

Year 3: Introducing yourself – Me presento: Hola ¿qué tal?

Objectives:

- Be able to listen attentively to spoken language
- Be able to show understanding by joining in spoken language and responding
- Be aware of other languages around the world
- Be able to use inverted exclamation and question marks
- Be able to use new vocabulary in simple sentences
- Be able to use the correct pronunciation in spoken work

Key Factual Learning:

Grammar:

- ✓ Inverted question and exclamation marks and accents
- ✓ Introducing phonics and pronunciation
- ✓ Extra letters: ll & ñ
- ✓ Using the first person singular of the verb “llamar” to say your name

Vocabulary:

- ✓ Inverted
- ✓ Hola, buenos días, buenas tardes, adiós, hasta luego
- ✓ ¿Cómo te llamas? Me llamo...
- ✓ ¿Qué tal? Bien, muy bien, mal, regular, fatal
- ✓ Uno, dos tres, cuatro, cinco, seis, siete, ocho, nueve, diez
- ✓ Vivo en Nottingham
- ✓ Numbers up to 10

Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

Practical Tasks:

- Identify, repeat and recall some of the Spanish alphabet and difficult phonic sounds.
- Use actions or Makaton signing to aid implementation of new vocabulary.
- Practise the formation of inverted question and exclamation marks as well as accents.
- Memorise new vocabulary by singing songs and playing memory games.
- Listening for gist to identify the key information.
- Make links between some phoneme, rhymes and spellings and read aloud familiar words.
- Experiment using a bilingual dictionary.
- Write some familiar simple words accurately using a model (copy or from memory) and then read them aloud to the class or to a peer.
- Peer and self-assess using a WAGOLL.

Year 3: Colours – *Los colores y es de color*

Objectives:

- Be able to use new vocabulary in simple sentences
- Be able to use the correct pronunciation in spoken work
- Be able to locate countries in a map
- Be able to listen attentively to spoken language
- Be able to show understanding by joining in spoken language and responding

Key Factual Learning:

Grammar:

- ✓ Using the third singular person of the verb ser: es
- ✓ Using adjectives (colours) to describe nouns
- ✓ Introduction to gender in nouns
- ✓ Cognates

Vocabulary:

- ✓ Hola, buenos días, buenas tardes, adiós, hasta luego
- ✓ Gender: masculine and feminine
- ✓ Cognates: words from different languages that have a common etymological origin and therefore look and/or sound very similar
- ✓ ¿De qué color es la bandera de...? La bandera es de color...
- ✓ ¿De qué color es? Es de color...
- ✓ Rojo, amarillo, verde, azul, blanco, negro, rosa, marrón, morado, naranja, gris
- ✓ España, Italia, Portugal, Inglaterra, Escocia, Irlanda, Gales, Francia, Grecia, Alemania

Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

Practical Tasks:

- Identify, repeat and recall some of the Spanish alphabet and difficult phonic sounds.
- Use actions or Makaton signing to aid implementation of new vocabulary.
- Continue practising the formation of inverted question and exclamation marks as well as accents.
- Memorise new vocabulary by singing songs and playing memory games.
- Listening for gist to identify the key information.
- Make links between some phoneme, rhymes and spellings and read aloud familiar words.
- Use a globe or map to place countries in the correct place.
- Use existing Geography knowledge to recall the flags of some European countries.
- Write some familiar simple words accurately using a model (copy or from memory) and then read them aloud to the class or to a peer.
- Peer and self-assess using a WAGOLL.

Year 3: Numbers – Los números 1-31

Objectives:

- Be able to use new vocabulary in simple sentences
- Be able to use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language
- Be able to recycle previous Maths knowledge
- Be able to predict patterns to understand the formation of numbers 1-20 in Spanish
- Be able to show understanding by joining in spoken language and responding

Key Factual Learning:

Grammar:

- ✓ Identify and create plural nouns (how some plural forms just need a -s whilst other forms need -es)
- ✓ Use of a simple conjunction y (and) to join ideas

Vocabulary:

- ✓ Hola, buenos días, buenas tardes, adiós, hasta luego
- ✓ Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte, veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve, treinta, treinta y uno
- ✓ ¿Qué número es? Es el ...
- ✓ ¿Qué número tienes? Tengo el ...
- ✓ ¿Quién habla?
- ✓ Más, menos, sumar, restar, igual
- ✓ Bingo, línea, he ganado

Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

Practical Tasks:

- Identify, repeat and recall some of the Spanish alphabet and difficult phonic sounds.
- Continue practising the formation of inverted question and exclamation marks as well as accents.
- Memorise new vocabulary by singing songs and playing memory games.
- Listening for gist to identify the key information.
- Play bingo, cards and clapping games.
- Explain how nouns ending in a consonant create plural forms by adding -es whereas nouns ending in a vowel form the plural by adding just -s.
- Make links between some phoneme, rhymes and spellings and read aloud familiar words.
- Use existing Math knowledge to complete simple activities- adding/ taking away-
- Write some familiar simple words accurately using a model (copy or from memory) and then read them aloud to the class or to a peer.
- Peer and self-assess using a WAGOLL.

Year 3: At school – *En el colegio*

Objectives:

- Be able to use new vocabulary in simple sentences
- Be able to use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language
- Be able to recycle previous knowledge and apply it to unfamiliar topics
- Be able to show understanding by joining in spoken language and responding
- Be aware of verb endings

Key Factual Learning:

Grammar:

- ✓ Use there is and there are: hay
- ✓ Use first person/singular of the verb to have: tengo

Vocabulary:

- ✓ Hola, buenos días, buenas tardes, adiós, hasta luego.
- ✓ ¿Qué hay en tu mochila? En mi mochila hay ...
- ✓ ¿Tienes un/una ... en tu mochila?
- ✓ Un bolígrafo, un rotulador, un cuaderno, un libro, un diccionario, un lápiz, un estuche, un móvil, un sacapuntas, una goma, una regla, una agenda, una, mochila, una calculadora, unos lápices de colores.
- ✓ Hay and Tengo.
- ✓ ¿Qué hay en tu clase? En mi clase hay...
- ✓ Un libro, una mesa, una silla, una puerta, una ventana, un ordenador, un proyector, un diccionario, un(a) profesor (a), un (a) alumno (a), una ventana, un armario.

Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v.

Practical Tasks:

- Continue practising the formation of inverted question and exclamation marks as well as accents.
- Drill the new vocabulary by using actions or Makaton signing.
- Memorise new vocabulary by singing songs and playing memory games.
- Listening for gist to identify the key information.
- Make links between some phoneme, rhymes and spellings and read aloud familiar words.
- Explain the difference between *hay* and there is/are.
- Explore a bilingual dictionary and look for words.
- Write some familiar simple words accurately using a model (copy or from memory)
- Predict the pronunciation of unfamiliar words by using already existing phonics knowledge.
- Use the pattern of a paragraph builder to aid independent writing. Once completed, read them aloud to the class or to a peer.
- Formulate questions and annotate answers to then share findings with the rest of the class.
- Peer and self-assess using a WAGOLL.

Year 3: The weather – *El tiempo*

Objectives:

- Be able to use new vocabulary in simple sentences
- Be able to use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language
- Be able to recycle previous knowledge and apply it to unfamiliar topics
- Be able to show understanding by joining in spoken language and responding
- Be aware of negative sentences and use the pattern identified

Key Factual Learning:

Grammar:

- ✓ Using verbs hacer, haber, estar (3rd person singular)
- ✓ Use of conjunction pero
- ✓ Preposition en
- ✓ Introduction to negative sentences using no

Vocabulary:

- ✓ Hola, buenos días, buenas tardes, adiós, hasta luego.
- ✓ ¿Qué tiempo hace?
- ✓ Weather phrases: hace frío, hace calor, hace buen tiempo, hace mal tiempo, está nublado, llueve, nieva, está granizando, hay un arco-iris, hay tormenta, hace viento.
- ✓ Seasons: primavera, verano, otoño, invierno.
- ✓ Compass points: norte, sur, este, oeste.
- ✓ En
- ✓ España, Italia, Portugal, Inglaterra, Escocia, Irlanda, Gales, Francia, Grecia, Alemania.

Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v.

Practical Tasks:

- Continue practising the formation of inverted question and exclamation marks as well as accents.
- Drill the new vocabulary by using actions or Makaton signing.
- Memorise new vocabulary by singing songs and playing memory games.
- Listening for gist to identify the key information.
- Make links between some phoneme, rhymes and spellings and read words aloud.
- Explain the difference between *hay*, *hace* and *está*.
- Present a negative sentence and discuss why's different – apply knowledge- .
- Predict the pronunciation of unfamiliar words by using already existing phonics knowledge.
- Use the pattern of a paragraph builder to aid independent writing. Once completed, read them aloud to the class or to a peer.
- Formulate questions and annotate answers to then share findings with the rest of the class.
- Peer and self-assess using a WAGOLL.

Year 3: My family – *Mi familia y yo*

Objectives:

- Be able to use new vocabulary in simple sentences
- Be able to use the correct pronunciation in spoken work
- Be able to listen attentively to spoken language
- Be able to recycle previous knowledge and apply it to unfamiliar topics
- Be able to show understanding by joining in spoken language and responding
- Be aware of negative sentences and use the pattern identified

Key Factual Learning:

Grammar:

- ✓ Using verb tener and ser: 1st person singular *tengo* and *soy*.
- ✓ Possesive adjectives: *mi* and *mis*
- ✓ Create plural forms of nouns

Vocabulary:

- ✓ *Hola, buenos días, buenas tardes, adiós, hasta luego*
- ✓ ¿Tienes hermanos? *Tengo...*
- ✓ *Familia*
- ✓ *Soy hijo único/ hija única*
- ✓ *Mi, mis*
- ✓ *Madre, mamá, padre, papá, hermano/a, medio-hermano, media-hermana, abuelo, abuela*
- ✓ *En mi familia hay ... personas*
- ✓ Numbers 1-10

Phonics:

a, e, i, o, u, ca, ce, ci, co, cu, g, h, ñ, z, gu, ll, v

Practical Tasks:

- Introduce and drill the new vocabulary by using actions or Makaton signing.
- Memorise new vocabulary by using choral repetition- different voices, singing songs and playing memory games.
- Complete a labelling activity.
- Reading for gist to identify the key information and answer questions correctly.
- Listening for gist to identify the key information.
- Make links between some phoneme, rhymes and spellings and read words aloud.
- Predict the pronunciation of unfamiliar words by using already existing phonics knowledge.
- Use the pattern of a paragraph builder to aid independent writing. Once completed, read them aloud to the class or to a peer. Higher attainers can recite from memory.
- Formulate questions and annotate answers to then share findings with the rest of the class.
- Peer and self-assess using a WAGOLL.



Cantrell Primary School – Spanish Curriculum

