

## Year 3

### Spanish Concepts



To know about the culture in Spanish speaking countries



To be able to communicate in speech



To know about Spanish vocabulary, grammar and punctuation

### National Curriculum

1. **listen attentively to spoken language and show understanding by joining in and responding**
2. **explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words**
3. **engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\***
4. **speak in sentences, using familiar vocabulary, phrases and basic language structures**
5. **develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\***
6. **present ideas and information orally to a range of audiences\***
7. **read carefully and show understanding of words, phrases and simple writing**
8. **appreciate stories, songs, poems and rhymes in the language**
9. **broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary**
10. **write phrases from memory, and adapt these to create new sentences, to express ideas clearly**
11. **describe people, places, things and actions orally\* and in writing**
12. **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.**

### Autumn term – Myself: Family and friends

Learning Intent	Vocabulary	Grammar	Phonics	Songs/ stories
1. <b>Identify and name family members in Spanish.</b>	Mamá, papá, hermana, hermano, abuela, abuelo, bebé, perro, hola, buenas tardes	<ul style="list-style-type: none"> <li>• Verb ser (1)</li> </ul>	A,E,I,O,U	Numbers rap song
2. <b>Write simple sentences giving personal information.</b>	Me llamo ____, tengo __ años, estoy ____	<ul style="list-style-type: none"> <li>• Verb llamarse (1)</li> <li>• verb tener (2)</li> </ul>	A,E,I,O,U, Ñ	Numbers rap song/ alien story

		<ul style="list-style-type: none"> <li>verb ser (1)</li> </ul>		<b>Tongue Twister:</b> <i>Niña ñoña añoñada, niño ñoño, añoñado.</i>
<b>3. Understand and say some nouns for parts of the face.</b>	Ojos, boca, orejas, pelo, antenas, mucho, uno, dos, tres, cuatro, cinco...	<ul style="list-style-type: none"> <li>Plural formation -s</li> <li>Mucho/mucha</li> </ul>	A,E,I,O,U, Ñ	Numbers rap song
<b>4. Understand simple sentences using numbers and face parts.</b>	Soy hermana alien. Soy Rosa, tengo tres ojos, tengo una boca... Numeros 0-20	<ul style="list-style-type: none"> <li>verb tener (1)</li> <li>verb ser (1)</li> <li>plural formation -s</li> </ul>	A,E,I,O,U, Ñ	Numbers rap song/ alien description story <b>Tongue Twister:</b> <i>Niña ñoña añoñada, niño ñoño, añoñado.</i>
<b>5. Write simple sentences to describe an alien.</b>	Soy papá alien. Tengo un ojo azul, tengo dos bocas rojas...	<ul style="list-style-type: none"> <li>Verb ser (1)</li> <li>verb tener (1)</li> <li>plural nouns</li> <li>adjective position and gender agreement for colours</li> </ul>	A,E,I,O,U, Ñ	Numbers rap song
<b>6. Cultural lesson: Day of the Dead</b>	Learn about the Day of the Dead as a family celebration			Rockalingua Day of the dead song <b>Tongue Twister:</b> <i>Niña ñoña añoñada, niño ñoño, añoñado.</i>

### Spring term – School: Pencil-case objects

Learning Intent	Vocabulary	Grammar	Phonics	Songs/ stories
<b>1. Remember and say vocabulary for classroom instructions and common school vocabulary from Y1.</b>	Levántate, siéntate, silencio, un voluntario, escucha, mira, repite, la escuela, la mesa, la silla, la ventana, la puerta, la pizarra, el maestro, la maestra, uno/una, dos, tres, cuatro, cinco, seis, siete ocho, nueve, diez, verde, blanco, azul...	<ul style="list-style-type: none"> <li>Imperative verbs</li> <li>Indefinite articles masculine, feminine in singular</li> <li>Plural of nouns</li> </ul>	A,E,I,O,U	
<b>2. Identify and say the names for pencil-case objects</b>	Un bolígrafo, un lápiz, un pegamento, un sacapuntas, una regla, una goma, unas tijeras	<ul style="list-style-type: none"> <li>Indefinite articles singular and plural</li> </ul>	A,E,I,O,U, J	<b>Tongue Twister:</b> <i>Erre con erre guitarra, erre con erre carril. Rápido ruedan los carros, rápido corre el ferrocarril.</i>
<b>3. Describe the pencil-case objects I have and I don't have</b>	(Yo) tengo un bolígrafo, (yo) no tengo una goma (Yo) tengo 10 pegamentos. (Yo) no tengo 20 sacapuntas. (with previous vocabulary)	<ul style="list-style-type: none"> <li>Personal pronoun Yo</li> <li>Verb 'Tener' (1) affirmative and negative</li> </ul>	A,E,I,O,U, J	Numbers song

4. Describe the pencil-case objects I, you, he and she have	(Yo) tengo un bolígrafo, (tú) tienes una goma, (él) tiene un pegamento, (ella) no tiene unas tijeras (with previous vocabulary)	<ul style="list-style-type: none"> <li>Personal pronouns Yo, tú, él, ella</li> <li>Verb 'tener' (1,2,3) affirmative and negative</li> </ul>	A,E,I,O,U, J	<b>Tongue Twister:</b> <i>Erre con erre guitarra, erre con erre carril. Rápido ruedan los carros, rápido corre el ferrocarril.</i>
5. Phonics practice and unit review	Phonics vowel practice Review of vocabulary and grammar from the unit	<ul style="list-style-type: none"> <li>Imperative verbs</li> <li>Indefinite articles masculine, feminine in singular</li> <li>Plural of nouns</li> <li>Personal pronouns Yo, tú, él, ella</li> <li>Verb 'tener' (1,2,3) affirmative and negative</li> </ul>	A,E,I,O,U, J	Comer manzanas y bananas song
6. Cultural lesson: School day South America				<b>Tongue Twister:</b> <i>Erre con erre guitarra, erre con erre carril. Rápido ruedan los carros, rápido corre el ferrocarril.</i>

### Summer term – Food & Drinks: Food menu

Learning Intent	Vocabulary	Grammar	Phonics	Songs/ stories
1. Identify and say common entrée items and drinks	La ensalada, la pasta, la lasaña, la crema de verduras, la tabla de queso, la tabla de embutido, el agua, el zumo, los refrescos ¿Te gusta la ensalada? Si me gusta/ no me gusta	<ul style="list-style-type: none"> <li>Definite articles</li> <li>Me gusta, no me gusta, prefiero</li> <li>¿Te gusta...?</li> </ul>	A,E,I,O,U, Ñ, QU	
2. Identify and say common main dishes	Carne: el pollo, la ternera, el cordero Pescado: el salmón, el bacalao, Verduras: las patatas, el brócoli, los champiñones ¿Te gusta el salmón? Si me gusta/ no me gusta	<ul style="list-style-type: none"> <li>Definite articles</li> <li>Me gusta, no me gusta, prefiero</li> <li>¿Te gusta...?</li> </ul>	A,E,I,O,U, Ñ	<b>Tongue Twister:</b> <i>Como poco coco como, poco coco compro.</i>
3. Identify and say common desert dishes	Pastel, el yogur, el helado Fruta: la manzana, la pera, el plátano, la fresa, la piña ¿Te gusta el yogur? Si me gusta/ no me gusta	<ul style="list-style-type: none"> <li>Definite articles</li> <li>Me gusta, no me gusta, mi postre favorito es</li> <li>¿Te gusta...?</li> </ul>	A,E,I,O,U, Ñ, H	<b>Rockalingua Frutas song</b>
4. Identify and say healthy and unhealthy food items	Manzana, pera, plátano, fresa, piña, brócoli, champiñones, pastel de chocolate, helado de fresa, lasaña, refrescos, zumo	<ul style="list-style-type: none"> <li>Definite articles</li> </ul>	A,E,I,O,U, Ñ	<b>Tongue Twister:</b> <i>Como poco coco como, poco coco compro.</i>

	La manzana es saludable pero el helado no es saludable.	<ul style="list-style-type: none"> <li>• Verb 'ser' (3) affirmative and negative</li> <li>• Conjunctions y, pero.</li> </ul>		<b>Steve and Maggie healthy/unhealthy video</b>
<b>5. Design a balanced menu and describe it</b>	<p>Entrante, plato principal, postre</p> <p>Ensalada, pasta, lasaña, crema de verduras, tabla de queso, tabla de embutido, agua, zumo, refrescos</p> <p>Carne: pollo, ternera, cordero</p> <p>Pescado: salmón, bacalao,</p> <p>Verduras: patatas, brócoli, champiñones</p> <p>Pastel, yogur, helado</p> <p>Fruta: manzana, pera, plátano, fresa, piña</p> <p>Mi menú es saludable. Tiene brócoli y champiñones.</p>	<ul style="list-style-type: none"> <li>• Verb 'ser' (3) affirmative and negative</li> <li>• Conjunction y</li> <li>• Verb 'tener' (3)</li> </ul>	A,E,I,O,U, Ñ, H QU	
<b>6. Cultural lesson: Fruits from South America</b>	Explore different fruits from South America and talk about the positive aspects of trying new foods and why we may be reluctant to do so sometimes.			<b>Exotic fruits video</b> <b>Tongue Twister:</b> <i>Como poco coco</i> <i>como, poco coco</i> <i>compro.</i>