

Spanish Level 3

Knowledge Organisers

Spanish L3 - Unit 1: Hobbies & Free Time



Course Evaluation Criteria

Y5: We would expect all children in Y5 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.

Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

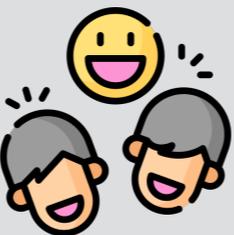
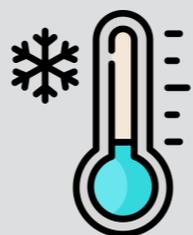
1. Pupils can say most of the days of the week, seasons, and weather phrases covered in the unit.
2. Pupils can say at least half of the hobbies covered in the unit.
3. Pupils can use most of the opinion phrases to talk about their preferences in the free time context.
4. Pupils can tell apart infinitive verbs from verbs in the present tense.
5. Pupils can conjugate most of the regular verbs covered in the first person present tense.
6. Pupils can use various adjectives to justify their opinions about free time.
7. Pupils can say most, if not all, of the hobbies covered in the unit.
8. Pupils can conjugate regular verbs in the present tense for most of the pronouns covered in the unit with some accuracy.
9. Pupils can consistently conjugate the irregular verbs covered in the unit in the first person.
10. Pupils can accurately and consistently conjugate regular verbs in the present tense for all the pronouns covered in the unit.

Learning Outcomes

Course Objectives: Pupils will learn a wide range of hobbies to talk about what they like or don't like to do in their free time using different opinion phrases. They will also learn how to form the present tense in Spanish and how to conjugate regular verbs in order to form simple sentences about what they do in their free time. Pupils will also revise the days of the week, seasons, and weather conditions in Spanish. Pupils will play a range of games and work through reading, listening, and writing tasks to consolidate their learning.

Learning Outcomes: Pupils will be able to name different free time activities and express their opinions about hobbies. Pupils will be able to justify their opinions using positive and negative adjectives. Pupils will be able to conjugate a range of Spanish regular verbs in the context of hobbies and free time activities.

Keywords - Unit 1

me encanta		<i>I love</i>
me gusta mucho		<i>I really like</i>
me gusta		<i>I like</i>
no me gusta		<i>I don't like</i>
no me gusta nada		<i>I don't like at all</i>
odio		<i>I hate</i>
interesante		<i>interesting</i>
guay		<i>cool</i>
aburrido		<i>boring</i>
estúpido		<i>stupid</i>
relajante		<i>relaxing</i>
entretenido		<i>entertaining</i>
divertido		<i>fun</i>
el invierno, el otoño, la primavera, el verano		<i>winter, autumn, spring, summer</i>
hace sol		<i>it's sunny</i>
hace calor		<i>it's hot</i>
hace frío		<i>it's cold</i>
hace viento		<i>it's windy</i>
hay niebla		<i>it's foggy</i>
hay tormenta		<i>it's stormy</i>
está nublado		<i>it's cloudy</i>
llueve, nieva, graniza		<i>it rains, it snows, it hails</i>

Infinitive verbs - Unit 1

ver la televisión		<i>to watch TV</i>
bailar		<i>to dance</i>
leer libros		<i>to read books</i>
sacar fotos		<i>to take photos</i>
cantar en el karaoke		<i>to sing in the karaoke</i>
escribir correos		<i>to write e-mails</i>
escuchar música		<i>to listen to music</i>
salir con los amigos		<i>to go out with friends</i>

Present tense - Unit 1

Bailo, sacó fotos, canto, escribo, escucho		<i>I dance, I take photos, I sing, I write, I listen</i>
veo (irregular)		<i>I watch</i>
salgo (irregular)		<i>I go out</i>
leo (irregular)		<i>I read</i>
baila, saca fotos, canta, escribe, escucha		<i>he/she dances, he/she takes photos, he/she sings, he/she writes, he/she listens</i>
bailamos, sacamos fotos, cantamos, escribimos, escuchamos		<i>we dance, we take photos, we sing, we write, we listen</i>

Spanish L3 - Unit 2: Sports

Course Evaluation Criteria

Y5: We would expect all children in Y5 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.

Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils can say up to half of the sports covered in the unit.
2. Pupils can answer the question 'What is your favourite sport?' with one-word answer.
3. Pupils can differentiate between using 'to play' and 'to do' with different sports.
4. Pupils can say what sports they play and they do.
5. Pupils can give their opinions about different sports with some accuracy.
6. Pupils can form negative sentences to say what sports they don't play and they don't do.
7. Pupils can ask and answer the question 'What is your favourite sport?' in a full sentence.
8. Pupils can use various adjectives to express why they play/do, or they don't play/do a particular sport.
9. Pupils can say all the sports covered in the unit.
10. Pupils can form longer sentences in the present tense, including time and frequency phrases and conjunctions, to talk about various sports.

Learning Outcomes

Course Overview: Pupils will learn the vocabulary for a range of sports and the correct verb to use for the sports they play, and the sports they do. Through engaging activities, pupils will practice this new vocabulary talking about what sports they like and dislike and justify their opinions using a variety of adjectives. Pupils will reinforce their knowledge of the days of the week and learn different time and frequency phrases to express when or how often they do something in the context of sports. Pupils will revise the numbers up to 100 and how to ask and answer the question 'How many?'. Pupils will play a range of games and work through reading, listening, and writing tasks to consolidate their learning.

Learning Outcomes: Pupils will be able to talk and write in detail about what sports they play and when in the present tense. Pupils will be able to create a negative sentence to say what sports they don't play in the present tense. Pupils will be able to differentiate infinitive verbs from present tense verbs. Pupils will be able to express their opinions about sports and justify them using negative and positive adjectives.

Keywords - Unit 2

¿Cual es tu deporte favorito?	<i>What is your favourite sport?</i>
Mi deporte favorito es/son...	<i>Mi favourite sport is...</i>
jugar	<i>to play</i>
hacer	<i>to do</i>
juego al / a los	<i>I play</i>
no juego al / a los	<i>I don't play</i>
hago	<i>I do</i>
no hago	<i>I don't do</i>
porque es ...	<i>because it is...</i>
fácil	<i>easy</i>
difícil	<i>difficult</i>
relajante	<i>relaxing</i>
fatigante	<i>tiring</i>
divertido	<i>fun</i>
aburrido	<i>boring</i>
¿Cuántos hay?	<i>How many are there?</i>
Hay diez, veinte, treinta, cuarenta, cincuenta, sesenta, setenta, ochenta, noventa, cien	<i>There are ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred</i>



Sports - Unit 2

el fútbol	<i>football</i>
el tenis	<i>tennis</i>
el baloncesto	<i>basketball</i>
el voleibol	<i>volleyball</i>
el golf	<i>golf</i>
el yogs	<i>yoga</i>
la natación	<i>swimming</i>
el ciclismo	<i>cycling</i>
el patinaje	<i>skating</i>
las artes marciales	<i>martial arts</i>
los bolos	<i>bowling</i>



Time and Frequency phrases - Unit 2

todos los días	<i>every day</i>
a veces	<i>sometimes</i>
normalmente	<i>normally</i>
los fines de semana	<i>at weekends</i>
lunes, martes, miércoles, jueves, viernes, sábado, domingo	<i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</i>

Spanish L3 - Unit 3: TV, Music & Movies



Course Evaluation Criteria

Y5: We would expect all children in Y5 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.
Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

- Pupils can provide examples of various TV programmes, movies, and music genres.
- Pupils can use a range of opinion phrases to express their TV, movie, and music preferences.
- Pupils can ask and answer questions about their preferences for TV programmes, movies, and music using simple sentences.
- Pupils can engage in a conversation with their peers to suggest going to the movies, with appropriate support.
- Pupils can identify and use various adjectives to justify their opinions.
- Pupils can modify adjectives to agree with the gender and number of the noun they are describing when justifying their preferences.
- Pupils can say most of the TV programmes, movie genres, and music genres.
- Pupils can form longer sentences, including opinion phrases, reasons and conjunctions, to discuss their TV, movie, and music preferences.
- Pupils can ask and answer the question 'What's on TV?' using the Spanish time with some accuracy.
- Pupils can confidently discuss going to the cinema, using their own vocabulary.

Learning Outcomes

Course Overview: Pupils will learn the vocabulary for a range of film and music genres, as well as TV programmes. Through engaging activities, pupils will practice this new vocabulary while discussing their preferences and justifying their opinions using a variety of adjectives. Pupils will also revise how to tell the time in Spanish when discussing a TV schedule. Pupils will also review different grammatical concepts to reinforce their knowledge and improve their skills. Pupils will play a range of games and work through reading, listening, and writing tasks to consolidate their learning.

Learning Outcomes: Pupils will be able to effectively communicate their opinions about TV programmes, films, and music. Students will develop their ability to use a variety of adjectives to describe their preferences and justify them in both written and spoken contexts. Students will also practise asking and answering a range of questions to participate in meaningful conversations about their interests in these areas. Students will also review the grammatical concept of adjectival agreement, which will help them convey their ideas more accurately. Real-life scenarios will be used to demonstrate how to apply these skills in practical situations, such as inviting someone to see a movie.

Keywords - Unit 3

¿Cuál es tu película favorita?	<i>What's your favourite movie?</i>
Mi película favorita se llama...	<i>My favourite movies is called...</i>
Es un/una..	<i>It's a...</i>
¿Cuál es tu programa	<i>What's your favourite TV</i>
Mi programa favorito se llama...	<i>My favourite TV programme is called...</i>
¿Qué hay en la televisión a la/a las...?	<i>What's on TV at...?</i>
Hay un/una...	<i>There is a...</i>
divertido/a/os/as	<i>fun</i>
interesante/s	<i>interesting</i>
informativo/a/os/as	<i>informative</i>
bueno/a/os/as	<i>good</i>
malo/a/os/as	<i>bad</i>
aburrido/a/os/as	<i>boring</i>
el rock, la música pop, el rap, la música electrónica, la música clásica, el reggaeton, la música de...	<i>rock, pop music, rap, dance/ electronic music, classic music, reggaeton, (...)'s music</i>
¿Qué tipo de música escuchas?	<i>What type of music do you listen to?</i>
escucho... porque es...	<i>I listen to... because it's...</i>
rítmica	<i>rhythmical</i>
relajante	<i>relaxing</i>
motivacional	<i>motivational</i>
estúpida	<i>stupid</i>
terrible	<i>terrible</i>
triste	<i>sad</i>



Movie genres - Unit 3

las películas de acción	<i>action movies</i>
las películas de terror	<i>horror movies</i>
las películas de ciencia-ficción	<i>science-fiction movies</i>
las películas del oeste	<i>western movies</i>
las películas de amor	<i>romance movies</i>
las películas de animación	<i>animated movies</i>
las películas de comedia	<i>comedies</i>
las películas de guerra	<i>war movies</i>



TV programmes - Unit 3

un programa de deportes	<i>a sports programme</i>
un programa de música	<i>a music programme</i>
un programa de telerrealidad	<i>a reality</i>
un concurso	<i>a game show</i>
una telenovela	<i>a soap opera</i>
una serie de policías	<i>a police series</i>
un documental	<i>a documentary</i>
un anuncio	<i>an advert</i>
el tiempo	<i>the weather</i>
el telediario	<i>the news</i>



Spanish L3 - Unit 4: Food & Eating Out

Course Evaluation Criteria

Y5: We would expect all children in Y5 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.

Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

- Pupils can name at least half of the food and drink vocabulary correctly.
- Pupils can say simple sentences to express their food and drink preferences.
- Pupils can identify the three main meals of the day in Spanish and describe what they eat during each meal using the first person present tense.
- Pupils can state the cost of food and drinks in euros with some accuracy.
- Pupils can engage in a basic role-play at a restaurant using key vocabulary and the phrase 'I would like to eat/drink...!'
- Pupils can name most, if not all, of the food and drink vocabulary.
- Pupils can ask questions about the meals they eat and the time they eat them and provide detailed answers.
- Pupils can ask and answer the question 'How much does it cost?', distinguishing between singular and plural nouns to use the appropriate verb.
- Pupils can describe the food eaten in each meal using all the pronouns in the present tense covered in the unit.
- Pupils can engage in an advanced role-play at a restaurant by ordering several dishes and drinks and asking for the bill.

Learning Outcomes

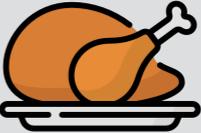
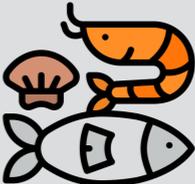
Course Overview: Pupils will enhance their current knowledge of food and drink vocabulary by reviewing and learning new terms, as well as discussing their food preferences using appropriate opinion phrases. Pupils will also acquire the skill to describe the food they consume during the three main meals of the day and mention the respective time. Additionally, they will also practise expressing the cost of different foods and drinks. Students will also practise asking and answering questions to engage in meaningful conversations about foods and drinks in the context of describing meals and asking for the price. They will further practise ordering food in a restaurant by using the vocabulary they have learnt and the sentence 'I would like'. This unit will also introduce them to cultural differences in eating habits between Spain and the UK, as well as the concept of 'el menu del día'.

Learning Outcomes: Pupils will gain knowledge of a broad range of foods and drinks, enabling them to confidently express their preferences. They will practise the ability to form simple present tense sentences, particularly in the first-person singular, allowing them to describe their eating habits during breakfast, lunch, and dinner. Students will be able to state the time at which they eat each meal, as well as effectively communicate what they would like to eat and drink to order in a restaurant through role-play exercises. They will also acquire the knowledge of pricing vocabulary, enabling them to confidently discuss the cost of food and drinks. Students will also review grammatical concepts, including singular and plural forms, which will help them convey their ideas more accurately.

Keywords - Unit 4

las bebidas frías/calientes		cold/hot drinks
el zumo de naranja		orange juice
la leche		milk
el chocolate caliente		hot chocolate
el té		tea
el café		coffee
la limonada		lemonade
el agua		water
el granizado		slush
el batido		milkshake
el refresco		fizzy drink
desayunar		to have breakfast
comer		to have lunch / to eat
cenar		to have dinner
¿Qué desayunas/comes/cenas?		What do you have for breakfast/lunch/dinner?
desayuno, desayuna, desayunamos		For breakfast I have/he-she has/we have
como, come, comemos		For lunch I have/he-she has/we have
cenar, cena, cenamos		For dinner I have/he-she has/we have
son la/las ...en punto/y quince/y treinta/y cuarenta y cinco		it's ...o'clock/fifteen/thirty/forty five
¿A qué hora desayunas/comes/cenas?		What time do you have breakfast/lunch/dinner?
¿Cuánto cuesta?		How much does it cost?
Cuesta(n)... euros.		It costs/They cost... euros
¿Qué le gustaría comer/beber?		What would you like to eat/drink?
De primer/segundo plato me gustaría...		For first/second course I would like

Food - Unit 4

el pollo		chicken
el helado		ice-cream
el pan		bread
el pescado		fish
el pastel		cake
el arroz		rice
el queso		cheese
las salchichas		sausages
la hamburguesa		hamburger
los dulces		sweets
la carne		meat
el huevo		egg
la fruta		fruit
la verdura		vegetables
el marisco		sea food
los cereales		cereals
las tostadas		toasts
el yogur		yoghurt
el bocadillo		sandwich
la ensalada		salad
la sopa		soup
las patatas fritas		chips/crisps

Menu - Unit 4

primer plato		first course
segundo plato		second course
los postres		desserts
las bebidas		drinks
el menú del día		set course lunch

Spanish L3 - Unit 5: Physical Descriptions and Personality



Course Evaluation Criteria

Y5: We would expect all children in Y5 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.

Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils can use the first person of the verb 'to have' to describe the colour of their eyes and hair.
2. Pupils can describe their hairstyle and other facial features with reasonable accuracy.
3. Pupils can identify various adjectives to describe personality.
4. Pupils can use the first person of the verb 'to be' to describe their character.
5. Pupils can describe a family member or friend using simple sentences and a limited range of vocabulary.
6. Pupils can ask and answer full-sentence questions such as 'What colour are your eyes?' using appropriate grammar and vocabulary.
7. Pupils can say the conjugations of the verbs 'to have' and 'to be' covered in the unit.
8. Pupils can modify adjectives to agree with the gender and number of the person being described.
9. Pupils can accurately use the correct word order within a sentence when describing themselves or others.
10. Pupils can describe a family member or friend using a wide range of vocabulary and complex sentences with accuracy and detail.

Learning Outcomes

Course Overview: Pupils will learn how to describe physical features, such as hair and eye colour, as well as character traits to describe personality. Pupils will practice conjugating familiar verbs in the present tense to describe themselves, their family, and friends. Additionally, pupils will practise Spanish word order to create more complex sentences, using appropriate words in the correct order within a sentence and comparing them to English sentence structures. Pupils will also review the grammar concept of adjectival agreement to ensure that they use the correct gender when describing people. Pupils will play a range of games and work through reading, listening, speaking, and writing tasks to consolidate their learning.

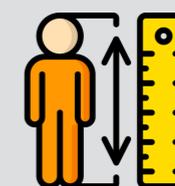
Learning Outcomes: By the end of the course, students will be able to discuss and write in detail about their physical and character descriptions, as well as those of their family and friends. Pupils will be able to modify adjectives to match the gender of the person being described, making their sentences more accurate. Pupils will also have the opportunity to create sentences using the correct word order, improving their accuracy. Additionally, pupils will practise using irregular verbs such as 'to have' and 'to be', to describe more precisely.

Keywords - Unit 5

Tener: tengo, tienes, tiene, tenemos, tenéis, tienen	<i>To have: I have, you have, he/she has, we have, you (plural) have, they have</i>
no tengo	<i>I don't have</i>
¿De qué color son tus ojos?	<i>What colour are your eyes?</i>
los ojos verdes/grises/marrones/azules	<i>green/grey/brown/blue eyes</i>
¿De qué color es tu pelo rubio/negro/pelirrojo/castaño/blanco/gris	<i>What colour is your hair? blonde/black/red/brown/white/grey</i>
¿Cómo tienes el pelo?	<i>What is your hair like?</i>
el pelo corto/largo	<i>short/long hair</i>
el pelo liso/ondulado/	<i>straight/wavy/curly hair</i>
tengo barba/bigote/peças	<i>I have a beard/a moustache/freckles</i>
Llevo gafas/trenzas	<i>I wear glasses/braids</i>
muy, bastante, poco	<i>very, quite, a little</i>
mi madre, mi padre, mi abuelo, mi abuela, mi hermano, mi hermana, mi tío, mi tía, mi amigo, mi amiga, mi primo, mi prima	<i>my mother, my father, my grandfather, my grandmother, my brother, my sister, my uncle, my aunt, my friend (male), my friend (female), my cousin (male), my cousin (female)</i>

Adjectives + verb 'to be' - Unit 5

Ser: soy, es, son	<i>To be: I am, he/she is, they are</i>
no soy	<i>I am not</i>
¿Cómo eres?	<i>What do you look like?</i>
alto/a/os/as	<i>tall</i>
bajo/a/os/as	<i>short</i>
delgado/a/os/as	<i>slim</i>
gordo/a/os/as	<i>fat</i>
guapo/a/os/as	<i>good-looking</i>
feo/a/os/as	<i>ugly</i>
divertido/a/os/as	<i>fun</i>
inteligente/s	<i>intelligent</i>
aburrido/a/os/as	<i>boring</i>
tímido/a/os/as	<i>shy</i>
perezoso/a/os/as	<i>lazy</i>
estricto/a/os/as	<i>strict</i>
activo/a/os/as	<i>active</i>
simpático/a/os/as	<i>friendly</i>



Spanish L3 - Unit 6: At school



Course Evaluation Criteria

Y5: We would expect all children in Y5 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.

Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils can say up to half of the school locations covered in the unit.
2. Pupils can say around half of the school supplies covered in the unit.
3. Pupils can say most of the school subjects covered in the unit.
4. Pupils can express their preferences about school subjects using simple sentences that attempt to incorporate adjectives to provide reasons.
5. Pupils can use the conjugation 'I have' to write a description of the contents of a backpack.
6. Pupils can ask and answer full-sentence the question 'What is your favourite subject?'
7. Pupils can use correct word order when describing the colour of school supplies
8. Pupils can modify adjectives to agree with the gender and number of the noun is being described
9. Pupils can accurately say most, if not all, of the school locations, school supplies, and school subjects.
10. Pupils can accurately and comprehensively articulate complex opinions about school subjects, incorporating reasons and conjunctions.

Learning Outcomes

Course Overview: Pupils will have the opportunity to improve their Spanish communication skills by incorporating vocabulary related to school locations, school supplies, and subjects into their existing knowledge. They will also learn how to use this new vocabulary in various grammatical structures to answer questions such as 'Where are you/Where is he/she?' or 'What do you have in your backpack?'. Additionally, they will practise Spanish indefinite articles with the names of school supplies while revising colours to describe them. While reviewing school subjects, students will practise expressing opinions about them in both singular and plural forms, as well as justifying those opinions using appropriate adjectives. Pupils will also review the grammatical concept of adjectival agreement to ensure that they use the correct gender and number when describing school supplies and school subjects. To reinforce their learning, pupils will engage in a variety of activities such as games, reading, listening, speaking, and writing tasks.

Learning Outcomes: By the end of the course, students will be able to discuss and write in detail about what they have in their backpacks using a variety of school supplies. Pupils will also be able to say where they are in a school using different locations. Additionally, they will also be able to express their preferences about school subjects and justify them using adjectives. Pupils will be able to modify adjectives to match the gender and number of school supplies and subjects, making their sentences more accurate. Pupils will also create sentences using the correct adjective position, improving their accuracy.

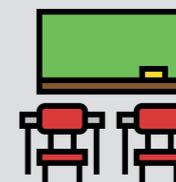
Keywords - Unit 6

¿Dónde estás?	Where are you?
¿Dónde está?	Where is he/she?
Estoy en.../Está en...	I am in.../He or she is in...
¿Qué tienes en tu mochila/estuche?	What do you have in your backpack/pencil case?
En mi mochila/estuche tengo...	In my backpack/pencil case I have...
el arte	art
el español	Spanish
el inglés	English
la informática	computing
la historia	history
la geografía	geography
la educación física	PE
la música	music
las ciencias	sciences
las matemáticas	maths
¿Cuál es tu asignatura favorita?	What's your favourite subject?
Mi asignatura favorita es...	My favourite subject is...
divertido/a/os/as, aburrido/a/os/as, interesante(s), importante(s), útil(es), inútil(es), difícil(es), fácil(es)	fun, boring, interesting, important, useful, useless, difficult, easy



School Locations - Unit 6

la oficina del director/de la	principal's office
el comedor	canteen
la biblioteca	library
la clase	classroom
el baño	toilets
la sala de profesores	staff room
el salón de actos	assembly hall
el patio	playground
el laboratorio	lab



School Supplies - Unit 6

una mochila	a backpack
un libro	a book
un cuaderno	a notebook
una regla	a ruler
una goma (de	an eraser
una agenda	a planner
un sacapuntas	a pencil sharpener
un bolígrafo	a pen
un lápiz	a pencil
un estuche	a pencil case
una calculadora	a calculator
unas tijeras	some scissors

