



Spanish Medium Term Curriculum Planning: Year 3

Lower Key stage 2 N.C aims - All Spanish topics should include:

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| <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding. • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audiences | <ul style="list-style-type: none"> • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally and in writing • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. |
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Scheme of Work

Lanesfield Primary School use the Racheal Hawkes scheme of work to inspire lesson planning and to develop skills where needed. It is accompanied by Duolingo language learning app to help bridge gaps and to encourage Spanish speaking skills.

Planning, key vocabulary, grammar structures and some resources found at: <http://www.rachelhawkes.com/Resources/Yr3/Yr3.php>

Duolingo

ICT planning found at: <https://schools.duolingo.com/>

(Recommended paths should be used to close gaps, challenge and help with oracy)

(Assignments should be set to help support learning during skills lessons).

Spanish stories

At lanesfield we use authentic Spanish stories to help children become familiar with the Spanish language: <https://snappyspanish.com/shoo-beginner-spanish-story/> and <https://www.thefablecottage.com/spanish>

Evidencing work

At Lanesfield, we use multiple to evidence and assess our Spanish work including: the use of the video and audio feature on Showbie to record verbal conversations to show progression, duolingo, written work found in books and conversations had with the children, At Lanesfield, we feel language is progressive and therefore the children develop their own Spanish portfolio from year 3 through to year 6 by editing and adding to it throughout KS2.

Autumn term

Year 3 pupils start with the phonics, learning the vowels first. They practise these using a variety of activities. They learn the numbers 1-10 and how to ask and give their age. Then they learn the other key phonic sounds. They read rhyming stories, sing songs, practise tongue twisters and have further opportunities to make the sound-written link by listening to words and anticipating their spelling. They also learn some nouns (pencil case items). They are made aware of gender through colour coding. They use the verb forms 'tengo – I have', 'es – it is' and implicitly encounter the negative forms of these.

Key learning objectives

Language/vocabulary

<ul style="list-style-type: none"> • To learn the Key phonic vowel words • Intercultural understanding: How Spanish surnames are formed and some typical Spanish first names. 	<ul style="list-style-type: none"> • las vocales (the vowels) • A – araña • E – elefante • I – idea • O – olvidar • U - universo
<ul style="list-style-type: none"> • To learn basic greetings and giving your name 	<ul style="list-style-type: none"> • Hola (Hello) • ¿Cómo te llamas? (What do you call yourself?) • Me llamo..... (I call myself) • ¿Cómo estás? (How are you?) • muy bien, gracias (very well, thanks) • estupendo (great) • bien (well) • regular (ok) • mal (bad) • fatal (awful)
<ul style="list-style-type: none"> • To understand and recall orally the numbers 1-10 	<ul style="list-style-type: none"> • Los números 1-10 (numbers 1-10) • un, uno, una, dos, tres. Cuatro, cinco, seis, siete, ocho, nueve, diez (one, two, three etc)
<ul style="list-style-type: none"> • To ask how old someone is and give your own age 	<ul style="list-style-type: none"> • ¿Cuántos años tienes? (How old are you?) • Tengo ... años. (I am ..years old)
<ul style="list-style-type: none"> • To know the remaining key phonic sounds words 	<ul style="list-style-type: none"> • CA - casa, CE - cerdo, CI - ciclista, CO - coche, CU – cucaracha • GA - gato, GE - gemelo, GI - gimnasia, GO - gol, GU - gusano, GUE - guepardo, GUI – guitarra • J – jota • H – hamburguesa • ñ – España • Z – zumo • LL - llave

<ul style="list-style-type: none"> • To practise and embed the phonics knowledge • To use the question 'do you have' in a game. 	<ul style="list-style-type: none"> • ¿Tienes? (Do you have?) • Sí, tengo. (Yes, I do have.) • No, no tengo. (No, I don't have.)
<ul style="list-style-type: none"> • To learn the nouns for items in a pencil case 	<ul style="list-style-type: none"> • un estuche (a pencil case) • un bolígrafo (a pen) • un lápiz (a pencil) • un lápiz de memoria (a USB) • un sacapuntas (a sharpener) • un bote de pegamento (a glue stick) • una regla (a ruler) • una goma (a rubber) • unos rotuladores (felt-tip pens) • unas tijeras (scissors)
<ul style="list-style-type: none"> • To embed the pencil case nouns • To ask 'do you have a..' and respond 	<ul style="list-style-type: none"> • ¿Tienes un/una...? (Do you have a?) • Sí, No (Yes, No)
<ul style="list-style-type: none"> • To ask 'what do you have in your pencil case?' and respond 	<ul style="list-style-type: none"> • ¿Qué tienes en tu estuche? (What do you have in your pencil case?) • En mi estuche, tengo...(In my pencil case I have...)
<ul style="list-style-type: none"> • To practise the sound writing relationship 	

<ul style="list-style-type: none"> • To learn some key facts about Christmas in Spain • Intercultural understanding: Learn about Christmas customs in Spain 	<ul style="list-style-type: none"> • La Navidad en España
<ul style="list-style-type: none"> • To learn a Spanish Christmas song • Intercultural understanding: Learn a Spanish Christmas song 	<ul style="list-style-type: none"> • La Navidad en España • https://www.youtube.com/watch?v=18ztuW9qjU0

Spring term

The theme is animals and colours. The linguistic focus is gender, articles (definite & indefinite), plurals and adjectives (position & basic agreement). The grammatical concepts are all based around a core vocabulary of 9 animal nouns and 6 colours so nothing so becomes too difficult. The key verbs are 'es' (he/she/it is), 'son' (they are), hay (there is/are). The negative is revisited and there is also a subtle introduction to 'también' (also/too/as well), 'pero' (but). Pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible – thereby building confidence. Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of this theme

Key learning objectives	Language/vocabulary
<ul style="list-style-type: none"> • To learn some key classroom language 	<ul style="list-style-type: none"> • Classroom language <ol style="list-style-type: none"> 1. ¡Silencio! (Silence!) 2. ¡Sacad un bolígrafo! (Get out a pen!) 3. ¡Un voluntario! (A volunteer)

	<p>4. ¡Abrid los cuadernos! (Open your exercise books!)</p> <p>5. ¡Mirad! (Look!)</p> <p>6. ¡Brazos cruzados! (Fold your arms!)</p> <p>7. ¡Entregad los cuadernos! (Give your books in!)</p> <p>8. ¡Escuchad! (Listen!)</p> <p>9. ¡Escribid! (Write!)</p>
<ul style="list-style-type: none"> To learn nine new nouns (animals) with the indefinite article 	<ul style="list-style-type: none"> un gato (a cat) un perro (a dog) un pez (a fish) un oso (a bear) un pájaro (a bird) un pato (a duck) un caballo (a horse) una rana (a frog) una oveja (a sheep)
<ul style="list-style-type: none"> To learn how to make nouns plural in Spanish 	<ul style="list-style-type: none"> Nouns as above with 's' added
<ul style="list-style-type: none"> To learn how to say 'a' and 'some' 	<ul style="list-style-type: none"> Articles change: un -- unos, una – unas
<ul style="list-style-type: none"> To learn the adjective of colour 	<ul style="list-style-type: none"> Los colores (Colours) azul (blue) rojo (red) blanco (white) negro (black) verde (green) amarillo (yellow) pardo (brown) morado (purple)
<ul style="list-style-type: none"> To listen and read along 	<ul style="list-style-type: none"> Oso Pardo (Brown bear story)
<ul style="list-style-type: none"> To describe animals with colours 	<ul style="list-style-type: none"> Listening/reading and describing pictures

<ul style="list-style-type: none"> • To join in with a song 	<ul style="list-style-type: none"> • Old Macdonald
<ul style="list-style-type: none"> • To develop the ability to listen attentively to passages with a mixture of familiar and unfamiliar language 	<ul style="list-style-type: none"> • Choose and review one audio story

Summer term

This unit focuses on memory and performance in that it asks pupils to retell a familiar story - The Very Hungry Caterpillar - in Spanish. Pupils are first introduced to useful vocabulary from the story – numbers, days of the week, fruits, foods – and then introduced to the story in video and audio format. After several activities developing memory and practising pronunciation, pupils will retell the story in one of a variety of verbal ways – with pictures, with video, or with video and subtitles (for those who need the written back-up for now). The idea is that everyone can have a go and feel successful. Videos of performances should be uploaded to showbie.

Key learning objectives	Language/vocabulary
<ul style="list-style-type: none"> • To learn nouns for different fruit 	<ul style="list-style-type: none"> • La oruga hambrienta (hungry caterpillar) • la fruta (the fruit) • una manzana / las manzanas (an apple, the apples) • una pera / las peras (a pear, the pears) • una ciruela / las ciruelas (a plum, the plums) • una fresa / las fresas (a strawberry, the strawberries) • una naranja / las naranjas (an orange, the oranges)
<ul style="list-style-type: none"> • To learn the names of the days of the week 	<ul style="list-style-type: none"> • los días de la semana (the days of the week)

	<ul style="list-style-type: none"> • lunes, martes, miércoles, jueves, viernes, sábado, domingo (Monday, Tuesday etc)
<ul style="list-style-type: none"> • To learn food nouns from the Hungry Caterpillar story 	<ul style="list-style-type: none"> • un trozo de pastel de chocolate (a piece of chocolate cake) • un pepino (a cucumber) • un helado (an ice cream) • una loncha de queso (a slice of cheese) • una rodaja de salchichón (a slice of sausage) • una piruela (a lollipop) • una porción de tarta de frutas (a slice of fruit tart) • una salchicha (a sausage) • una Magdalena (a cupcake) • un trozo de sandía (a piece of watermelon)
<ul style="list-style-type: none"> • To consolidate the new language from previous lessons 	
<ul style="list-style-type: none"> • To listen and understand a Spanish story 	
<ul style="list-style-type: none"> • To develop confidence and memory by retelling story 	
<ul style="list-style-type: none"> • To use knowledge of colours to create a butterfly 	
<ul style="list-style-type: none"> • To learn some words for snacks 	<ul style="list-style-type: none"> • una ensalada (a salad) • una hamburguesa (a hamburger) • una limonada (a lemonade) • una fruta (a fruit) • unas patatas fritas (some chips) • un perrito caliente (a hot dog) • un helado (an ice cream) • un zumo (juice) • un bocadillo (a sandwich)
<ul style="list-style-type: none"> • To ask 'What do you want?' And respond 'I want..' 	<ul style="list-style-type: none"> • ¿Qué quieres? (What do you want?) • Quiero un / una...(I want a) • Por favor (please)

	<ul style="list-style-type: none">• Gracias (thank you)• De nada (you're welcome)
<ul style="list-style-type: none">• To ask and answer from memory	<ul style="list-style-type: none">•
<ul style="list-style-type: none">• To write individual words from memory	<ul style="list-style-type: none">•