



Spanish Year 3 Curriculum Overview



Unit objectives:

To:

- Locate Spain, Madrid, and a few key cities on a map.
- Understand the Hispanic world better.
- Ask somebody how they are feeling and what their name is.
- Say how we are feeling and our names.
- Count to 10.
- Read, write, say, and recall ten different colours.

Skills we will develop and activities we will complete:

There will be a number of different activities to improve cultural awareness of Spain and Spanish speaking countries. Children will be expected to locate Spain and other Spanish speaking countries on a map. There will also be a variety of oral role play tasks to ask how somebody is feeling with opportunities to reply. We will also start to work on our memory skills so that language and the spelling of new words is remembered after the lesson.

Year 3 Spanish
Unit 1 – Phonetics and 'I'm
learning Spanish!'

What do we already know?

Knowledge retrieval:

This is a starter unit, there is no knowledge needed to begin this unit.

NC objectives and Castle View year group objectives:

Speaking: Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.

Listening: Communicate with others using simple words and short phrases covered in the units.

Reading: Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.

Writing: Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.

Grammar: Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'

Key vocabulary

Recommended phonics focus: CH J Ñ LL RR

CH sound in ocho

J sound in rojo, naranja, Jasmina, José & Juan Pablo

Ñ sound in España

RR sound in marrón

LL sound in ¿cómo te llamas? & me llamo 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).

Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion.



Spanish Year 3 Curriculum Overview



Unit objectives:

To:
 Name, recognise and remember all four seasons in Spanish.
 Say what our favourite season is in Spanish.
 Say why it is our favourite season in Spanish.
 Start to recognise and use the conjunctions 'y' (and) & 'porque' (because) in our spoken and written responses.

Skills we will develop and activities we will complete:

We will use our knowledge of the four seasons in English to support our new learning and understanding of the seasons in Spanish via many engaging visual listening and speaking tasks. Learning the nouns for the four seasons, followed by a short phrase associated to each one. Reading and written activities on both word and phrase level to support word order and simple sentence structure in Spanish.
 We will learn to listen to Spanish and start to become more familiar with the different phonics/pronunciation and letter strings/phonemes. We will start to learn how to remember and recall words in a different language, including conjunctions so that we can say and write at least one short phrase on our favourite season.

Year 3 Spanish
 Unit 2 – Las Estaciones – The
 Seasons

What do we already know?

Knowledge retrieval:

No previous knowledge is necessary as this is a starter unit designed to be used in the early stages of a language learning journey, but it is recommended to teach 'Yo Aprendo Español' before this unit.

NC objectives and Castle View year group objectives:

Speaking: Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.

Listening: Communicate with others using simple words and short phrases covered in the units.

Reading: Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.

Writing: Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.

Grammar: Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'

Key vocabulary

Recommended phonics focus: CH J Ñ LL RR

J sound in hojas. Starting to learn that the 'j' in Spanish is pronounced as the English 'h' in 'hello'.

Ñ sound in otoño. Starting to learn that it is very common and specific sound to Spanish. Like the 'ny' sound in the English word canyon.

Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hace is pronounced without the 'h'. Hojas is also pronounced without the 'h'.

Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in árboles and pájaros.



Spanish Year 3 Curriculum Overview



Unit objectives:

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.

Skills we will develop and activities we will complete:

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.

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.

Year 3 Spanish
Unit 3 – Los Instrumentos –
Musical Instruments

What do we already know?

Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1.

Vocabulary from the 'Yo aprendo Español' unit.

What a noun and article/determiner is in English.

What a verb is in English.

NC objectives and Castle View year group objectives:

Speaking: Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.

Listening: Communicate with others using simple words and short phrases covered in the units.

Reading: Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.

Writing: Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.

Grammar: Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'

Key vocabulary

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.



Spanish Year 3 Curriculum Overview



Unit objectives:

- 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.
 - Name, recognise and recall from memory up to 10 vegetables in Spanish.
 - Attempt to spell some of these nouns with their plural article/determiner.
 - Learn and use the high frequency verb quisiera from the verb querer, to want in Spanish.

Skills we will develop and activities we will complete:

- 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. Working on improving memory skills. Remembering more spellings from memory and using a variety of activities to help this. Remembering to always look for cognates first (such as patatas and tomates). Having enough language from memory to perform a short role play.
- 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.
- A number of speaking and listening tasks gradually building up knowledge of language in this unit. Completing word searches, word puzzles, matching pair tasks with words and pictures. A range of worksheets helping to reach the final task of a role play at a Spanish market stall.

What do we already know? Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1.

Vocabulary from the 'Yo Aprendo Español' unit.

What a noun and article/determiner is in English.

What a verb is in English.

NC objectives and Castle View year group objectives:

- Speaking:** Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.
- Listening:** Communicate with others using simple words and short phrases covered in the units.
- Reading:** Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.
- Writing:** Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.
- Grammar:** Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'

Key vocabulary

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.

Our phonics focus: CH J Ñ LL RR

CH & Ñ sound in champiñones

J sound in judías verdes & berenjenas

LL sound in cebollas

Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in fav-or. For words that end in a vowel or 'n' and 's' it is normally second to last syllable like ce-bo-llas.

Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ju-dí-as.

Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme. As seen in the word champiñones.



Spanish Year 3 Curriculum Overview



Year 3 Spanish
Unit 5 – Los Helados – Ice Creams

Unit objectives:

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.

Skills we will develop and activities we will complete:

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'.

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 desk based activities in each lesson.

What do we already know?

Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics & pronunciation lesson 1.

Vocabulary from the 'Yo Aprendo Español' unit.

NC objectives and Castle View year group objectives:

Speaking: Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.

Listening: Communicate with others using simple words and short phrases covered in the units.

Reading: Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.

Writing: Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.

Grammar: Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'

Key vocabulary

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.



Spanish Year 3 Curriculum Overview



Unit objectives:

To:

Name in Spanish, the six key periods of ancient Britain, introduced in chronological order.

Say in Spanish three of the types of people who lived in ancient Britain, where they lived and what their hunting tool was.

Remember accurately from memory and use the Spanish for 'I am' (soy), 'I have' (tengo) and 'I live' (vivo).

Skills we will develop and activities we will complete:

Remember enough new language to be able to write and present orally (perhaps even from memory) a short paragraph as a person from the stone, bronze or iron age using more than one high frequency verb and a wider range of vocabulary with high accuracy. Learning to make full use of the templates and support provided.

Guided speaking, listening, reading and written activities on the Stone Age, Bronze Age and Iron Age.

Building up a wider range of vocabulary on types of dwellings and hunting tools so that as a final task we can be one of these characters and write about ourselves saying who we are/where we live/what our main hunting tool.

Year 3 Spanish
Unit 6 – La Historia de la Antigua
Gran Bretaña – Ancient Britain

What do we already know?

Knowledge retrieval:

The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1.

Vocabulary from the 'Yo Aprendo Español' unit.

What a noun and article/determiner is in English.

What a verb is in English and that soy means 'I am' in Spanish.

NC objectives and Castle View year group objectives:

Speaking: Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.

Listening: Communicate with others using simple words and short phrases covered in the units.

Reading: Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.

Writing: Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.

Grammar: Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'

Key vocabulary

Recommended phonics focus: CH J Ñ LL RR

CH sound in hacha & choza

J sound in Anglosajones & mujer

Ñ sound in Gran Bretaña

RR sound in hierro

Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in ed-ad. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like hom-bre.

Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sí-lex.

Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion.