

Spanish Curriculum Overview - Year 3

| | Unit | Details |
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| Autumn One | Me presento | As an introduction to Spanish pupils will learn how to greet one another and simple class instructions. They will learn how to say their name, how they are feeling, numbers from 1-12 and say how old they are. Pupils will continue to learn numbers to 20 and revise saying their age. Pupils will learn how to say where they live and build up to taking part in a simple conversation in Spanish. |
| Autumn Two | Mi región | Pupils will revise key learning from Autumn 1 with regular speaking practice of key questions. They will build on their prior knowledge of 'where they live' by saying what type of house they live in and using key adjectives to describe their house. Pupils will learn different places in a town and will develop their learning through speaking practice with different places in the town ¿Qué hay en Tynemouth? The learning will be consolidated through writing sentences to match a picture saying what there is in Tynemouth and extended through using 'y' to create a longer sentence (GDS). Pupils will use their prior knowledge of 'hay' (there is /are) from describing what there is in Tynemouth to describe what there is on the Christmas Tree and extend adjectives by learning colours. This will also consolidate their knowledge of indefinite articles and plurals introduced earlier in the half term. |
| Spring One | Los animales | Pupils will learn how to say different animals in Spanish using definite articles. They will give simple opinions on animals and build on prior knowledge of adjectives to describe animals. Pupils will identify animals in Spanish in a picture, using prior knowledge of 'Hay...un' and 'una accurately'. Pupils will revise colours to describe animals using colours – e.g. 'Hay' un/una + animal + colour and learn adjectival agreement with singular nouns. |
| Spring Two | Los animales y la lectura | Pupils will revise opinions and transfer knowledge to express opinions on different types of reading materials. They will use prior knowledge of adjectives and extend range to describe books. Pupils will develop their pronunciation and reading aloud in Spanish through the poem 'Camino por el camino'. Pupils will read the story of 'Oso Pardo' and practise reciting it in Spanish. Pupils will create and illustrate their own mini book version of 'Oso Pardo'. The teacher will model it with 'Tortuga verde'. |
| Summer One | La comida | Pupils learn vocabulary relating to food and drink using indefinite articles 'un' and 'una'. They will engage in a conversation, answering the questions '¿Qué comes?' and '¿Qué bebes?'. We build on this knowledge to practise ordering food and drink in a café and to take part in a conversation in a café. Pupils revise opinion phrases and use these to express opinions on food. |
| Summer Two | La comida y la lectura | Pupils build on prior knowledge of animals, food and colours and read The Hungry caterpillar story. They identify the different types of fruit in pictures using 'es' + un/una/number and learn plural nouns. Pupils learn days of the week and through a link to the story they explain what the caterpillar eats on different days of the week. Pupils listen again to the story and read key words/parts of the story independently and match up to pictures, showing language learnt. Pupils create their own version of the story, changing the different numbers and the fruit, illustrating with pictures and sentences in Spanish using prior knowledge of opinions, adjectives, indefinite articles, 'hay', days of the week, colours, animals and numbers. |