – there are some cognates but many of the vocabulary is new and unfamiliar. Visual aids will be helpful here
9 and 10	Listen carefully to language and respond with simple phrases. To be able to give simple directions to get from A to B	Directions	Prior knowledge comes from previous lesson of places in town. Introduction of new vocabulary such as derecha, todo recto and izquierda starts lesson 9 and lesson 10 includes more detailed instructions
11	Read and understand familiar words in new contexts e.g. stories, songs.	Lucy cat (en el mercado – in the market)	Prior knowledge includes Word for cat and family members plus repetition within the story. New vocabulary also introduced to allow pupils to begin to read longer sentences.

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12	To learn about festivals and celebrations in different cultures To be able to compare traditional stories	Christmas	Prior knowledge will hopefully stick from last year during the cultural lesson about Christmas. Pupils will now read more sentences in Spanish about traditions in different parts of Spain and Spanish speaking countries and be able to learn new vocabulary about presents
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**Primary Modern Foreign Languages**  
**Medium Term Overview**

<b>School: St Werburghs</b>		<b>Language: Year 4 2<sup>nd</sup> year</b>	<b>Term: 2</b>
<b>Week</b>	<b>Learning Objectives/ Outcomes</b>	<b>Content</b>	<b>Prior knowledge to build on</b>
1	Listen and understand a few simple phrases on a topic. Read some familiar words and phrases aloud and pronounce them accurately	Places in schools	Prior knowledge – numbers and cognates New vocabulary rooms within the school, matching pictures and words and then creating sentences using hay – there is
2	Match simple sentences to pictures. Write simple words and phrases using a model and some words from memory	Classroom objects	Mainly new vocabulary plus command phrases like toma – take, dame – give me. Prior knowledge will be from previous lesson such as hay and tengo – common verbs and phrases to create sentences
3 and 4	Copy and adapt simple sentences. Recognise commonly used verbs	Subjects and opinions	New vocabulary – me gusta/no me gusta, porque es, divertido, aburrido. Prior knowledge will be adjectival agreements covered in physical descriptions module. Prior knowledge of cognates too – eg historia - history

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5	Follow a short familiar text, listening and reading at the same time	Weather	Pupils will learn key question ¿qué tiempo hace? Also small phrases to respond and learn weather in certain groups. Eg some with hace and some with está. No prior knowledge in this lesson but starts the basis for the next few lessons.
6	Complete the gaps in a short text.	Weather forecast	Reading material for pupils to learn sentence structures and also learn the format for conversations between 2 or more people. Prior knowledge of words like hoy - today and key question from last week
7 and 8	Write simple phrases from memory or from a model Memorise and present a short spoken text	Weather forecast project	Group work which allows pupils to greet each other in Spanish and introduce themselves and then begin writing sentences and creating a role play to perform in the following week explaining a weather forecast across England or Spain – good link with drama
9 and 10	Recognise that word order/structures can be different in a foreign language	Time	Pupils learn pattern forming structures <i>es la</i> and <i>son las</i> plus numbers 1-12 which is already prior knowledge. Second week includes quarter past and half past and quarter to. This is very different to the English structure and will require time and explanation

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<b>School: St Werburghs</b>		<b>Language: Year 4 2<sup>nd</sup> year</b>	<b>Term: 3</b>
<b>Week</b>	<b>Learning Objectives/ Outcomes</b>	<b>Content</b>	<b>Prior knowledge to build on</b>
1	Listen for specific words and phrases Listen for sounds, rhyme and rhythm	Numbers 40-100	Prior knowledge of number 1-31 will help introduce numbers 40-100 with the idea of using the first part of numbers 1-9 but adding -enta to create bigger numbers
2	Ask and answer questions  Read some familiar words and phrases aloud and pronounce them accurately	100, 200 up to 1000 and Euro prices format spoken and written	This lesson also focuses on bigger numbers this time over 100 but we still use a similar format of using numbers 1-15 as our base and then build from there – 200 = doscientos but 500 = quinientos
3	To learn food and drink phrases Pupils will be able to use key phrases to order food from a café or bar	Snacks	Introduction of food and drinks that can be bought from café/bar

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4 and 5	Use high-frequency verbs in first and second person and make comparisons to English relating back to the topic/theme of lesson	Cross curricular link	Teacher will choose another subject to incorporate with Spanish or will collaborate with another teacher in the school to join and create a 2 week project and a topic or theme.
6 and 7	To be able to learn vocabulary on food and order food at a market place using quantities	Restaurant food	Use drink from snacks lesson and then add more ideas to link to restaurant theme. Previous knowledge will be the phrase quisiera – I would like also from snacks lesson.
8	Read and order food from authentic resources and texts Listen and understand a few simple phrases on a topic.	Claudio (recipes)	New vocabulary includes entrada/plato principal/postre. Some pupils may be familiar with tapas food and by using authentic texts pupils will be able to order food from a real menu and practise with order to consolidate learning
9	Ask and answer questions on several topics	Revision for year	Prior knowledge of all previous modules will be addressed in this lesson to consolidate learning Pupils discuss questions and answers to each other regarding all topics learned so far
10 and 11	Learn about festivals and celebrations in different cultures	Festival	Cultural lesson where pupils will read and listen to short text or video Prior knowledge may include colours, high frequency verbs and common nouns that pupils have

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