

Spanish– Mexborough St John the Baptist C of E Primary School

Spanish: Showing a rationale for sequencing content: how progress happens. Year 3 Spanish planning placed in context of long-term knowledge growth.

	Unit structures	Language skills	Subject Rationale	Links to previous learning
YEAR 3 Autumn Term	<p>Where is Spanish spoken and what is Spain like? Basic greetings and giving / asking for names Key Spanish phonics Numbers 1-12 and reinforcement of phonics Giving / asking for age Classroom objects and the verb <i>tener</i> Christmas characters, the verb <i>ser</i> and colours Christmas traditions in Spain / a Christmas song</p>	<ul style="list-style-type: none"> • Listening and responding • Engaging in conversations by asking and answering questions • Applying phonics rules to develop accurate pronunciation • Speaking in sentences <p>Key concepts Spanish phonics cognates false friends gender of nouns Spanish phonics connectives</p>	<p>Year 3 pupils start with phonics, learning the vowels first. They practise these using a variety of activities. They learn the numbers 1-12 and how to ask and give their age. Then they learn the other key phonic sounds. They read rhyming stories, sing songs, practise tongue twisters and have further opportunities to make the sound-written link by listening to words and anticipating their spelling. They also learn some nouns (pencil case items). They are made aware of gender through colour coding. Students learn that Spanish nouns have a gender (masculine / feminine) and the Spanish definite and indefinite articles (<i>el / la / los / las, un / una / unos / unas</i>) They use the verb forms 'tengo- I have', 'es - it is' and encounter the negative forms of these.</p>	<p>This is the first KS2 unit for modern languages.</p> <p>At KS1, children should have developed an awareness of nouns, verbs and adjectives in English.</p> <p>By HT2 Children should understand that the Spanish language has a different phonics system from English and should be able to apply some of the associated rules. This will be extended as they learn additional key sounds. They will revisit numbers 1-12 when naming pencil case items and Christmas characters.</p>
YEAR 3 – Spring Term	<p>Classroom instructions Animals Plurals of animal nouns Describing the colour of pets Class survey on pets Reading the '<i>Oso Pardo</i>' story Responding to the '<i>Oso Pardo</i>' story</p>	<ul style="list-style-type: none"> • Listening and responding • Engaging in conversations by asking and answering questions • Applying phonics rules to develop accurate pronunciation • Speaking in sentences • Applying basic grammar rules (verb conjugation and adjectival agreement) 	<p>Year 3 pupils learn to respond to basic classroom instructions given in Spanish. They reinforce their knowledge of Spanish phonics and apply these when joining in with stories and songs. They reinforce their knowledge of the numbers 1-12 and use them to count. They also learn some nouns (animals). They reinforce their knowledge of</p>	<p>Pupils are already familiar with the concept of gender of nouns (pencil case items Autumn term) and the Spanish definite and indefinite articles. They have encountered <i>tengo / no tengo...</i> with pencil case items. They are familiar with the names of colours in Spanish and will now extend</p>

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	<p>Singing a song in Spanish: <i>En la granja de mi tío</i> Reading the 'Querido Zoo' story Responding to the 'Querido Zoo' story How Easter is celebrated in Spain Making an Easter card or basket</p>	<p>Key concepts Gender of nouns Adjectival agreement and position Conjugating a verb in the present tense Hay + noun(s)</p>	<p>colours and use these to gain awareness of adjectival agreement and position. They revisit the verb forms 'tengo- I have', 'es - it is' and the negative forms of these. They encounter the construction hay</p>	<p>this knowledge by applying adjectival agreement. By HT2 Pupils are familiar with the names of animals and colours. They are familiar with the concept of adjectival agreement and positioning. They will now encounter this vocabulary in authentic stories and songs. They will reinforce their knowledge of the numbers 1-12. In learning about Christmas in Spain, they will be aware of cultural differences.</p>
<p>YEAR 3 – Summer Term</p>	<p>Reading the 'La oruga hambrienta' story Responding to the 'La oruga hambrienta' story Fruit Days of the week Other food items Re-telling a story Snack items Ordering food at a café and taking part in role plays</p>	<ul style="list-style-type: none"> • Listening and responding • Engaging in conversations by asking and answering questions • Applying phonics rules to develop accurate pronunciation • Speaking in sentences • Applying basic grammar rules (gender of nouns) <p>Key concepts Gender and plural of nouns Key verb '<i>querer</i>' in 1st person singular and 2nd person singular present tense. Conversational structures such as please, thank you, you're welcome. Forming a question.</p>	<p>Pupils learn to listen and respond to a story, applying their knowledge of Spanish phonics as they do so. They reinforce their knowledge of the numbers 1-12 as they count items in the story. They learn the Spanish days of the week. They learn a wider range of nouns (fruit and other food items). They learn how to use conversational structures which allow them to order food and drink using the key verb querer.</p>	<p>Pupils are already familiar with the numbers 1-12 and the concept of gender of nouns. They have already experienced listening to and joining in with stories in Spanish. They will reinforce their knowledge of all of this through the story 'La oruga hambrienta'.</p> <p>By HT2 Pupils are familiar with the concept how to form the plural of nouns. They will revisit this with a wider range of nouns and apply this knowledge as they start to hold a short conversation in Spanish. This is also an opportunity to reinforce their knowledge of Spanish phonics.</p>