



Spanish Unit 12 ¿Qué tiempo hace?

Unit title (Topic/Theme): 12 ¿Qué tiempo hace? (What's the weather like?) **Class / Yr Group:** Year 4 **Length of unit:** 6 Weeks **Start date:**

So what do you want pupils to learn in this unit? Objectives for the unit – what will you see and hear by the end?		Core Activities / Pupils' Challenge
<p>Skills:</p> <ul style="list-style-type: none">• Weather• Clothing <p>Function / Notion</p> <ul style="list-style-type: none">• Describing the weather• Revision of numbers up to 40• Saying the temperature (plus and minus)• Saying the date <p>Grammar</p> <ul style="list-style-type: none">• Complex sentences starting with a subordinate clause using Cuando ...• Llevar: (yo) llevo, (tú) llevas	<p>Core Language</p> <ul style="list-style-type: none">• Nieva• Hielo• Cuando ... llevas ...• (Yo) llevo• bajo cero• lunes, 5 de junio, etc• el 5 de junio, etc <p>Phonic Focus</p> <ul style="list-style-type: none">• oi/oy• revision of key phonemes, especially v• consolidation of phoneme–grapheme correspondence• breaking words into individual phonemes• synthesising phonemes to build words•	<p>Outline of Core Lesson Activities</p> <p>In this unit children learn more phrases about the weather and how to say the temperature (including with negative numbers). Aesop's fable <i>Le Vent et le Soleil</i> (The Wind and the Sun) is used and the text can be found at the end of the unit. Children learn the names of some common articles of clothing and relate these to the weather. They learn to say the date and to write and say telephone numbers.</p> <p>What will they will achieve / present at the end of the unit?</p> <p>most children will:</p> <p>understand and say weather phrases; say which clothes they might wear in different conditions; respond appropriately when asked the date; use the new language in a short presentation</p> <p>some children will not have made so much progress and will:</p> <p>understand and say numbers, the days of the week and weather phrases when prompted; understand names of clothes; need prompting to recall vocabulary and structures</p> <p>some children will have progressed further and will:</p> <p>initiate conversations when working in pairs or groups; cope with retrieving information from extended descriptions; take part in a presentation using mainly memorised language</p>



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Language		Additional language for teachers	
Core language			
<i>Nieva</i>	It's snowing	<i>¿Qué llevas?</i>	What are you wearing/carrying?
<i>Hielo</i>	It's freezing	<i>¿Qué temperatura hace?</i>	What temperature is it?
<i>Cuando ... llevas ...</i>	When ... you carry/take, wear ...	<i>¿Qué fecha es?</i>	What's the date?
<i>(Yo) llevo</i>	I carry/take, wear	<i>Aquí está 'El tiempo'</i>	Here is the weather report
<i>bajo cero</i>	minus	<i>hoy</i>	today
<i>lunes, 5 de junio, etc</i>	Monday 5 June, etc		
<i>el 5 de junio, etc</i>	5 June, etc		
Additional language for this unit			
<i>un abrigo</i>	a coat		
<i>un sombrero</i>	a hat		
<i>un paraguas</i>	an umbrella		
<i>una bufanda</i>	a scarf		
<i>unos guantes</i>	gloves		
<i>unas botas</i>	boots		
<i>unas gafas de sol</i>	sunglasses		



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El Viento y el Sol

Un día, el Viento dijo al Sol:

– Yo soy más fuerte que tú.

– ¡No! – dijo el Sol – Yo soy más fuerte que tú.

– ¡Qué va! – dijo el viento.

– Mira, un hombre caminando. El hombre lleva un abrigo.

Entonces el Viento dijo: – Quien logre quitarle el abrigo, será el más fuerte.

Yo soy primero.

El Viento soplaba, soplaba y soplaba.

– ¡Brrr ... Qué frío! – dijo el hombre.

El hombre se abrigaba más.

El Viento continuaba soplando.

El hombre dijo: – ¡Qué fuerte es el viento! –

Pero el hombre se abrigaba más y más.

Y el Viento, cansado, dejó de soplar.

– ¡Ahora es mi turno! – dijo el Sol.

El Sol brillaba y brillaba.

– El Sol es muy fuerte – dijo el hombre –

¡Qué calor tengo con el abrigo!

El Sol continuaba brillando más y más.

Al final, el hombre se quitó el abrigo.

– ¡He ganado! – dijo el Sol.

– Yo soy más fuerte que tú ¡Yo soy el más fuerte!

The Wind and the Sun

One day the wind said to the sun:

‘I am stronger than you.’

‘No!’ said the sun, ‘I am stronger than you.’

‘We’ll see!’ said the wind.

‘Look, there is a man out walking. The man is wearing a coat.’

So the wind said, ‘Whoever makes him take off his coat is the strongest.’

‘I’ll go first.’

The wind blew and blew and blew.

‘Brrr ... how cold it is!’ said the man. The man wrapped himself up more.

And the wind continued to blow.

The man said, ‘How strong the wind is!’ but he wrapped himself up more and more.

The wind was tired and stopped blowing.

‘Now it is my turn!’ said the sun.

The sun shone and shone.

‘The sun is very strong’ said the man, ‘I am so hot in my coat!’

The sun continued to shine more and more.

At last, the man took off his coat.

‘I’ve won!’ said the sun.

‘I am stronger than you.’

‘I am the strongest.’



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Lesson	Learning Outcomes
What's the weather like	<ul style="list-style-type: none">• repeat words and phrases spoken by someone• use mime and gesture to express what they mean• use physical response to show they understand
Practice numbers up to 40	<ul style="list-style-type: none">• recognise numbers to 40 when someone says them aloud• pronounce numbers to 40 with reasonable accuracy• memorise a rhyme
What temperature is it?	<ul style="list-style-type: none">• repeat words and phrases spoken by someone• use mime and gesture to express what they mean• use physical response to show they understand
The Wind and the Sun	<ul style="list-style-type: none">• repeat words and phrases spoken by someone• use mime and gesture to express what they mean• use physical response to show they understand
Dressing for the weather	<ul style="list-style-type: none">• read and understand a range of familiar written phrases• use their knowledge of grammar to build sentences• <i>un abrigo</i> (a coat), <i>un sombrero</i> (a hat), <i>un paraguas</i> (an umbrella), <i>una bufanda</i> (a scarf), <i>unos guantes</i> (gloves), <i>unas botas</i> (boots), <i>unas gafas de sol</i> (sunglasses).
Weather Reports	<ul style="list-style-type: none">• understand the main points of a report• give a weather report describing the day, date, weather and appropriate clothing