### Y4 Unit 10

#### OBJECTIVES
- To say 10 weather phrases in Spanish
- To express their opinions of the weather using weather nouns
- To say what the weather is like in different parts of a country, using compass points
- To say what the weather is like in different towns or cities in Spain

#### CULTURE
- Geography, towns and cities of Spain

#### VOCABULARY

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Terms</th>
<th>Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>[26/1020]</td>
<td>hace frío</td>
<td>en</td>
</tr>
<tr>
<td>[26/814]</td>
<td>hace viento</td>
<td>en [1]</td>
</tr>
<tr>
<td>[26/383]</td>
<td>hace sol</td>
<td>en</td>
</tr>
<tr>
<td>[21/134]</td>
<td>llueve</td>
<td>en</td>
</tr>
<tr>
<td>[8004]</td>
<td>nieva</td>
<td></td>
</tr>
<tr>
<td>[13/2668]</td>
<td>hay tormenta</td>
<td></td>
</tr>
<tr>
<td>[13/3819]</td>
<td>hay niebla</td>
<td></td>
</tr>
<tr>
<td>[21/&gt;5000]</td>
<td>está nublado</td>
<td></td>
</tr>
<tr>
<td>[945]</td>
<td>calor</td>
<td></td>
</tr>
<tr>
<td>[1020]</td>
<td>frío</td>
<td></td>
</tr>
<tr>
<td>[814]</td>
<td>viento</td>
<td></td>
</tr>
<tr>
<td>[383]</td>
<td>sol</td>
<td></td>
</tr>
<tr>
<td>[986]</td>
<td>lluvia</td>
<td></td>
</tr>
<tr>
<td>[3175]</td>
<td>nieve</td>
<td></td>
</tr>
<tr>
<td>[2649]</td>
<td>hielo</td>
<td></td>
</tr>
<tr>
<td>[2668]</td>
<td>tormentas</td>
<td></td>
</tr>
<tr>
<td>[3819]</td>
<td>niebla</td>
<td></td>
</tr>
<tr>
<td>[1499]</td>
<td>nubes</td>
<td></td>
</tr>
</tbody>
</table>

#### GRAMMAR
- Expressions with tener (tengo calor/frío)
- Notion of gender
- Notion of number (singular/plural)
- Definite articles

#### PHONICS
- he
- ce
- ve
- ie

#### ACTIVITIES
- Recap the expressions tengo hambre and tengo sed, then introduce tengo calor and tengo frío. Discuss their meaning (I have heat, I have cold)
- Present and practise calor, frío and the remaining 8 weather nouns.
- Children group the weather nouns according to their gender and number, and work out which definite article each group will require.
- Children express their opinions of different kinds of weather using singular opinions.
- Practise the 10 weather phrases using the grid and actions
- Sing ¿Qué tiempo hace?
- Present and practise the 4 main points of the compass, with en el (in the)
- Show a weather symbol and the abbreviation of a compass point to elicit the correct sentence e.g. Hay niebla en el este
- Weather reporter game from Juguemos todos juntos
- Substitute the names of cities for the compass points. Look at the day's weather forecast for Spain for sentences ([https://www.eltiempo.es/](https://www.eltiempo.es/))
- Children complete the Spain data activity to find out about the regions of Spain and their typical weather.

#### Stories, poems, songs and rhymes:
- ¿Qué tiempo hace?

#### RESOURCE
- Knowledge organiser
- Sentence builders
- Weather grids
- Data activity and map

©Light Bulb Languages 2020 CS [http://www.lightbulblanguages.co.uk](http://www.lightbulblanguages.co.uk)
**SUMMATIVE TASK**

- Children create a map and add the weather symbols. Alternatively they can add the symbols to a map of Spain or another Spanish-speaking country, such as Mexico or Argentina. They then write and/or speak the weather forecast for this map.

**I CAN**

- Give my opinions of different kinds of weather
- Say and understand 10 weather phrases
- Say what the weather is like in different parts of a country using points of the compass and town/city names
- Ask what the weather is like
- Give a simple weather forecast
- Find out information about the regions of Spain and their weather

**PoS**

**Listening:**
- Listen attentively and show understanding by joining in and responding
- Appreciate songs in the language
- Understand facts
- Understand feelings

**Speaking:**
- Ask and answer questions
- Engage in conversations
- Communicate facts
- Present ideas and information orally
- Speak with increasing confidence, fluency and spontaneity
- Express opinions

**Reading:**
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate songs in the language
- Understand facts in writing

**Writing:**
- Write at varying length (sentences, short paragraph)
- Describe places in writing

**Grammar:**
- Conjugation of high frequency verbs – hay, hace, está, tener
- Definite articles
- Gender and number of nouns
- Key features and patterns of the language (use of gustar to express opinion)

**Language learning skills:**
- How the patterns, grammar and words of the new language are different from or similar to English – present tense vs present continuous, use of hace