

Language**Core language**

<i>la primavera</i>	spring
<i>el verano</i>	summer
<i>el otoño</i>	autumn
<i>el invierno</i>	winter
<i>en primavera/verano/otoño/invierno</i>	in spring/summer/autumn/winter

<i>Hacía buen/mal tiempo</i>	The weather was good/bad
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<i>luminoso</i>	light
<i>oscuro</i>	dark
<i>contento</i>	happy
<i>triste</i>	sad
<i>caliente</i>	hot
<i>alegre</i>	happy

Additional language for this unit

<i>visité</i>	I visited
<i>cálido</i>	warm
<i>lleno de color</i>	colourful
<i>sombrio</i>	dull
<i>agitado</i>	excited
<i>tranquilo</i>	calm
<i>gracioso</i>	funny
<i>serio</i>	serious
<i>Ven/Quédate conmigo</i>	Come to / Stay (singular) with me
<i>Los colores son ...</i>	The colours are ...
<i>Aplause</i>	Clap (singular) your hands
<i>Golpea con el pie</i>	Tap (singular) your feet
<i>el prado</i>	the meadow
<i>la rama</i>	the branch
<i>el almendro</i>	the almond tree
<i>un grillo</i>	a cricket
<i>las abejas</i>	bees
<i>las amapolas</i>	poppies
<i>los lirios</i>	lilies
<i>las campanillas</i>	bluebells
<i>una margarita</i>	a daisy

Additional language for teachers

<i>el verano pasado / que viene</i>	last/next summer
<i>el año pasado / que viene</i>	last/next year
<i>la semana pasada / que viene</i>	last/next week
<i>ayer</i>	yesterday
<i>hoy</i>	today
<i>mañana</i>	tomorrow

<i>¿Qué estación es?</i>	Which season is it?
<i>Emparejad/empareja un color con una estación</i>	Match (plural/singular) a colour to a season

<i>Describid/Describe una estación</i>	Describe (plural/singular) a season
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<i>Borra la pizarra</i>	Wipe the board
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<i>¿De qué color es?</i>	What colour is it?
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Unit 17 Las cuatro estaciones (The four seasons)

About the unit

In this unit children learn to describe seasons using a poem, *La primavera*, and the music from Vivaldi's 'The Four Seasons'. The poem is provided at the end of the unit. They also learn to talk about what the weather was like. Children work on an end-of-unit performance to consolidate and celebrate their learning.

Where the unit fits in

This unit draws upon familiar vocabulary and structures. Children revise the months (see Unit 3), the weather (see Units 7 and 12), animals and their habitats (see Unit 11) and the alphabet (see Unit 15). The imperfect tense is introduced here and covered in more detail in Unit 22.

Prior learning

It is helpful if children already know:

- some weather phrases
- how to say the date of their birthday
- the alphabet
- some animals and their habitats
- some colours
- *calor/friío*.

New language

- Making simple statements (about seasons)
- Describing the weather (with reference to the present and the past)
- Using adjectives as antonyms
- Imperfect tense (eg *Hacía sol/viento*)
- Adjectives: agreement and position (revision)
- Phonic focus: using knowledge of phoneme-grapheme correspondence to aid writing

Resources

- Picture flashcards and/or props for the weather and seasons
- Text cards for the seasons and weather phrases
- Song about the months
- Word cards for months, days of the week
- Hoops
- Map of Spain or another Spanish-speaking country
- Colour-coded text and picture cards for weather phrases (see Section 2)
- Visuals to illustrate the poem *La primavera* (the poem is available at the end of this unit)
- Multi-link cubes
- Illustrated word bank of animal habitats
- Recording of Vivaldi's 'The Four Seasons'
- Flashcards or images to introduce antonyms
- Props for a performance

Links with other subjects

Drama: perform a scripted scene, making use of dramatic conventions

Geography: identify and describe what places are like

Music: listen with attention to detail; internalise and recall sounds with increasing aural memory; analyse and compare sounds

Expectations**At the end of this unit****most children will:**

understand how a simple sentence is written; build sentences from a model; listen to a poem and select familiar key words and phrases; take part in a brief prepared task

some children will not have made so much progress and will:

understand and respond to simple questions with prompts and single-word answers; need to refer to visual clues when listening to a poem or story

some children will have progressed further and will:

show understanding of a short text containing familiar and unfamiliar language; take the initiative in preparing an oral task and use a bilingual dictionary to research new language



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Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Children should learn		Children	
Section 1. Months and seasons	<p>• to prepare and practise a simple conversation, using familiar vocabulary and structures in new contexts (O5.1)</p> <p>• to listen attentively and understand more complex phrases and sentences (O5.3)</p> <p>• to appreciate that different languages use different writing conventions (KAL)</p> <p>• Play a recording of a song about the months or set these to a simple tune. Each child stands up when they hear their birthday month.</p> <p>• Display picture cards or text cards for each season. Say which season your birthday is in. Ask individual children to identify the season of their birthday month, eg <i>¿Cuándo es tu cumpleaños? Mi cumpleaños es en invierno</i>. Accept <i>invierno</i> from some children.</p> <p>• Revise numbers 1–31 by playing a variety of counting games.</p> <p>• Revise how to say the date by playing a game (see Unit 13, Section 4).</p> <p>• Display a range of dates on the board and read one out. Children have to identify the date you have selected.</p> <p>• Working in pairs or small groups, children revise saying their birthdays. Perform a Mexican wave, where children in turn say their birthday. This could be timed to add a further challenge.</p> <p>• Discuss with children how Spanish and English dates differ, eg use of capital letters and ordinal numbers (see Unit 13, Section 4).</p> <p>• Display picture cards for each season. Ask children to identify the picture card for the season of their birthday month.</p> <p>• Set up a class ‘speed challenge’, where children order the months of the year against the clock. This could be done in pairs with word cards or as a whole-class activity using the interactive whiteboard. If using the whiteboard, divide the screen into two, with a set of word cards in each half. Two teams compete, using an electronic stop clock, if one is available with the whiteboard software.</p> <p>• Extension: Ask children to choose a different way of ordering the months (eg alphabetically). Children share their methods.</p> <p>• In small groups, children divide a hoop into quarters to represent the seasons. They put word cards for each month into the correct season. Some children may benefit from having a chart with the months and seasons in English. Take feedback from the class.</p> <p>• Children take it in turns to select a word card from the hoop and make a sentence, matching the month to the correct season, eg <i>Abril es en primavera</i>. Ask children which words/months they find easy/difficult to remember and why.</p> <p>• Play <i>El ahorcado</i> (Hangman) to revise the months and the alphabet.</p>	<p>• pick out key words when listening to a song</p> <p>• remember how to write the date</p> <p>• create sentences linking months to seasons</p>	<ul style="list-style-type: none"> • Ensure that children work in mixed-ability groups when working on collaborative activities. • Follow-up: Throughout the week, children listen to and join in with songs about days and months. • Follow-up: Throughout the week, write and read aloud the date every day. • Follow-up: As a PE warm-up, display a picture or text card for each season around the hall. Call out a month and children run to the correct season. • Follow-up: Discuss features of seasonal changes in English.

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Children should learn		Children	
Section 2. Weather and seasons <ul style="list-style-type: none"> to listen attentively and understand more complex phrases and sentences (O5.3) to make simple sentences and short texts (L5.2) to write words, phrases and short sentences, using a reference (L5.3) to look and listen for visual and aural clues (LLS) 	<ul style="list-style-type: none"> Revise weather phrases using picture flashcards and props (see Unit 7, Section 3 and Unit 12, Section 1 for ideas). Show children a map of Spain (or another Spanish-speaking country) and display the text <i>El verano pasado visité Sevilla. Hacía mucho calor.</i> (Last summer I visited Seville. It was very hot.) Read the sentence aloud and invite children to talk to a partner for a minute and discuss what they think it means. Are there any clues in the sentence to help them work out if the sentence is in the past, present or future? (See 'Points to note' for further explanation.) Take feedback and explain that you were talking about something that has already happened – something in the past. Highlight <i>pasado</i>, <i>visité</i> and <i>Hacía</i> in red. Teach the weather phrases which use <i>hacer</i> in the imperfect tense, eg <i>Hacía buen tiempo / mal tiempo / calor / frío / viento / sol</i> (It was fine weather / bad weather / hot / cold / windy / sunny). Practise the phrases using mimes, pictures or flashcards. Play Pelmanism as a whole class, using sets of picture cards and text cards showing the weather phrases above. There should be two sets of picture cards, one set on a red background to indicate the past, and one set on a blue background to indicate the present. There should also be two sets of word cards, one set displaying phrases in the present tense, eg <i>Hace buen tiempo</i>, and one set displaying phrases in the past tense, eg <i>Hacía buen tiempo</i>. The aim is to find the corresponding picture and text cards. For example, a picture of an icicle on a red background would go with the text card <i>Hacía frío</i>, while a picture of an icicle on a blue background would go with the text card <i>Hace frío</i>. This game could then be played in pairs, if appropriate. Re-read the text <i>El verano pasado visité Sevilla. Hacía mucho calor.</i> Underline the words <i>El verano</i>, <i>Sevilla</i> and <i>calor</i>. Invite children to suggest alternatives for these words and demonstrate on the board how these can be substituted to create a new meaning. Read the new sentences aloud. Children then work in pairs and, using text cards or mini-whiteboards, they build new sentences, substituting alternatives for the underlined words. If working on mini-whiteboards, some children may need a word bank for support. Select several pairs of children to read out their sentences. Extension: Children use a simple connective to extend their sentences, eg <i>y</i> (and), <i>donde</i> (where), <i>pero</i> (but). Extension: Children write the names of the seasons from memory. Help them by saying the words very slowly, so they can hear individual phonemes. Extension: Play <i>Borra la pizarra</i> (Wipe the Board) (see 'Points to note'). 	<ul style="list-style-type: none"> pick out detail from spoken sentences understand how a simple sentence is written in the past tense and build sentences using text cards 	<ul style="list-style-type: none"> Grammar point: You could create a series of colour-coded <i>Pasado/Presente/Futuro</i> (past/present/future) posters for display, to help children spot 'clues' as to the tense in which a sentence is written. These could then be referred to whenever children are focusing on tense. The colour codes could also be used to annotate or highlight text. For example, the <i>Pasado</i> poster could be in red and could include words and phrases such as <i>ayer</i> (yesterday), <i>la semana pasada</i> (last week), <i>el año pasado</i> (last year) and <i>el verano pasado</i> (last summer). The <i>Presente</i> poster could be in blue and could include words and phrases such as <i>hoy</i> (today) and <i>ahora</i> (now). The <i>Futuro</i> poster could be in green and could include expressions such as <i>mañana</i> (tomorrow), <i>la semana que viene</i> (next week), <i>el año que viene</i> (next year) and <i>el verano que viene</i> (next summer). Grammar point: The phrase <i>Hacía buen tiempo</i> (It was fine weather) is in the imperfect tense. In Spanish, as in English, the imperfect tense is used to describe an action that continued over a sustained period of time. It can also correspond to 'used to (do)' in English. Grammar point: Talking about the weather using <i>hace</i> and <i>hacía</i> could become part of your everyday classroom routine. You could display a weather chart with the headings <i>Hoy</i> (today) and <i>Ayer</i> (yesterday), which could be changed every day. Pronunciation point: When saying <i>hace</i> or <i>hacía</i>, the <i>h</i> is silent and acts like a vowel. Can children remember any other words with a silent <i>h</i>? To play <i>Borra la pizarra</i> for practising the weather (the game could be adapted for other themes): write six numbered weather phrases on the board, three in the imperfect tense (<i>hacía</i>) and three in the present tense (<i>hace</i>). Read each phrase aloud and ask children to stand up if the sentence is in the past and to sit down (or remain seated) if it is in the present. Give children time to read and re-read the phrase. Roll a die and cover the phrase that matches the number on the die. A volunteer comes to the front to write the weather phrase on the board from memory. Reveal the covered phrase and check. If the phrase written from memory is correct, rub out the original phrase. The aim of the game is to rub out the six original phrases. Children can go on to play this in pairs, using mini-whiteboards. Those needing extra support could select the correct phrase from a selection of text cards, rather than writing it. <i>Borra la pizarra</i> also works well on the interactive whiteboard. Use an electronic die, if available, and shapes to hide the phrases. Some boards have handwriting recognition software that converts handwriting to text: this encourages children to form letters correctly in order to see whether the board 'recognises' their Spanish. Follow-up: Throughout the week, mime some sentences for the class to guess. Follow-up: Create an interactive display, where children build sentences using text cards. Follow-up: Collect weather data from the internet, newspapers or television. Investigate weather around the world. Links with literacy work: The first extension activity links to composing sentences using connectives (from year 3 onwards).

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
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Section 3. Joining in a poem	<ul style="list-style-type: none"> to listen attentively and understand more complex phrases and sentences (O5.3) to re-read frequently a variety of short texts (L5.1) to write words, phrases and short sentences, using a reference (L5.3) to recognise patterns in simple sentences (KAL) to manipulate language by changing an element in a sentence (KAL) to use actions and rhymes to aid memorisation (LLS) 	<ul style="list-style-type: none"> Revise seasons and months by repeating a game from Section 1 or 2. For example, ask children when their birthday is, but instead of saying which season it is in, children give the month of their birthday, eg <i>Mi cumpleaños es en enero</i>. Tell children that they are going to listen to a poem about spring, called <i>La primavera</i> (Spring). Children clap their hands when they hear the first line of the chorus, <i>La primavera ha venido</i> (Spring has come). Children tap their feet when they hear the second line of the chorus, <i>Nadie sabe cómo ha sido</i> (Nobody knows how). Read the poem again and encourage children to join in the actions. Display the chorus and children read it aloud together. Display the whole poem (<i>La primavera</i>) with some visuals and read each verse in turn. Children join in the chorus. Ask children what they think the poem is about and which are the elements that change in each verse. Display one verse of the poem and pick out some specific words, eg <i>la, nadie, ha, el, en, el, la, nadie</i> (these are the first words in each line), or <i>venido, sido, florecido, grillo</i> (these are rhyming words). Ask children to discuss with talk partners why they think these words have been chosen. Display six consecutive lines from the poem on the board, with each one colour-coded. Give children a selection of multi-link cubes in corresponding colours. Read out the poem. When children hear one of the lines on the board, they take the cube in the corresponding colour. They then look at their cubes and read aloud the lines in that order. Extension: Children learn the chorus off by heart. Some children can also learn the verses. Highlight the places and the plants in each verse. Ask children what strategies they could use to work out unfamiliar language in the poem. Ask for suggestions of alternative places and list these. Display an illustrated word bank of alternative places and model the pronunciation for each one. Individually or in pairs, children choose a different animal and habitat to complete their own written verse for a class poem. Provide differentiated writing frames, as appropriate. Some children may prefer to use text cards to produce their own verse, instead of writing. Children could use dictionaries to find additional vocabulary. 	<ul style="list-style-type: none"> identify key features of a spoken and written text choose words, phrases and sentences for a class poem The text of the poem <i>La primavera</i> is provided at the end of the unit. It may be helpful to have it recorded by a confident or native speaker and linked to a presentation of the text. Follow-up: Throughout the week, practise reading the poem aloud. Link with literacy work: The third activity links to preparing poems for performance using expression, tone and volume (year 3). In writing a class poem (final activity), you could choose a different season and different locations for the plants. For example, <i>El verano ha venido, Nadie sabe cómo ha sido. En medio de la playa, hay un río, Adonde van las campanillas azules ...</i> (Summer has come, Nobody knows how. In the middle of the beach, there's a river, Where the bluebells go ...) If using the electronic whiteboard for the last activity, open a blank screen and record the children's comments on it, marking the name of each contributor. This is a useful strategy for involving children in a creative dialogue and reminding them of their contribution to the lesson in a plenary or subsequent lesson. For the final activity, if using the interactive whiteboard to model the language, differentiated versions of writing frames can be distinguished by changing the background colour of the screens.
Section 4. Seasonal colours	<ul style="list-style-type: none"> to understand and express simple opinions (O5.2) to integrate new language into previously learnt language (LLS) to use actions and rhymes to aid memorisation (LLS) 	<ul style="list-style-type: none"> Read out a selection of known nouns and adjectives. When children hear an adjective, they clap their hands; when they hear a noun, they tap their feet. Revise the seasons by practising the mimes from Section 2. Mime a season and ask children the question <i>¿Qué estación es?</i> (Which season is it?) Play extracts from Vivaldi's 'The Four Seasons' and ask children to identify which season matches each extract. Children listen again and in pairs write down as many colours as they can which they associate with each season. Ask children to suggest contrasting colours for summer and winter. Write their suggestions on the board under the correct heading. Introduce some additional antonyms. Display picture flashcards or images in random order to illustrate <i>cálido/friό</i> (warm/cold), <i>luminoso/oscurο</i> (light/dark), <i>contento/triste</i> (happy/sad), <i>lleno de color / sombrío</i> (colourful/dull), <i>agitado/tranquilo</i> (excited/calm), <i>gracioso/serio</i> (funny/serious). Ask volunteers to come to the board and match them up. Use the matched pairs to introduce pronunciation of the new words and encourage children to think of a mime to aid memorisation. Children work in pairs to decide on adjectives to describe a season. Add these suggestions under the headings of summer and winter that are already on the board. Play Ping-Pong with the antonyms. 'Bat' <i>cálido</i> to the children and the children 'bat' back <i>friό</i>, etc. 	<ul style="list-style-type: none"> understand expressions of like and dislike select adjectives to describe seasons Follow-up: Throughout the week, play the Ping-Pong game with opposites and practise descriptions of seasons. Follow-up: Children illustrate descriptions of the seasons for display. Encourage them to refer to hot and cold colours from the colour wheel. Follow-up: Children use software packages to create calligrams for antonyms.

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Section 5. Conscience Alley	<ul style="list-style-type: none"> to prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts (O5.1) to understand and express simple opinions (O5.2) to prepare a short presentation on a familiar topic (O5.4) to develop accuracy in pronunciation and intonation (KAL) <p>Display antonyms from the previous section in random order on the board. Write a number next to each one and ask children in pairs to write down the numbers of the matching words. They feed back their answers.</p> <p>Play a word association game, where you call out a colour and children reply with a season. This could then be played in pairs or groups.</p> <p>Revise seasons and extend descriptions, eg <i>Hace calor y es una estación alegre, llena de color y luminosa ... Los colores son verde, amarillo y rojo ... ¿Qué estación es?</i> (It is hot and the season is happy, colourful and light ... The colours are green, yellow and red. What season is it?) Children listen and respond. Some may benefit from having pictures of summer and winter scenes on their tables.</p> <p>Explain to children that they are going to prepare a performance where they will personify the four seasons and persuade others that their season is the best. Revise some or all of the poem from Section 3 and model selected lines that children will need for this activity, eg <i>El otoño ha venido, Nadie sabe cómo ha sido</i>. You could also add <i>Ven/Quédate conmigo</i>. Children then add their own adjectives to describe their season. In groups of four, children take on a different season and add their own adjectives. Children feed back suggestions for seasons. Model how these could be used with the structure <i>Todo es luminoso/friό/cálido</i>.</p> <p>Extension: Qualifiers such as <i>demasiado</i> (too) and <i>muy</i> (very) could be used to add emphasis, eg <i>demasiado frío, muy cálido</i>.</p> <p>Children work with a talk partner with the same season to develop and practise their lines. Encourage accurate pronunciation, intonation and rhythm. Highlight the importance of gestures, body language and facial expression.</p> <p>Children take part in a Conscience Alley. Those who are representing summer and those who are representing winter form two lines facing each other. The remaining children (who will represent autumn and spring) form a line and walk down the middle of the 'alley'. As the autumn and spring children walk down the alley, the children advocating winter and summer whisper their prepared lines, to persuade them of the merits of their season. Allow some less confident children to whisper one word only. At the end of the alley, children must decide which season they prefer. Repeat the activity, with the autumn and spring advocates persuading the summer and winter teams.</p>	<ul style="list-style-type: none"> ask and answer questions memorise a rhyme and repeat this with correct pronunciation and intonation use tone of voice to help convey meaning 	<ul style="list-style-type: none"> Follow-up: Children write some descriptive sentences to describe a season. They present these to the class. Links with literacy work: The fourth and final activities link to drama work, where children work in roles to explore complex issues (year 5). The final activity links to year 5 work on presenting a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.
Section 6. Preparing a performance	<ul style="list-style-type: none"> to prepare and practise a simple conversation reusing familiar vocabulary and structures in new contexts (O5.1) to prepare a short presentation on a familiar topic (O5.4) to plan and prepare – analyse what needs to be done to carry out a task (LLS) 	<ul style="list-style-type: none"> memorise a rhyme and repeat this with correct pronunciation and intonation use tone of voice and gesture to convey meaning 	<ul style="list-style-type: none"> Follow-up: Throughout the week, children practise their performance.
End-of-unit activity	<ul style="list-style-type: none"> Children perform their play to an audience. Film or photograph this with a digital camera. Children involved in the performance could store the film on their personal space on a learning platform, to celebrate their achievement and to record it as evidence of progress. 	<ul style="list-style-type: none"> memorise a rhyme and repeat this with correct pronunciation and intonation use tone of voice and gesture to convey meaning 	<ul style="list-style-type: none"> Follow-up: Children view the film or photographs of their performance. They discuss and evaluate it, using the 'two stars and a wish' formula to highlight achievements and suggest improvements for the future. Follow-up: Using photographs and scripts from their performance, children create a class multimedia presentation. Link with literacy work: This activity links to drama work on developing scripts based on improvisation (year 4) and on commenting constructively on performances.

La primavera

*La primavera ha venido,
Nadie sabe cómo ha sido.
Ha despertado la rama,
El almendro ha florecido.
En el campo se escuchaba
El gri gri del grillo.*

Coro

*La primavera ha venido,
Nadie sabe cómo ha sido.*

En medio del prado

*Hay una escuela,
Adonde van las flores y las abejas,
Amapolas y lirios,
Violetas pequeñas,
Campanillas azules,
Que, con el aire, suenan.
En medio del prado
Hay una escuela y
Una margarita,
Que es la maestra.*

*La primavera ha venido,
Nadie sabe cómo ha sido.
Ha despertado la rama.
El almendro ha florecido.
En el campo se escuchaba
El gri gri del grillo.*

Coro

*La primavera ha venido,
Nadie sabe cómo ha sido.*

Spring

*Spring has come,
Nobody knows how.
Branches are blooming,
The almond tree has blossomed.
In the fields we can hear
The cri, cri of the cricket.*

Chorus

*Spring has come,
Nobody knows how.*

*In the middle of the meadow
There is a school,
Where the flowers and the bees go,
Poppies and lilies,
Small violets,
Bluebells,
Which they sound with the air.
In the middle of the meadow
There is a school and
A daisy,
Which is the teacher.*

*Spring has come,
Nobody knows how.
Branches are blooming.
The almond tree has blossomed.
In the fields we can hear
The cri, cri of the cricket.*

Chorus

*Spring has come,
Nobody knows how.*

The Qualifications and Curriculum Authority would like to thank Grupo Anaya for their permission to reproduce the poem *La primavera* by Antonio Machado.