

## St. Ignatius Catholic Primary School

### Year 3 Spanish Curriculum

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2021/2022	<b>MFL Spanish</b>
<p><b>Overall Aim:</b></p> <p>To develop the teaching and learning of the Spanish language into Year 3 so as to enable pupils to set the foundations to express their ideas and thoughts in Spanish and understand and respond to its speakers, both in speech and in writing. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. It should also provide opportunities for them to communicate for practical purposes; learn new ways of thinking and read literature in the original language. Language teaching should provide the foundation for the enjoyment and enrichment of learning further Spanish or and/or other languages.</p>	

Curriculum overview							
Autumn 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
		Unit 1 Greetings & phonics	Unit 1 Greetings & phonics	Unit 1 Feelings	Unit 2 Colours	Unit 2 Numbers	Unit 2 Colours & numbers
Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Halloween Special	Unit 3 The school	Unit 3 Objects in the class	Unit 4 Animals	Unit 4 Animals 2	Unit 5 Christmas	Unit 5 Christmas
Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	Unit 6 Shapes	Unit 6 Shapes songs	Animals revision	Unit 7 Family	Unit 7 Family songs	Revision	
Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
	Unit 8 Parts of the face	Unit 8 Parts of the face	Unit 9 Calendar	Unit 9 Days of the week	Games & songs	Revision	
Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5		
	Unit 8 Body Recap	School Recap	Unit 10 The Food	Unit 10 Food 2	Revision		
Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Unit 11 Weather	Unit 11 Weather 2	Unit 11 Weather songs	Unit 11 Weather games	Revision	Revision & songs	Games & songs

## Autumn

Unit 1 Greetings & phonics	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
<p>Autumn 1</p> <p>3 lessons.</p> <p>3 weeks.</p> <p>60 minutes per lesson.</p>	<p><b>All students will be able to:</b></p> <ul style="list-style-type: none"> <li>Imitate basic sounds of the alphabet</li> <li>To use, “hola”, “buenos días”, “buenas tardes”.</li> </ul> <p><b>Most students should be able to:</b></p> <ul style="list-style-type: none"> <li>Imitate most of the sounds of the alphabet with prompts.</li> <li><u>To use, “hola”, “buenos días”, “buenas tardes” and “buenas noches”.</u></li> </ul> <p><b>Some students might be able to:</b></p> <ul style="list-style-type: none"> <li>Imitate most of the sounds of the alphabet, identifying the sound of ñ.</li> <li>Greet someone and introduce themselves.</li> </ul>	<p>- <u>Greetings and introduce yourself.</u></p> <p>- Letters’ spellings.</p> <p>- Grammar:</p> <p>-Questions: how are you? and what is your name?.</p> <p>- Vocabulary:</p> <p>Saludos/ Greetings: Hola, Adiós, Buenos días, Buenas tardes, Buenas noches</p> <p>Qué tal? Muy bien, Bien, Mal, Fatal.</p> <p>Como te llamas? Me llamo...</p>	<p>- Introduce yourself.</p> <p>- Question and respond “how are you?” (¿Cómo estás?).</p> <p>- Question and respond “what is your name?” (¿Cómo te llamas?).</p> <p>-To use greetings learning songs.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>-Plenary and questions to answer and reflect on the lesson.</p> <p>-Assessment for learning: traffic light.</p>	<p>-PPT</p> <p>- Interactive white board.</p>
Impact			Next steps/progress		

Unit 2 Colours and numbers.	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 1 3 Lessons. 3 Weeks. 60 minutes per lesson.	<p><b>All students will be able to:</b></p> <ul style="list-style-type: none"> <li>Recognise and recall how to count one to ten.</li> <li>Read aloud the colours and numbers.</li> <li><u>Show understanding of colours and numbers.</u></li> </ul> <p><b>Most students should be able to:</b></p> <ul style="list-style-type: none"> <li>Ask and respond to the questions “what is the colour?”</li> <li>Count 1-10 with prompts.</li> <li>Recognise and recall several colours with prompts.</li> </ul> <p><b>Some students might be able to:</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions without prompts.</li> <li>Count 1-10 without prompts.</li> </ul>	<p>- <u>Numbers 1 to 10.</u></p> <p>- <u>Colours.</u></p> <p>- Grammar:</p> <p>- Questions: what is the colour? and what is the number?</p> <p>-Vocabulario:</p> <p>Colores: Verde, Azul, Rojo, Amarillo, Rosa, Blanco, Negro Marrón,</p> <p>Números: Uno, Dos, Tres, Cuatro, Cinco, Seis, Siete, Ocho, Nueve, Diez.</p>	<p>- Count aloud along with others.</p> <p>- Read the colours and numbers provided.</p> <p>-Count objects within the class room.</p> <p>- Point at objects with certain colours.</p> <p>- Ask and answer what the colour of something is.</p> <p>-Ask and answer what the number is.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>-Plenary and questions to answer and reflect on the lesson.</p> <p>-Assessment for learning: traffic light.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>- PPT</p>
Impact			Next steps/progress		

Unit 3 School	Objective	Contents	Success Criteria	Assessment and monitoring
Autumn II  3 Lessons.  3 Weeks.  60 minutes per lesson.	<p><b>All students will be able to:</b></p> <ul style="list-style-type: none"> <li>Recognise objects within the class room with prompts.</li> <li>Read aloud name of the object with pictures.</li> </ul> <p><b>Most students should be able to:</b></p> <ul style="list-style-type: none"> <li>Ask and answer the question what is in your pencil case, with prompts</li> <li>Recognise and label objects of their pencil case.</li> </ul> <p><b>Some students might be able to:</b></p> <ul style="list-style-type: none"> <li>Respond to the questions without prompts.</li> </ul>	<p><u>-Objects around the class.</u></p> <p><u>- Objects in our pencil case.</u></p> <p>-Vocabulary:</p> <p>El libro,            El bolí,            El lapiz,            La goma,            El papel,</p>	<p>- Name objects around the class room.</p> <p>- Count objects within the class room.</p> <p>- Spell new vocabulary.</p> <p>- Ask and answer what you have in your pencil case.</p> <p>- Relate objects and colours.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p>

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Unit 4 Animals	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn 2 2 Lessons 3 Weeks. 60 minutes per lesson.	<p><b>All students will be able to:</b></p> <ul style="list-style-type: none"> <li>• <u>Appreciate stories, songs, poems and rhymes about animals.</u></li> <li>• Listening attentively and engage with spoken language.</li> <li>• Show understanding of words.</li> </ul> <p><b>Most students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Show understanding by joining in and responding.</li> <li>• Read aloud.</li> <li>• Understand words and phrases.</li> </ul> <p><b>Some students might be able to:</b></p> <ul style="list-style-type: none"> <li>• Develop accurate pronunciation.</li> </ul>	<p>- <u>Animals and pets.</u></p> <p>- Grammar:</p> <ul style="list-style-type: none"> <li>• Question whether you have pets at home.</li> </ul> <p>- Vocabulary:</p> <p>un gato, un pájaro, un perro, un pez, un oso, una tortuga, un pato.</p>	<p>- Say whether you have a pet.</p> <p>- Say whether there are one or more animals.</p> <p>- Respond to a true false question.</p> <p>- Talk to your partner about the answer.</p> <p>- Relate colours and numbers with animals.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p>
Impact			Next steps/progress		

Unit 5 Christmas	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Autumn II 2 Lessons 2 Weeks. 60 minutes per lesson.	<p><b>All students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Appreciate stories, songs, poems and rhymes.</li> <li>• Listening attentively and engage with spoken language.</li> <li>• Show understanding of words.</li> </ul> <p><b>Most students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Show understanding by joining in and responding.</li> <li>• Understand words and phrases.</li> </ul> <p><b>Some students might be able to:</b></p> <ul style="list-style-type: none"> <li>• Develop accurate pronunciation.</li> </ul>	<p>- <u>Christmas carols.</u></p> <p>- <b>Wishing a merry Christmas and a happy new year.</b></p> <p>- Vocabulario:            Feliz navidad            Feliz año nuevo            Niño Jesús            Reyes Magos.</p>	<p>- Listen attentively to Christmas carols.</p> <p>- Sing along.</p> <p>- Say the vocabulary aloud.</p> <p>- Wish merry Christmas to someone.</p> <p>- Follow a story.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>- Verbal interaction assessment.</p> <p>- Teacher’s individual records.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p>
Impact			Next steps/progress		

## Spring

Unit 6 Shapes	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
<p>Spring I</p> <p>3 Lessons</p> <p>3 Weeks.</p> <p>60 minutes per lesson.</p>	<p><b>All students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Appreciate stories, songs, poems and rhymes.</li> <li>• <u>Listening attentively and engage with spoken language.</u></li> <li>• Show understanding of words.</li> </ul> <p><b>Most students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Show understanding by joining in and responding.</li> <li>• Read aloud.</li> </ul> <p><b>Some students might be able to:</b></p> <ul style="list-style-type: none"> <li>• Develop accurate pronunciation.</li> <li>• Say shapes without prompts.</li> </ul>	<p>- <u>Shapes.</u></p> <p>- <u>Numbers.</u></p> <p>- Counting shapes.</p> <p>Vocabulary:</p> <p>Cuadrado, Triángulo, rectángulo, círculo, óvalo, línea.</p> <p>Grammar:</p> <p>¿Qué es esto? What is this?</p> <p>- Numbers from 1 to 10.</p>	<p>- Count aloud along with others.</p> <p>-Count shapes within the class.</p> <p>- Point at shapes with certain colours.</p> <p>- Ask and answer what shape is it.</p> <p>-Ask and answer what is the number.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p>
Impact			Next steps/progress		

Unit 7 My family	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring I 3 weeks. 3 lessons. 60 minutes per lesson.	<p><b>All students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognise and recall the vocabulary about the family.</li> <li>• Relate given vocabulary with pictures.</li> <li>• Appreciate songs and rhymes.</li> </ul> <p><b>Most students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Follow short and familiar texts and songs.</li> <li>• Name a range of family members.</li> </ul> <p><b>Some students might be able to:</b></p> <ul style="list-style-type: none"> <li>• Use context and comparisons with English to determine some meaning.</li> </ul>	<ul style="list-style-type: none"> <li>- Family.</li> <li>- Numbers.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>- Possessive:</li> </ul> <p><u>My Family- Mi Familia.</u></p> <ul style="list-style-type: none"> <li>- Vocabulario:</li> </ul> <p>La madre,            El padre            El abuelo,            La abuela,</p>	<ul style="list-style-type: none"> <li>- Match Spanish with English vocabulary.</li> <li>- Read aloud members of your family.</li> <li>- Sing along.</li> </ul>	<ul style="list-style-type: none"> <li>-Listening activities to assess pupils understanding of spoken Spanish.</li> <li>- Verbal interaction assessment.</li> </ul>	<ul style="list-style-type: none"> <li>- Interactive white board.</li> <li>- Power Point presentation.</li> </ul>
<b>Impact</b>			Next steps/progress		



Unit 8 My body	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring II 3 weeks. 3 lessons. 60 minutes per lesson.	<p><b>All students will be able to:</b></p> <ul style="list-style-type: none"> <li>Recognise and recall the <u>vocabulary about the face and body.</u></li> <li>Relate given vocabulary with pictures and parts of their own body.</li> <li>Appreciate songs and rhymes.</li> </ul> <p><b>Most students should be able to:</b></p> <ul style="list-style-type: none"> <li>Follow short and familiar texts and songs.</li> </ul> <p><b>Some students might be able to:</b></p> <ul style="list-style-type: none"> <li>Use context and comparisons with English to determine some meaning.</li> </ul>	<ul style="list-style-type: none"> <li><u>Parts of the body.</u></li> <li><u>Parts of the face.</u></li> <li>Grammar:               <ul style="list-style-type: none"> <li>Question what is your hair and eyes colour.</li> </ul> </li> <li>Vocabulario:                El cuerpo:                La cabeza, Los hombros, Los pies, Las rodillas.                La cara:                Los ojos, La nariz, La boca, Las orejas,</li> </ul>	<ul style="list-style-type: none"> <li>Match Spanish with English vocabulary.</li> <li>Ask and answer what the colour of your hair and eyes is.</li> <li>Read aloud face and body parts.</li> <li>Sing along.</li> </ul>	<ul style="list-style-type: none"> <li>Listening activities to assess pupils understanding of spoken Spanish.</li> <li>Monitoring during speaking activity.</li> </ul>	<ul style="list-style-type: none"> <li>Interactive white board.</li> <li>Power Point presentation.</li> </ul>
<b>Impact</b>			Next steps/progress		

Unit 9 My Calendar	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Spring 2 3 Lessons 3 Weeks. 60 minutes per lesson.	<p><b>All students will be able to:</b></p> <ul style="list-style-type: none"> <li>Listening attentively to spoken language.</li> <li>Sing along songs and rhymes.</li> </ul> <p><b>Most students should be able to:</b></p> <ul style="list-style-type: none"> <li>Repeat, read and recall the days of the week.</li> <li>Appreciate and sing along songs and rhymes.</li> </ul> <p><b>Some students might be able to:</b></p> <ul style="list-style-type: none"> <li>Speak in sentences without prompts.</li> </ul>	<p>- <u>Days of the week.</u></p> <p>- Vocabulario:</p> <p>Dias de la semana:            Lunes, Martes, Miércoles,            Jueves, Viernes, Sábado,            Domingo.</p>	<p>- Ask and answer what the day and season is.</p> <p>- Read days and seasons with and without prompts.</p> <p>- Sing along songs and rhymes.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>-Monitoring during speaking activity.</p> <p>-Assessment for learning: traffic light.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>-PPT</p>
Impact			Next steps/progress		

Unit 10 Food	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Summer I 2 Lessons 2 Weeks. 60 minutes per lesson.	<p>All students will be able to:</p> <ul style="list-style-type: none"> <li>All students will be able to:</li> <li>Understand words on the topic.</li> <li>Use vocabulary in basic language structures.</li> <li>Listening to spoken language.</li> </ul> <p>Most students should be able to:</p> <ul style="list-style-type: none"> <li>Understand phrases on the topic.</li> <li>Give basic opinions on food and drink.</li> <li>Show understanding by joining in and responding.</li> <li>Read aloud.</li> </ul> <p>Some students might be able to:</p> <ul style="list-style-type: none"> <li>Understand sentences on the topic.</li> <li>Say food and drinks' words without prompts.</li> <li>Develop accurate pronunciation.</li> </ul>	<p>- <u>Food.</u></p> <p>- <u>Drinks.</u></p> <p>- <u>Likes and dislikes.</u></p> <p>- Grammar:</p> <p>- Question whether you like or dislike something.</p> <p>-Vocabulary:</p> <p>Me encanta, me gusta, no me gusta.</p> <p>las verduras, la fruta, la sopa, la ensalada, el pescado, el pollo, el pan, el queso, agua.</p>	<p>- Read and name a range of drinks and food.</p> <p>- Ask and answer whether you like or dislike drinks and food.</p> <p>- Relate pictures with vocabulary.</p>	<p>-Listening activities to assess pupils understanding of spoken Spanish.</p> <p>- Verbal interaction assessment.</p>	<p>- Interactive white board.</p> <p>- Power Point presentation.</p>
Impact			Next steps/ progress		

Unit 11 Weather	Objective	Contents	Success Criteria	Assessment and monitoring	Resources
Summer 2 4 Lessons 4 Weeks. 60 minutes per lesson.	All students will be able to:  <u><b>All students will be able to:</b></u> <ul style="list-style-type: none"> <li>Understand words on the topic.</li> <li>Use vocabulary in basic language structures.</li> <li>Listening to spoken language.</li> </ul> <u><b>Most students should be able to:</b></u> <ul style="list-style-type: none"> <li>Understand phrases on the topic.</li> <li>Show understanding by joining in and responding.</li> <li>Read aloud.</li> </ul> <u><b>Some students might be able to:</b></u> <ul style="list-style-type: none"> <li>Understand sentences on the topic.</li> <li>Develop accurate pronunciation.</li> </ul>	<u>- Weather in Spanish.</u> <u>- Likes and dislikes.</u> - Grammar: - Question whats the weather like? -Vocabulary: Hace Frio Hace Calor Hace buen tiempo Hace mal tiempo	- Read and name different weather.  - Relate pictures with vocabulary.	-Listening activities to assess pupils understanding of spoken Spanish.  -Monitoring during speaking activity.  -Assessment for learning: traffic light.	- Interactive white board.  - Power Point presentation.
Impact			Next steps/ progress		