

St Anne's C of E Primary School Curriculum Plan

Subject: Spanish

Year: 3

Term: Autumn 1



Unit: I am learning Spanish



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>iBuenos días! - Good morning! iHola! – Hello! ¿Cómo estás? - How are you? Estoy bien - I'm well Estoy mal –I'm not great Más o menos - so, so iAdiós! – Goodbye! iHasta luego! – See you later! ¿Cómo te llamas? – What's your name? Me llamo... - my name is Uno - 1 dos - 2 tres - 3 cuatro - 4 cinco - 5 seis - 6 siete - 7 ocho - 8 nueve - 9</p>	<p>Where Spain and other Spanish speaking countries are in the world on a map.</p> <p>Basic Spanish greetings (hello, how are you, what's your name plus responses).</p> <p>Numbers 1-10</p> <p>Ten colours in Spanish.</p>	<p>Spanish is spoken in Spain (and where Spain is on a map of Europe) but also in many other countries around the world.</p> <p>Words and phrases to convey basic greetings.</p> <p>The numbers 1 – 10 in Spanish.</p> <p>Ten colours in Spanish.</p>	<p>Find Spain on a map of the world.</p> <p>Repeat all their personal details in Spanish, and ask for the same information back.</p> <p>Remember numbers from 1-10 and spell some of them correctly.</p> <p>Say the 10 colours in Spanish and spell them correctly.</p> <p>Take part in a short dialogue and say how they are, what their name is and goodbye.</p>

<p>diez - 10 rojo - red azul - blue amarillo - yellow verde - green negro - black blanco - white gris - grey naranja - orange morado - purple marron - brown</p>			
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St Anne's C of E Primary School Curriculum Plan

Subject: Spanish

Year: 3

Term: Autumn 2



Unit: Animals



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>los animales - the animals un mono - a monkey un - a (masculine) un pato - a duck una - a (feminine) un ratón - a mouse un caballo - a horse un conejo - a rabbit un cerdo - a pig una oveja - a sheep un león - a lion una vaca - a cow un pájaro - a bird Soy... - I am ...</p>	<p>The Spanish names of 10 animals.</p> <p>All Spanish nouns are either masculine or feminine (this is different to English).</p> <p>When they learn a noun in Spanish, they also learn the article of that noun.</p> <p>The first person singular of the verb 'to be' is 'soy'.</p>	<p>The names of 10 animals in Spanish.</p> <p>'un' is the article used for a masculine noun.</p> <p>'una' is the article used for a feminine noun.</p> <p>The first person singular of the verb 'to be'.</p>	<p>Name and spell all 10 animals in Spanish with their correct article/determiner.</p> <p>Understand that articles/determiners work differently in Spanish as compared to English and that they will always learn the article/determiner alongside the noun.</p> <p>Say/write at least 10 short phrases using the verb 'soy' (I am) and each animal in Spanish.</p>

St Anne's C of E Primary School Curriculum Plan

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Unit: Instruments



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>el - the (masculine singular) el clarinet - the clarinet la - the (feminine singular) el arpa - the harp los -the (masculine plural) el piano - the piano las - the (feminine plural) not seen in this unit el triángulo - the triangle la trompeta - the trumpet el violín - the violin la batería - the drums los címbalos - the cymbals la guitarra - the guitar la flauta - the flute Toco... - I play...</p>	<p>The names of ten instruments in Spanish.</p> <p>The article/determiners that go with each instrument.</p> <p>el/los are the masculine singular and plural articles</p> <p>la/las are the feminine singular and plural articles</p> <p>'toco' is the first person of the verb 'to play'</p> <p>In Spanish, verbs do not use pronouns like in English.</p> <p>You can tell who is 'doing' the verb by looking at the verb ending.</p>	<p>The Spanish words for ten instruments.</p> <p>There are masculine and feminine articles and also singular and plural articles, depending on the noun.</p> <p>There are some patterns when understanding if a noun is masculine or feminine.</p> <p>Masculine nouns often (but not always</p>	<p>Spell all 10 instruments in Spanish with the correct definite article/determiner.</p> <p>Understand that the instruments do not all have the same definite article/determiner and know which definite articles/determiners go with each instrument.</p> <p>Say/write 10 short phrases on the ten different instruments in Spanish from memory</p>

St Anne's C of E Primary School Curriculum Plan

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Year: 3

Term: Spring 2



Unit: I know how to..



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>Sé... I know how...</p> <p>tocar un instrument - to play an instrument</p> <p>no sé... - I do not know how...</p> <p>patinar - to ice-skate</p> <p>bailar - to dance</p> <p>dibujar - to draw</p> <p>cantar - to sing</p> <p>nadir - to swim</p> <p>saltar - to jump</p>	<p>10 activity verbs in Spanish.</p> <p>The structure 'sé' (I know how) use it with the infinitive verbs in Spanish.</p> <p>The negative structure 'no sé' (I do not know how) followed by infinitive verbs in Spanish.</p>	<p>All verbs in Spanish end in _er, -ar or -ir in the infinitive form (the 'to...' part of the verb).</p> <p>If they use the verb 'Sé' (I know how to), that it is always followed by the infinitive form of the verb.</p> <p>They can apply the same pattern to 'No se....' (I don't know how to).</p>	<p>Recognise, recall and spell 10 action verbs in Spanish.</p> <p>Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how to...) / 'no sé' (I do not know how to ..).</p> <p>Attempt to say and write positive and negative sentence structures to</p>

<p>hablar español - to speak Spanish</p> <p>cocinar - to cook</p> <p>montar en bicicleta - to ride a bike</p> <p>y - and</p> <p>pero but</p>	<p>The conjunctions 'y' (and) & 'pero' (but) in Spanish.</p>	<p>The use of the conjunctions 'and' and 'but' as a way of extending their sentences.</p>	<p>form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but).</p>
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St Anne's C of E Primary School Curriculum Plan

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Unit: Fruit



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>una manzana - an apple las manzanas - the apples una fresa - a strawberry las fresas - the strawberries un melocotón - a peach los melocotones - the peaches un plátano - a banana los plátanos - the bananas una cereza - a cherry las cerezas - the cherries una naranja - an orange las naranjas - the oranges una ciruela - a plum las ciruelas - the plums una pera - a pear las peras - the pears un kiwi - a kiwi los kiwis - the kiwis un albaricoque - an apricot los albaricoques - the apricots</p>	<p>10 fruits with the correct determiner in Spanish.</p> <p>How to change singular nouns into the plural form in Spanish.</p> <p>How to use the structure 'me gustan' (I like) with the fruit.</p> <p>How use the negative structure 'no me gustan' (I do not like) with the fruits.</p> <p>Te gustan? Is the question form (do you like?)</p>	<p>Fruits are nouns so will all have a determiner. This could be singular or plural.</p> <p>They can change a noun in Spanish to the plural form by adding an 's' at the end.</p> <p>If you change a noun to the plural form, you must also make the article/determiner plural so:</p> <p>un – unos (a – some for masculine nouns)</p> <p>una – unas (a – some or feminine nouns).</p>	<p>Name and recognise all 10 fruits with the correct article.</p> <p>Spell more than 5 of these fruits in Spanish with relative accuracy.</p> <p>Say in Spanish which of the 10 fruits they like and dislike.</p> <p>Ask somebody in Spanish if they like a particular fruit.</p>

<p>Me gustan... - I like...</p> <p>No me gustan... - I do not like...</p>		<p>'Me gustan' is used for when you like something.</p> <p>'No me gustan' is used for when you don't like something.</p> <p>Te gustan is asking the question 'Do you like?'</p>	
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St Anne's C of E Primary School Curriculum Plan

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Unit: Little Red Riding Hood



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>Caperucita Roja - Little Red Riding Hood los padre - the parents una casa - a house un bosque - a forest unos pasteles - some cakes el lobo - the wolf la abuela - the grandmother el cazador - the woodcutter</p> <p>los brazo - the arms los ojos - the eyes los dientes - the teeth la nariz - the nose las orejas - the ears las piernas - the legs los pies - the feet la boca - the mouth</p>	<p>8 key words in Spanish from the story of Little Red Riding Hood (Little Red Riding Hood, parents, house, forest, cakes, wolf, grandmother, father)</p> <p>8 parts of the body in Spanish.</p> <p>How to listen out for all the new vocabulary learnt when listening to the story of Little Red Riding Hood.</p> <p>How to use decoding skills to help learn more words from the story of Little Red Riding Hood.</p>	<p>How to spell the key words from the story (8 key words plus the 8 parts of the body).</p> <p>Spanish children have lots of the same stories that English children have.</p> <p>They can listen out to key vocabulary they have learnt and recognise this vocabulary in a Spanish story that is familiar to them.</p>	<p>Listen to a familiar fairy tale in Spanish.</p> <p>Use picture and word cards to recognise and retain key vocabulary from the story.</p> <p>Name and spell the parts of the body in Spanish as seen in the story.</p> <p>Follow the patterns in the story and liken them to the English version of the story to help their understanding.</p> <p>Appreciate that some stories are multicultural.</p>

