

Year 3 – Autumn 1

Unit:
Aprendo español



Unit Objective:

To find Spain on a map, say how you feel, learn 10 colours and count from 1-10 in Spanish.

By the end of this unit we will be able to:

- To locate Spain, Madrid and a few key cities on a map.
- Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in Spanish.

It will help if we already know:

- None as this is recommended as a starter unit.

Skills we will develop:

Starting to work on our memory skills so language is remembered after the lesson and trying to remember some/all spellings from memory. Learning to always look for cognates first (such as gris for grey) and associating word and phrases to images to help.

Activities we will complete:

There will be a number of different activities to improve our cultural awareness of Spain and Spanish speaking countries. Finding Spain and locating Madrid on a map. Plenty of oral role play tasks to ask how somebody is feeling and replying using all three options. Learning ten colours and a song and be able to count from 1-10 in Spanish.

Grammar we will learn & revisit:

None in this unit as it is an introductory unit.

Phonics & pronunciation we will see:

Recommended phonics focus: CH J Ñ LL RR

- CH sound in ocho.
- J sound in rojo & naranja.
- Ñ sound in España.
- LL sound in amarillo.
- RR sound in marron.
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in a-zul. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like na-ran-ja.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in có-mo.
- **Ñ tilde.** This changes the 'n' to a 'ny' sound like in the English word 'onion'.

Vocabulary we will learn & revisit:

Language to ask how somebody is feeling and give a reply. Ten key colours and numbers 1-10. All on Vocabulary Sheet.

Year 3 – Autumn 2

Unit:
Los animales



Unit Objective:

To remember and recall from memory 10 common animals in Spanish with the correct article/determiner.

By the end of this unit we will be able to:

- Name and recognise up to 10 animals in Spanish.
- Attempt to spell some of these nouns with their correct indefinite article.
- Pretend that we are a particular animal using the 1st person singular of the verb **ser** (**soy** = I am).

It will help if we already know:

- No previous knowledge of the foreign language is required as this is one of the recommended starter units.
- The 'Greetings' and 'Colours & Numbers' units are recommended prior to teaching this unit, alongside a variety of other units such as 'Transport', 'Under the Sea', 'Nursery Rhymes' and 'In the Jungle'.

Skills we will develop:

We will work on improving our memory skills so that we remember the animals in Spanish after the lesson. Remembering to always look out for cognates (such as **león**) using pictures to help. Learning how to build a short simple sentence in Spanish using 1st person conjugated verb (**soy**), an indefinite article/determiner (**un** or **una**) and a noun (in this unit an animal). Learning that the pronoun **yo** (I) is often omitted in Spanish. You can tell who is doing the action by the verb in Spanish.

Activities we will complete:

There will be many speaking, reading, listening and written tasks to help us learn and retain the new vocabulary including word puzzles, word searches, crosswords and gap fills. Building up to a final task of producing a short simple phrase with **soy...** plus an animal from memory.

Grammar we will learn & revisit:

Nouns, gender, articles/determiners and verbs. To learn that nouns in Spanish can have different articles based on their gender (masculine and feminine nouns). Looking more closely at two indefinite articles/determiners **un** (for masculine nouns) and **una** (for feminine nouns). Learning how to categorise nouns by gender (**un** or **una**). Introduction of 1st person singular conjugation of the high frequency irregular verb **ser** (to be) in Spanish.

Phonics & pronunciation we will see:

Recommended phonics focus: CH J Ñ LL RR

- **J** sound in **oveja**, **pájaro** & **conejo**.
- **LL** sound in **caballo**.
- **Stress Placement.** For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **co-ne-jo** and **ca-na-rio**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in **le-ón**, **pá-ja-ro** and **ra-tón**.



Vocabulary we will learn & revisit:

10 common animals. The animal nouns in Spanish plus their appropriate indefinite article/determiner. First person conjugation of the verb **ser** (**soy** = I am). All listed on Vocabulary Sheet. Also understanding better that the subject pronoun '**yo**' (I) is often omitted in Spanish. Just the verb is used. In Spanish, the way the verbs are conjugated often make the subject pronoun unnecessary. You will see this happen often!



Unit Objective:

To say what instrument you play in Spanish.

By the end of this unit we will be able to:

- Name and recognise up to 10 instruments in Spanish.
- Attempt to spell some of these nouns with their correct definite article/determiner in Spanish.
- Learn how to say I play an instrument in Spanish.

It will help if we already know:

- No previous knowledge of the foreign language is required as this is one of the recommended starter units.
- Vocabulary from the 'Greetings' and 'Colours & Numbers' units which are recommended prior to teaching this unit.
- What a noun and article/determiner is in English.
- What a verb is in English.



Skills we will develop:

To work on improving memory skills. Learning to recognise and learn cognates such as **guitarra**, **piano**, **clarinete** first. Starting to build a short phrase in Spanish using conjugated verb, 1st person of the verb 'to play' (**tocar**), and definite determiner/ article (**la**, **el** or **los**). Choosing and ordering these words accurately. Learning that in Spanish the personal pronoun I (**yo**) is often dropped in Spanish and just **toco** is used. We will see this happens a lot in Spanish.

Activities we will complete:

A number of activities with speaking, reading, listening and written tasks to help learn and retain the new vocabulary including word puzzles, word searches, crosswords to help the final task of recalling from memory in oral and written form **toco** plus the article/determiner and an instrument.

Grammar we will learn & revisit:

Nouns, definite articles/determiners and high frequency verb 'tocar' in first person singular only. Using a noun (instrument) with the correct definite article and 1st person singular of verb to play (**tocar**) **toco**. Learning that nouns in Spanish can have different articles based on their gender (masculine/ feminine nouns) and plurality. Introduction to three definite articles **la**, **el** and **los** (**las** is not seen in this unit). Learning how to categorise nouns in Spanish by their determiner, gender and plurality. Understanding **yo** (I) is often not used with a verb. We translate '**toco**' as 'I play' even though the 'I' is missing!

Phonics & pronunciation we will see:

Recommended phonics focus: CH J Ñ LL RR

- **RR** sound in **guitarra**.
- **Stress Placement.** For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **trom-pe-ta** and **gui-ta-rra**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **cím-ba-los**, **trián-gu-lo** & **ba-te-rí-a**.

Vocabulary we will learn & revisit:

10 common instruments with their appropriate definite article first and then in a short phrase using the 1st person conjugation of the verb **tocar** (**toco**). All listed on the Vocabulary Sheet.



Unit Objective:

To remember and recall from memory 10 action verbs in Spanish and put them into positive and negative sentences.

By the end of this unit we will be able to:

- Recognise, remember and spell 10 action verbs in Spanish.
- Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how) and 'no sé' (I do not know how).
- Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but).

It will help if we already know:

- No previous knowledge of the foreign language is required but the Little Angels 'Greetings' unit followed by the 'Colours & Numbers' unit and a variety of other units such as 'Transport', 'Under the Sea', 'Nursery Rhymes' and 'In the Jungle' is recommended prior to teaching this unit.
- What a verb is in English.

Skills we will develop:

We will work on improving our memory skills using imagery, sound, or mime so that we remember the new vocabulary in Spanish after the lesson. Using a greater variety of high frequency verbs whilst learning to expand, looking up other similar action verbs not covered in the lesson using the English to Spanish section of a dictionary. Learning how to build sentences in Spanish using the 1st person conjugated verb sé (I know how) or no sé (I do not know how), using pictures to help. Extra challenge of attempting to extend sentences with the conjunctions y (and) & pero (but) in Spanish.

Activities we will complete:

Simple reading, listening and written tasks to help learn and remember the new vocabulary. There will be more focus on remembering the spellings of the action verbs with more accuracy with a choice of written tasks and general desk-based activities. The final task will be to say/write what activities we know how, and do not know how to do, with conjunctions for more able pupils.

Grammar we will learn & revisit:

Modal verb plus infinitive. Learning that sé (that comes from the modal verb saber and translates as 'I know how') is ALWAYS followed by a verb in its infinitive form in Spanish.

The negative sentence structure in Spanish follows the rule of no plus the conjugated MODAL verb, sé, plus the INFINITIVE verb.

Phonics & pronunciation we will see:

Recommended phonics focus: CH J Ñ LL RR

- J sound in dibujar
- Ñ sound in hablar español
- Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hablar is pronounced ablar.
- Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in bai-lar and can-tar. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable.



Vocabulary we will learn & revisit:

Ten different high frequency action verbs linked to common activities. First person conjugation of the modal verb **saber** (to know how), in the positive and negative plus ten common infinitive verbs. All listed on the Vocabulary Sheet.



Year 3 – Summer 1

Unit:
La fruta



Unit Objective:

To say what fruit we like and do not like in Spanish.

By the end of this unit we will be able to:

- Name, recognise and remember up to 10 fruits in Spanish.
- Attempt to spell some of these nouns with their correct article/determiner.
- Ask somebody in Spanish if they like a particular fruit.
- Say what fruits we like and dislike in Spanish.

It will help if we already know:

- No previous knowledge of the foreign language is required but the Little Angels 'Greetings' unit followed by the 'Colours & Numbers' unit and a variety of other units such as 'Transport', 'Under the Sea', 'Nursery Rhymes' and 'In the Jungle' is recommended prior to teaching this unit.

Skills we will develop:

Working on memory, recall and retention skills using images to help. Learning how to ask a question and answer it in Spanish including a simple opinion.

Activities we will complete:

A choice of listening and reading tasks with desk-based activities including word searches, crosswords, gap-fills and word puzzles. Completing activities often with a partner (including a survey) for the final task of asking a question about what fruits others like and be able to answer it with 'I like'/'I do not like' plus a particular fruit.

Grammar we will learn & revisit:

Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in Spanish and starting to understand better that nouns in Spanish are either masculine or feminine. Learning that this has nothing to do with what things look like. Gender will affect other words in a sentence like the indefinite article/determiner which has two forms: **un** and **una**. Understanding that the plural definite article/determiner is **los** or **las** in Spanish. This is also affected by gender. Exploring how to make the fruits plural in Spanish. Learning to look and listen more closely as Spanish can be very different to English! Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question in Spanish. No exceptions!

Phonics & pronunciation we will see:

Recommended phonics focus: CH J Ñ LL RR

- **J** sound in **naranja**.
- **Stress Placement.** Words that end in a vowel or 'n' and 's' are normally stressed on the second to last syllable like **pe-ra**, **ce-re-za**, **ci-rue-la** and **al-ba-ri-co-que**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **plá-ta-no** and **me-lo-co-tón**.



Vocabulary we will learn & revisit:

The nouns and determiners/articles for 10 common fruits in Spanish. The language required to ask a question in Spanish and how to answer the question in Spanish (using the positive and negative form). This is all listed on the Vocabulary Sheet.

Year 3 – Summer 2

Unit:
Los helados



Unit Objective:

To say what ice-cream flavour I would like in Spanish.

By the end of this unit we will be able to:

- Name, recognise and remember up to 10 ice-cream flavours in Spanish.
- Attempt to spell some of these flavours.
- Use the structure '**quisiera...**' plus an ice-cream flavour.
- Say whether we would like a cone or pot and possibly how many scoops.
- Learn how to say 'please' and 'thank you' in Spanish.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1.
- Vocabulary from the 'I Am Learning Spanish' unit.

Skills we will develop:

Working on improving memory, recall and retention skills using images to help. Learning to always look for cognates first (such as **vainilla** for vanilla, **chocolate** for chocolate and **caramelo** for caramel) and associating word and phrases to images to help. Building on this language to learn the phrases necessary to order an ice-cream in Spanish. Useful phrases such as 'I would like', 'please' and 'thank you'.

Activities we will complete:

There will be a wide variety of speaking and listening tasks associated with the ten ice-cream flavours working towards ordering an ice-cream from an ice-cream parlour/van. Opportunity to improve written skills with an ample choice of deskbased activities in each lesson.

Grammar we will learn & revisit:

Nouns, gender & high frequency verb. Starting to understand better that nouns in Spanish are either masculine or feminine (**un helado**, **un cucurucho**, **una tarrina**) and that there are different words for 'a/an' in Spanish depending on the gender of the noun. Becoming more familiar with the high frequency verb conjugation **quisiera**. Learning that **quisiera** is often used for I would like/want.

Phonics & pronunciation we will see:

Recommended phonics focus: CH J Ñ LL RR

- **CH** sound in **chocolate**, **pistachio** & **cucurucho**.
- **LL** sound in **vainilla**.
- **RR** sound in **tarrina**.
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in **fa-vor**. For words that end in a vowel or 'n' and 's', it is normally the second to last syllable like **bo-las** and **gra-cias**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! Therefore, the stress falls on the syllable with the vowel. As seen in **plá-ta-no**.



Vocabulary we will learn & revisit:

Ten different flavours of ice-creams and a range of language and phrases associated to ordering an ice-cream, cone or small pot.
All on the Vocabulary Sheet.

Phonics Sound Mat



Can you find other Spanish words with the same sounds?
If you can, write them on the dotted lines.

