

# Year 4 – Autumn 1 – Introducing Myself – Spanish – Knowledge Organiser



Spanish

Unit Objective:

To say your name, age and where you live in Spain.

By the end of this unit we will be able to:

- Know how count to 20 in Spanish.
- Ask somebody how they are feeling and give an appropriate response back.
- Ask somebody their age, name, where they live and reply.

Skills we will develop:

To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in Spanish. Saying what we are called, how old we are, where we live and our nationality.

Activities we will complete:

A number of different activities first to revise and consolidate language covered in Early Learning units but also working towards a simple role-play, learning to both ask and answer the questions. Gradually adding on an extra question each week with an answer but still recycling previous language. There will be greater choice of written worksheets that require phrase level replies as well as word searches, word puzzles and crosswords. There will also be the opportunity to use prompt cards to help prepare for the final task of presenting ourselves!

Phonics & pronunciation we will see:

Recommended phonics focus: CA CE CI CO CU

- CA sound in **catorce**.
- CE sound in **once, doce, trece** etc.
- CI sound in **cinco, cincuenta & cien**.
- CO sound in **cómo**.
- CU sound in **cuatro & cuántos**.
- **Stress Placement**. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **in-gle-sa** and **vein-te**.
- **Accents**. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **dó-nde**.
- **Ñ tilde**. This changes the 'n' to a 'ny' sound as in **español & española**.

Vocabulary we will learn & revisit:

Numbers 1-10 will be revisited along with the language to express how you are feeling. Plus new language to ask and answer the questions related to basic personal details (name, age, where you live and nationality). All listed on the Vocabulary Sheet.

Grammar we will learn & revisit:

**Adjectival agreement**. An introduction to the concept of adjectival agreement, in the simplest form in Spanish. Adding an 'a' to the end of the adjective (in this lesson the nationality, English or Spanish) to show that the person talking or being described is female. Also seeing the upside down question mark (¿) is used at the beginning of all questions in Spanish (no exceptions!)



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LANGUAGE ANGELS

Spanish

¡Hola!  
 ¡Buenos días!  
 ¡Adiós! / ¡Hasta luego!  
 Me llamo...  
 Estoy bien.  
 Estoy mal.  
 Más o menos.

español  
 inglés  
 irlandés  
 galés  
 escocés

española  
 inglesa  
 irlandesa  
 galesa  
 escocesa

vocabulary

To start to understand adjectives better in Spanish and how they may change spelling depending on what they are describing. This is called adjectival agreement.

grammar

Soy española  
*I am Spanish*

Soy español  
*I am Spanish*

1<sup>st</sup> person high frequency verbs:

soy	tengo	vivo
<i>I am</i>	<i>I have</i>	<i>I live</i>

phonics

**ca** sound in: catorce 14  
**ce** sound in: conce 11 • doce 12  
**ci** sound in: cinco 5 • cincuenta 50  
**co** sound in: cómo  
**cu** sound in: cuatro 4 • cuántos  
**ñ tilde** This changes the 'n' to a 'ny' sound like in the English word 'onion'. As in the Spanish word *español* and *española*.



¡Hola! Me llamo Claudia. Tengo diez años. Vivo en Valencia.

*Hi! My name is Claudia and I am ten years old. I live in Valencia.*

Numbers 1-20 in Spanish.

Key questions:

**¿Cómo estás?** *How are you feeling?*  
**¿Cómo te llamas?** *What is your name?*  
**¿Cuántos años tienes?** *How old are you?*  
**¿Dónde vives?** *Where do you live?*

INTERCULTURAL KNOWLEDGE:



Hispanic festivals and special days: Mexico - Día de Muertos – Similarities and differences with Halloween and Día de todos los Santos.