



South Gosforth First School
Spanish – Year 3 Long Term Plan



Purpose of Study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

In line with the National Curriculum for Spanish it is our aim to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through Discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied

Key Learning Intentions (Skills)

Throughout each unit, the objectives for attainment in the core strands of reading, writing, speaking and listening will be delivered.

Listening	Speaking	Reading	Writing
• Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language through	• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	• Read carefully and show understanding of words, phrases and simple writing. • Appreciate stories, songs, poems and rhymes in the language.	• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.



songs and rhymes and link the spelling, sound and meaning of words.	• Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Present ideas and information orally to a range of audiences.	• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	• Describe people, places, things and actions orally and in writing. • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.
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Autumn 1	I am Learning Spanish	
Character Culture Creativity Challenge	Prior Learning This is the first unit in the children’s language learning. They may have been exposed to Spanish or other language learning at home or extra-curricular clubs but no previous knowledge is needed for this unit.	
	Key Learning Intentions (Knowledge) To... • find Spain on a map of the world • repeat all my personal details in Spanish, and ask for the same information back, • say numbers 1-10 clearly in Spanish • say 10 key colours in Spanish	Key Vocabulary Simple greetings 10 colours Numbers 1-10
	Overview of outcomes In this unit pupils will learn how to: find Spain on a map and be able to recall at least 1 Spanish-speaking country, use key greetings, ask and answer the question ‘How are you?’ in Spanish, ask and answer the question 'What is your name?’ in Spanish, count to 10 in Spanish and read, write, say, and recognise 10 colours in Spanish.	
	Milestones of Learning	
	Spain as a country	In this lesson pupils will be introduced to the Hispanic world and Spanish as a subject on their curriculum.
	Key greetings	In this lesson pupils will learn how to use key greetings, as well as ask and answer the question ‘how are you?’ in the foreign language..
	What is your name	In this lesson pupils will consolidate all vocabulary taught in the previous lesson and progress to learning how to ask and answer the question ‘what is your name?’ in the foreign language.
	Numbers to 10	In this lesson pupils will learn how to recognise, recall and spell numbers 1-10 in the foreign language.
Colours	In this lesson pupils will learn how to recognise, recall and spell 10 different colours in the foreign language	
Assessment	In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment	



Autumn 2	Animals	
Character Culture Creativity Challenge	Prior Learning 'I am Learning Spanish' module	
	Key Learning Intentions (Knowledge) To... recognise, recall, and spell up to 10 animals in Spanish with their correct indefinite article/determiner. Understand better that articles/determiners have more options in Spanish than they do in English. Use and become more familiar with the high-frequency 1st person conjugated verb 'soy' (I am), from the infinitive verb 'ser' (to be).	Key Vocabulary 10 animals Correct articles and determiners for 10 animals High frequency 1st person conjugated verb 'soy' (I am)
	Overview of outcomes In this unit pupils will learn how to: name up to 10 animals in Spanish, understand that articles/determiners work differently in Spanish as compared to English, learn the article/determiner alongside the noun and say/write at least one short phrase using the verb 'soy' (I am) and an animal in Spanish.	
	Milestones of Learning	
	Animal Nouns	In this lesson pupils will learn how to name (with accurate pronunciation) and remember five animals in Spanish with the correct indefinite article/determiner.
	Animal Nouns and articles	In this lesson pupils will learn how to name (with accurate pronunciation) and remember five more animals in Spanish with the correct indefinite article/determiner.
	Animal Nouns and spellings	In this lesson pupils will consolidate all ten nouns for animals in Spanish and will start to attempt to spell these words.
	Indefinite article and determiner	In this lesson, pupils will explore and understand better the role of the indefinite article/determiner and to understand that there are more indefinite articles in Spanish compared to English.
	'Soy' (I am)	In this lesson, pupils will become more familiar with the 1st person high frequency irregular verb 'soy' (I am) from the verb 'ser' (to be).
	Assessment	In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment



Spring 1	Instruments	
Character Culture Creativity Challenge	Prior Learning 'I am Learning Spanish' module	
	Key Learning Intentions (Knowledge) To...	Key Vocabulary 10 instruments Correct articles, determiners and plurals High frequency 1st person conjugated verb 'toco' (I play)
	• Recognise, recall and spell up to 10 instruments in Spanish with their definite articles/determiners. • Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in Spanish. • Learn to say and write 'I play' + an instrument in Spanish using the high-frequency 1st person regular verb 'toco' (I play) with up to 10 different instruments.	
	Overview of outcomes In this unit, pupils will learn how to name/spell at least 5 different instruments in Spanish with the correct definite article/determiner, understand that the instruments do not all have the same definite articles/determiners, say/write at least 5 short phrases on 5 different instruments in Spanish using a glossary if required.	
	Milestones of Learning	
	Instruments	In this lesson pupils will be introduced to 10 common instruments in Spanish with their definite articles/determiners.
	Instruments and determiners	In this lesson pupils will learn how to name (with accurate pronunciation) and remember 5 more instruments in Spanish with their definite articles/determiners.
	Instruments and determiners	In this lesson pupils will consolidate all 10 instrument nouns with their definite articles/determiners and will start to attempt to spell these words in Spanish.
Instruments and determiners	In this lesson pupils will consolidate all 10 instrument nouns with their definite articles/determiners and will learn more about the role of articles/determiners in Spanish.	
Tocar (I play)	In this lesson pupils will learn how to conjugate the regular -AR verb 'tocar' (to play) in the 1st person singular form, 'toco' (I play), and will use this knowledge to form short sentences in Spanish about which instruments they play.	



	Assessment	In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment
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Spring 2	Se (I know how to...)	
Character Culture Creativity Challenge	Prior Learning 'I am Learning Spanish' module	
	Key Learning Intentions (Knowledge) To... - Recognise, recall and spell 10 action verbs in Spanish. - Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how to...) / 'no sé' (I do not know how to ..). - Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but).	Key Vocabulary 10 action verbs Positive and negative sentences Longer sentences using 'y' (and) & 'pero' (but).
	Overview of outcomes In this unit, pupils will learn how to name and spell up to 10 verbs in Spanish, match most of these verbs to pictures easily from memory, say/write at least one short phrase using the verb 'sé' (I know how) and 'no sé' (I do not know how) plus an action verb in Spanish.	
	Milestones of Learning	
	'Sé' (I know how)	To introduce the unit 'Sé' (I know how). In this lesson pupils will learn how to name (with accurate pronunciation) and remember five high frequency infinitive verbs in Spanish.
	'Sé' (I know how)	In this lesson pupils will learn how to name (with accurate pronunciation) and remember five more infinitive verbs in Spanish.
	'Sé' (I know how)	In this lesson pupils will consolidate all ten infinitive verbs in Spanish and will start to attempt to put them into sentences describing what they can do in Spanish.
'Sé' (I know how)	In this lesson pupils will revise and consolidate all ten verbs and how to put them into a sentence, using sé + infinitive verb. They will also be able to extend	



		their knowledge by learning how to apply the negative sentence structure in Spanish, no + sé +infinitive verb.
	'Sé' (I know how)	In this lesson pupils will consolidate their knowledge of how to describe what they can and cannot do in Spanish using the ten verbs and will learn how to extend these sentences with the conjunctions 'y' (and) & 'pero' (but). This will give the students the opportunity to allow for more independent learning and to create more complex sentences.
	Assessment	In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment

Summer	Ice Creams	
Character Culture Creativity Challenge	Prior Learning 'I am Learning Spanish' module and at least two further modules for example 'Animals' and 'Instruments'.	
	Key Learning Intentions (Knowledge) To... • name and recognise up to 10 different flavours for ice creams. • Ask for an ice-cream in Spanish using 'quisiera'. • Say what flavour they would like. • Say whether they would like their ice-cream in a cone or a small pot/tub.	Key Vocabulary 10 different flavours of ice cream Ask for ice cream using 'quisiera' Flavours
	Overview of outcomes In this unit, pupils will learn how to repeat and recognise most of the 10 ice-cream flavours in Spanish, spell five of these ice-cream flavours in Spanish unaided from memory with good accuracy, order an ice-cream using 'quisiera', state ice cream flavours.	
	Milestones of Learning	
	Ice Cream	In this lesson, pupils will learn how to name (with accurate pronunciation) and remember the first five (of a total of ten) ice-cream flavours in Spanish. The next lesson will focus on the remaining five.
Ice Cream	In this lesson pupils will learn how to name (with accurate pronunciation) a further five ice-cream flavours in Spanish.	



	Ice Cream	In this lesson, pupils will learn how to say which ice-cream they would like and the word 'and' (y).
	Ice Cream	In this lesson, pupils will learn how to develop further linguistic progression by learning how to ask for a cone or a small tub/pot of ice cream.
	Role-Play	In this lesson, pupils will learn how to perform a short role play where they buy an ice-cream.
	Assessment	In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment