

Autumn 1

I am learning Spanish

(E)

Y: Year 3 Autumn 1

Topic title: Phonetics 1
I am learning Spanish (E)

Enquiry question: What is your name? ¿Cómo te llamas? **What is your favourite colour?** ¿Cuál es tu color favorito?

Prior learning:

Future learning:
Animals (E)

Knowledge:

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
- read, write, say, and recognise 10 colours in Spanish

By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where Spanish is spoken.

Skills:

Listening:

Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases about what they can and cannot do.

Speaking:

Communicate with others using simple words and short phrases about what they can and cannot do.

Reading:

Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.

Writing:

Write familiar words & short phrases using a model or vocabulary list

Grammar:

There is no grammar taught in this unit.

Critical Content Statements:

Common Misconceptions Pupils May Have:

Aprendo español

sound in:
ch • ocho 8

sound in:
j • rojo
 • naranja

sound in:
ñ • España

sound in:
rr • marrón

sound in:
ll • me llamo

phonics

Numbers 1-10 in Spanish

1 2 3 4 5 6 7 8 9 10

10 colours in Spanish



Simple greetings:

¡Hola! ¿Cómo estás?
 Hi/Hello! How are you?

¡Estoy bien!
¿Cómo te llamas?
 I am fine! What is your name?

vocabulary

grammar









There is NO grammar taught in this unit.
 We will see more grammar in the units
 that follow.















- Pupils might use the pronoun I before the phrase *I am fine*.
 In Spanish, *Estoy bien* is used (verb to be + fine)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Lesson 1</p> <ul style="list-style-type: none"> To introduce the first set of phonics sounds / phonemes in Spanish. The sounds introduced in this lesson are: CH J Ñ LL RR <p>Pupils will improve their Spanish pronunciation and be able to read with</p>	<p>Lesson 2</p> <ul style="list-style-type: none"> to have a better understanding of Spain as well as the Spanish-speaking (Hispanic) world to learn how to say some basic phrases in Spanish e.g., greetings, how they are 	<p>Lesson 3</p> <ul style="list-style-type: none"> To learn how to say basic greetings and how to ask somebody how they are feeling as well as responses to the question in Spanish. <p>Pupils will learn the 2 ways to greet somebody in Spanish, 'buenos días' and</p>	<p>Lesson 4</p> <ul style="list-style-type: none"> To consolidate language from last week and to learn how to ask and answer the question '¿Cómo te llamas?' (What is your name?) in Spanish. <p>Key Language</p>	<p>Lesson 5</p> <ul style="list-style-type: none"> To learn numbers 1-10 in Spanish. <p>Pupils will learn numbers 1-10 in Spanish. The pupils are also introduced to the written words for each number in Spanish.</p> <p>Key Language Los números = numbers uno = one dos = two tres = three</p>	<p>Lesson 6</p> <ul style="list-style-type: none"> To learn 10 key colours in Spanish. <p>Pupils will learn how to say Pupils will learn.</p> <p>Key Language Los colores = colours amarillo = yellow blanco = white negro = black azul = blue verde = green morado = purple gris = grey rojo = red</p>	<p>Lesson 7</p> <ul style="list-style-type: none"> To consolidate all knowledge from the unit and complete the end of unit assessment. <p>Each of the four language learning skills is assessed by asking the pupils in your class to answer</p>

<p>improved accuracy in Spanish.</p>	<p>feeling, what their name is</p> <p>Pupils will learn about Spain as well as the Hispanic world and will learn key Spanish vocabulary.</p>	<p>'hola', how to say 'how are you' in Spanish and how to answer it in 3 different ways.</p> <p>Key Language</p> <p>Aprendo español. = I am learning Spanish.</p> <p>¡Hola! = Hi/Hello!</p> <p>¡Buenos días! = Good morning! ¿Cómo estás? = How are you?</p> <p>Estoy bien. = I am fine. Estoy mal. = I am not great. Estoy regular. = So-so.</p> <p>¡Adiós! = Goodbye!</p> <p>¡Hasta luego! = See you later!</p>	<p>¡Aprendo español! = I am learning Spanish.</p> <p>¡Hola! = Hi/Hello!</p> <p>¡Buenos días! = Good morning! ¿Cómo te llamas? = What is your name? Me llamo... = My name is... ¿Cómo estás? = How are you? Estoy bien. = I am fine. Estoy mal. = I am not great. Estoy regular. = So-so. ¡Adiós! = Goodbye! ¡Hasta luego! = See you later!</p>	<p>cuatro = four cinco = five seis = six siete = seven ocho = eight nueve = nine diez = ten</p>	<p>naranja = orange marrón = brown</p> <p>¿Cuál es tu color favorito? = What is your favourite colour? Mi color favorito es el... = My favourite colour is...</p>	<p>5 questions in each of the skills.</p>
--------------------------------------	--	---	--	---	---	---

Unit Glossary

Spanish	English
¡Buenos días!	Good morning!
¡Hola!	Hi!/Hello!
¿Cómo estás?	How are you?
 Estoy bien.	I am fine.
 Estoy mal.	I am not great.
 Estoy regular.	So-so.
¡Adiós!	Goodbye!
¡Hasta luego!	See you later!
¿Cómo te llamas?	What is your name?
Me llamo...	My name is...
 uno	one
 dos	two
 tres	three
 cuatro	four
 cinco	five

Spanish	English
 seis	six
 siete	seven
 ocho	eight
 nueve	nine
 diez	ten
 rojo	red
 azul	blue
 amarillo	yellow
 verde	green
 negro	black
 blanco	white
 gris	grey
 naranja	orange
 morado	purple
marrón	brown

Autumn 2

Animals (E)

Y: Year 3 Autumn 2

Topic title: Los animales – Animals (E)

Enquiry question: Soy una oveja – I am a sheep

¿Qué animal eres? – What animal are you?

Prior learning:

I am learning Spanish (E)

Future learning:

Instruments

Knowledge:

In this unit pupils will learn 10 familiar animals and be introduced to the 1st person singular high frequency verb 'I am' in Spanish. By the end of the unit pupils will be able to recognise, recall, remember and spell up to ten animals with their indefinite article. This is one of the first sentence building units where pupils will have the knowledge and skills to be able create short phrases with the verb 'I am' plus the animal nouns and determiners.

In this unit, pupils will learn how 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).

Skills:

Listening

Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

Speaking

Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.

Reading

Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language

Writing

		<p>Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age</p> <p>Grammar</p> <p>Nouns, gender, articles/determiners and verbs. To learn that nouns in Spanish can have different articles based on their gender (masculine and feminine nouns). Looking more closely at two indefinite articles/determiners un (for masculine nouns) and una (for feminine nouns). Learning how to categorise nouns by gender (un or una). Introduction of 1st person singular conjugation of the high frequency irregular verb ser (to be) in Spanish.</p> <p>Soy (I am) comes from the verb ser (to be) in Spanish. This is an extremely common high frequency verb in most languages. In Spanish, it is irregular which means the whole verb conjugation does not follow a regular pattern.</p>
--	--	--

Critical Content Statements:

Common Misconceptions Pupils May Have:

- Pupils might use yo soy instead of soy

In Spanish it is very unlikely to see the personal subject pronoun (yo, tú, ella, él, nosotros/nosotras, vosotros/vosotras, ellos/ellas) in front of the verb as we do in English. 'I am' is therefore simply often seen as soy and rarely seen as yo soy.

Los animales

phonics

sound in:

- oveja 
- conejo 
- pájaro 

j

sound in:

- caballo 

ll

&

accents

Accents indicate the vowel is stressed. As seen in le-ón, pá-ja-ro and ra-tón.

vocabulary

10 animals in Spanish



Simple sentences like

Soy una oveja.

I am a sheep.



grammar

In this unit we see that there are 2 different words for 'a/an' in Spanish.

un

una

The high-frequency irregular verb 'I am' in Spanish:







soy

I am

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Lesson 1</p> <ul style="list-style-type: none"> To introduce the unit 'Los animales'. To learn how to name (with accurate pronunciation) and remember five animals in Spanish with the correct indefinite article/determiner. 	<p>Lesson 2</p> <ul style="list-style-type: none"> To learn how to name (with accurate pronunciation) and remember five more animals in Spanish with the correct indefinite article/determiner. 	<p>Lesson 3</p> <ul style="list-style-type: none"> To consolidate all ten nouns for animals in Spanish and to start to attempt to spell these words. 	<p>Lesson 4</p> <ul style="list-style-type: none"> To further consolidate all ten animals in the foreign language with a particular focus on the indefinite article/determiner. To 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. 	<p>Lesson 5</p> <ul style="list-style-type: none"> To become more familiar with the 1st person high frequency irregular verb 'soy' (I am) from the verb 'ser' (to be). 	<p>Lesson 6</p> <ul style="list-style-type: none"> To revise and consolidate all language covered in the unit and complete the end of unit assessment.
<p>Key Language</p> <p>un león = a lion un pájaro = a bird un conejo = a rabbit un caballo = a horse un cerdo = a pig los animales = the animals</p>	<p>Key Language</p> <p>un ratón = a mouse un mono = a monkey un pato = a duck una oveja = a sheep una vaca = a cow</p>	<p>Key Language</p> <p>Vocabulary from Lesson 1 and 2</p>	<p>Key Language</p> <p>Vocabulary from Lesson 1 and 2</p>	<p>Key Language</p>	<p>End of unit assessment</p>

Unit Glossary

Spanish	English
los animales	the animals
un	a (<i>masculine</i>)
una	a (<i>feminine</i>)
 un caballo	a horse
 un cerdo	a pig
 un león	a lion
 un pájaro	a bird

Spanish	English
 un mono	a monkey
 un pato	a duck
 un ratón	a mouse
 un conejo	a rabbit
 una oveja	a sheep
 una vaca	a cow
Soy...	I am

Activate Windows
 Go to Settings to activate Windows.

Spring 1

Instruments (E)

Y: Year 3 Spring 1

Topic title: Los instrumentos – Instruments (E)

Enquiry question: Que instrumento tocas? What instrument do you play?

Prior learning:

Animals (E)

Future learning:

I know how (E)

Knowledge:

In this unit pupils will learn 10 common instruments and will be introduced to the 1st person singular high frequency verb 'I play' in Spanish. By the end of the unit pupils will be able to recognise, recall, and spell up to 10 instruments with their definite articles/determiners. This is one of the first sentence building units where pupils will have the knowledge and skills to create short phrases with the verb 'I play' plus the instrument nouns and articles/determiners.

In this unit pupils will learn how to:

- 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.

Skills:

Listening

Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

Speaking

Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.

Reading

Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language

Writing

Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age

Grammar

The regular -AR verb 'TOCAR' (to play) conjugated in the 1st person singular: 'toco' (I play).

the formula 'toco + el/la/los' (I play + instrument)

Using a noun (instrument) with the correct definite article and 1st person singular of the verb to play (tocar): 'toco'.

3 definite articles (la, el and los).

In Spanish DEFINITE ARTICLES are the equivalent of our English word 'THE'. We use the DEFINITE ARTICLE with nouns when the hearer, listener or reader knows exactly what or which one of something we are referring to. For example: "The dog is barking."

In Spanish there are 4 DEFINITE ARTICLE words for our English word 'THE'. Which version you will need depends on the noun.

The 4 DEFINITE ARTICLE words in Spanish are:

- el - the DEFINITE ARTICLE to use before MASCULINE nouns.
- la - the DEFINITE ARTICLE to use before FEMININE nouns.

• los - the DEFINITE ARTICLE to use before all MASCULINE plural nouns.

las - the DEFINITE ARTICLE to use before all FEMININE plural nouns (not taught in this unit)

Pupils will learn how to categorise nouns in Spanish by their article/determiner, gender and plurality.

Critical Content Statements:

Los instrumentos

phonics

sound in: **rr** • guitarra



accents Accents indicate the vowel is stressed. As seen in vio-lín, cím-balos, tri-án-gulo and bat-er-ía

vocabulary

10 instruments in Spanish.



Simple sentences like:



Toco el violín.

I play the violin.

grammar

The difference between the 3 articles/determiners for 'the' that we see in this unit:

el la los

How and when to use the high-frequency regular verb 'I play' in Spanish when saying 'I play an instrument':

Toco...

I play...

The formula 'toco + el/la/los' (I play + instrument)





Common Misconceptions Pupils May Have:







- Saying 'Yo toco' instead of 'toco'

Pupils need to understand that yo (I) is often not used with a verb. We translate 'toco' as 'I play' even though the 'I' is missing!

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Lesson 1</p> <ul style="list-style-type: none"> To introduce the unit 'Los instrumentos'. <p>Explain to the pupils that in the unit they are going to learn 10 common instruments in Spanish with their definite articles/determiners.</p>	<p>Lesson 2</p> <ul style="list-style-type: none"> To name (with accurate pronunciation) and remember 5 more instruments in Spanish with their definite articles/determiners 	<p>Lesson 3</p> <ul style="list-style-type: none"> To consolidate all 10 instrument nouns with their definite articles/determiners To spell these words in Spanish 	<p>Lesson 4</p> <ul style="list-style-type: none"> To consolidate all 10 instrument nouns with their definite articles/determiners To learn about the role of articles/determiners in Spanish. 	<p>Lesson 5</p> <ul style="list-style-type: none"> To conjugate the regular -AR verb 'tocar' (to play) in the 1st person singular form, 'toco' (I play) To form short sentences in Spanish about which instruments they play. 	<p>Lesson 6</p> <ul style="list-style-type: none">
<p>Key Language</p> <p>los instrumentos = the instruments el arpa = the harp el piano = the piano el triángulo = the triangle el clarinete = the clarinet el violín = the violin</p>	<p>Key Language</p> <p>los címbalos = the cymbals la batería = the drums la guitarra = the guitar la flauta dulce = the recorder la trompeta = the trumpet</p>	<p>Key Language</p> <p>Vocabulary from Lesson 1 and 2</p>	<p>Key Language</p> <p>Vocabulary from Lesson 1 and 2</p> <p>In this lesson, there will be a much stronger focus on grammar and the concept of articles/determiners in Spanish.</p>	<p>Key Language</p>	

Unit Glossary

Spanish	English
el	the (<i>masculine singular</i>)
la	the (<i>feminine singular</i>)
los	the (<i>masculine plural</i>)
las	the (<i>feminine plural</i>) <i>not seen in this unit</i>
 la trompeta	the trumpet
 la batería	the drums
 la guitarra	the guitar
 la flauta dulce	the recorder

Spanish	English
 el clarinete	the clarinet
 el arpa	the harp
 el piano	the piano
 el triángulo	the triangle
 el violín	the violin
 los címbalos	the cymbals
Toco...	I play...

Spring 2

I know how (E)

Y: Year 3 Spring 2

Topic title: I know how (E)

Enquiry question: ¿Qué sabes hacer? = What do you know how to do?

Prior learning:

Instruments (E)

Future learning:

Fruits (E)

Knowledge:

In this unit pupils will learn 10 familiar activities that they know how or do not know how in Spanish. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.

The pupils will be expected to form short phrases by lesson 5 that will incorporate the high-frequency irregular modal verb 'saber' (to know how) conjugated in the first person singular 'Sé' (I know how) with an action verb in the infinitive.

In this unit, pupils will learn how to:

Skills:

Listening:

Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases about what they can and cannot do.

Speaking:

Communicate with others using simple words and short phrases about what they can and cannot do.

Reading:

Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.

Writing:

Write familiar words & short phrases using a model or vocabulary list

- 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).

Grammar:

In Spanish, a MODAL verb is a verb that is always followed by the INFINITIVE.

The MODAL verb in this unit is 'saber' (to know how) which describes an ability.

The sentence structure in Spanish follows the rule of the conjugated MODAL verb plus the INFINITIVE verb. Example: "sé + bailar" (I know how + to dance)

Example of negation: "no + sé + bailar" (I do not + know how + to dance)

Critical Content Statements:

Sé...

phonics

sound in: **j** • dibujar 

sound in: **ñ** • hablar español 

&

silent letters 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hablar is pronounced 'ablar'.

vocabulary

10 action verbs in Spanish.



How to say the above in negative form.

No sé patinar.
I do not know how to skate.

How to use conjunctions in Spanish.

Sé bailar pero no sé cantar.
I know how to dance but I do not know how to sing.

grammar

That 'sé' (I know how) is the 1st person conjugation of the verb 'saber' (to know how). It is always followed by an infinitive.

sé
I know how

How to put phrases in the negative using the structure 'no sé'.

no sé
I do not know how






Common Misconceptions Pupils May Have:






Direct translation from English – using 'no' after the verb

Instead of: "no + sé + bailar" (I do not + know how + to dance) pupils might say "sé +no + bailar"

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Lesson 1</p> <ul style="list-style-type: none"> To introduce the unit 'Sé' (I know how). <p>Pupils will learn how to name (with accurate pronunciation) and remember five high frequency infinitive verbs in Spanish.</p>	<p>Lesson 2</p> <ul style="list-style-type: none"> To introduce the unit 'Sé' (I know how). <p>Pupils will learn how to name (with accurate pronunciation) and remember five more infinitive verbs in Spanish.</p>	<p>Lesson 3</p> <p>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.</p>	<p>Lesson 4</p> <p>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.</p>	<p>Lesson 5</p> <p>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.</p>	<p>Lesson 6</p> <p>To revise all language covered so far and to complete the end of unit assessment.</p> <p>Each of the four language learning skills is assessed by asking the pupils in your class to answer 5 questions in each of the skills.</p>
<p>Key Language</p> <p>Sé = I know how</p> <p>¿Qué sabes hacer? = What do you know how to do?</p> <p>bailar = to dance</p> <p>cantar = to sing</p> <p>saltar = to jump</p> <p>cocinar = to cook</p> <p>montar en bicicleta = to ride a bike</p>	<p>Key Language</p> <p>tocar un instrumento = to play an instrument</p> <p>patinar = to ice-skate</p> <p>dibujar = to draw</p> <p>nadar = to swim</p> <p>hablar español = to speak Spanish</p>	<p>Key Language</p> <p>Vocabulary from the first and second lesson</p>	<p>Key Language</p> <p>Vocabulary from the first and second lesson</p> <p>Example of negation: "no + sé + bailar" (I do not + know how + to dance)</p>	<p>Key Language</p> <p>Vocabulary from the first and second lesson</p> <p>y = and</p> <p>pero = but</p>	

Unit Glossary

Spanish	English
Sé...	I know how...
No sé...	I do not know how...
 bailar	to dance
 cantar	to sing
 saltar	to jump
 cocinar	to cook
 montar en bicicleta	to ride a bike

Spanish	English
 tocar un instrumento	to play an instrument
 patinar	to ice-skate
 dibujar	to draw
 nadar	to swim
 hablar español	to speak Spanish
y	and
pero	but

Summer 1

Fruits (E)

Y: Year 3 Summer 1

Topic title: La fruta Fruit (E)

Enquiry question: "¿Te gustan...?" ("Do you like...?") "Me gustan..." ("I like...")

Prior learning:

I know how (E)

Future learning:

Ice-cream (E)

Knowledge:

In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like in Spanish.

In this unit the pupils will learn how to:

- Name and recognise up to 10 fruits in Spanish.
- Attempt to spell some of these nouns.
- Ask somebody in Spanish if they like a particular fruit.
- Say what fruits they like and dislike.

Skills:

Listening:

Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases about what they can and cannot do.

Speaking:

Communicate with others using simple words and short phrases about what they can and cannot do.

Reading:

Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.

Writing:

Write familiar words & short phrases using a model or vocabulary list


Grammar

Pupils will be exploring the concept of gender in Spanish and starting to understand better that nouns in Spanish are either masculine or feminine. Learning that this has nothing to do with what things look like. Gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and una. Understanding that the plural definite article/determiner is los or las in Spanish. This is also affected by gender. Exploring how to make the fruits plural in Spanish. Learning to look and listen more closely as Spanish can be very different to English! Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question in Spanish.

Critical Content Statements:

La fruta

phonics

sound in:
j • naranja 

&

stress placement

Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable like pe-ra, ci-rue-la, and ce-re-za.

accents

Accents indicate the vowel is stressed. As seen in plá-ta-no and me-lo-co-tón.

vocabulary

10 common fruit nouns with their determiners in Spanish.



How to say the above fruits in both singular and plural form so I can say which fruits I like and I do not like.

 Me gustan las manzanas.
I like apples.

 No me gustan las manzanas.
I do not like apples.

grammar

Nouns in Spanish can be masculine or feminine and singular or plural. This means that determiners can have different forms in Spanish.

un una

Singular determiner 'a/an'

los las

Plural determiner 'the'

Common Misconceptions Pupils May Have:

- Using a question mark at the end of a question instead of at the beginning
- Not using correct negation form
No me gustan – No I like (I do not like)













Me gustan... = I like...











No me gustan... = I do not like... y = and pero = but

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Lesson 1</p> <ul style="list-style-type: none"> To introduce the aim of the unit "La fruta". In this lesson, pupils will learn how to name (with accurate pronunciation) and remember the first five (of a total of ten) fruits in Spanish. 	<p>Lesson 2</p> <ul style="list-style-type: none"> to introduce the next five Spanish nouns for fruits. 	<p>Lesson 3</p> <ul style="list-style-type: none"> To move from singular noun to plural noun and consolidate all ten fruits in Spanish using the 'La fruta (3)' PowerPoint. 	<p>Lesson 4</p> <ul style="list-style-type: none"> Develop further linguistic progression by learning how to formulate a simple opinion on fruits using "Me gustan..." ("I like...") plus a fruit. Use the 'La fruta 4' PowerPoint provided in your resources. 	<p>Lesson 5</p> <ul style="list-style-type: none"> The children will be introduced to the negative opinion "No me gustan..." ("I do not like...") with the extra opportunity to also learn the question "¿Te gustan...?" ("Do you like...?") They can use this new language to perform a short, simple role play. Use the 'La fruta (5)' PowerPoint provided in your resources. 	<p>Lesson 6</p> <p>To revise all language covered in this unit and complete assessment materials.</p> <p>Each of the four language learning skills is assessed by asking the pupils in your class to answer 5 questions in each of the skills.</p>
<p>Key Language</p> <p>La fruta = The fruits Una manzana = An apple Una fresa = A strawberry Una naranja = An orange Una pera = A pear Una cereza = A cherry</p>	<p>Key Language</p> <p>Una ciruela = A plum Un melocotón = A peach Un plátano = A banana Un kiwi = A kiwi Un albaricoque = An apricot</p>	<p>Key Language</p> <p>La fruta = the fruits Las manzanas = the apples Las fresas = the strawberries Las naranjas = the oranges Las peras = the pears Las cerezas = the cherries Las ciruelas = the plums Los melocotones = the peaches</p>	<p>Key Language</p> <p>Me gustan... = I like... Sí = Yes No = No</p> <p>Examples: Me gustan las manzanas. = I like apples. Me gustan los albaricoques. = I like apricots</p>	<p>Key Language</p> <p>No me gustan... = I do not like... y = and pero = but</p> <p>IF COMPLETING EXTRA CHALLENGE SECTION</p> <p>¿ Te gustan... ? = Do you like...? Sí, me gustan... = Yes, I like... No, no me gustan... = No, I do not like...</p>	

		Los plátanos = the bananas Los kiwis = the kiwis Los albaricoques = the apricots			
--	--	--	--	--	--

Unit Glossary

	Spanish	English
	una manzana	an apple
	una fresa	a strawberry
	un melocotón	a peach
	un plátano	a banana
	una cereza	a cherry
	una naranja	an orange
	una ciruela	a plum
	una pera	a pear
	un kiwi	a kiwi
	un albaricoque	an apricot
	Me gustan...	I like...
	No me gustan...	I do not like...

	Spanish	English
	las manzanas	the apples
	las fresas	the strawberries
	los melocotones	the peaches
	los plátanos	the bananas
	las cerezas	the cherries
	las naranjas	the oranges
	las ciruelas	the plums
	las peras	the pears
	los kiwis	the kiwis
	los albaricoques	the apricots

Summer 2

Ice-cream (E)

Y: Year 3 Summer 2

Topic title: Los helados - Ice-Creams (E)

Enquiry question: Quisiera un helado por favor = I would like an ice-cream please

Prior learning:

Fruits (E)

Future learning:

Presenting myself (I)

In this unit pupils will learn ten flavours of ice-cream and the transactional language required to purchase an ice-cream in Spanish. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or pot of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.

In this unit pupils will learn how 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.

Skills:

Listening

Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.

Speaking

Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.

Reading

Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language

		<p>Writing</p> <p>Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age</p> <p>Grammar</p> <p>Nouns, gender & high frequency verb. Starting to understand better that nouns in Spanish are either masculine or feminine (un helado, un cucurucho, una tarrina) and that there are different words for 'a/an' in Spanish depending on the gender of the noun. Becoming more familiar with the high frequency verb conjugation quisiera. Learning that quisiera is often used for I would like/want.</p>
<p>Critical Content Statements:</p>		<p>Common Misconceptions Pupils May Have:</p> <ul style="list-style-type: none"> • Pupils might want use pronoun 'I' before would like • Pupils might say adj + noun <p>Un helado de vainilla = A vanilla ice-cream</p> <p>In Spanish, adjectives are used after the noun (Ice-cream vanilla)</p>

Los helados

phonics

ch

- sound in:
- chocolate
 - pistacho



ll

- sound in:
- vainilla



rr

- sound in:
- tarrina



&

accents

Accents indicate the vowel is stressed. As seen in plá-ta-no.

10 ice-cream flavours in Spanish.



vocabulary

How to ask for a pot, cone and number of scoops in Spanish.



Quisiera un helado por favor.
Quisiera dos bolas de vainilla por favor.

*I would like an ice-cream please.
I would like two scoops of vanilla please.*

grammar

There are two words for 'a' in Spanish. These are often referred to as indefinite articles/determiners:

un

una

Singular determiner 'a'

To become more familiar with and use the high frequency verb 'quisiera' (I would like) in Spanish.











quisiera

I would like

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Lesson 1</p> <ul style="list-style-type: none"> To introduce the aim of the unit 'Los helados'. to name (with accurate pronunciation) the first five (of a total of ten) ice-cream flavours in Spanish. 	<p>Lesson 2</p> <ul style="list-style-type: none"> to learn five more nouns for ice-cream flavours in Spanish 	<p>Lesson 3</p> <ul style="list-style-type: none"> To learn how to say which ice-cream they would like and the word 'and' (y) 	<p>Lesson 4</p> <ul style="list-style-type: none"> To learn how to ask for a cone or a small tub/pot of ice-cream 	<p>Lesson 5</p> <ul style="list-style-type: none"> The children will be introduced to language to enable them to perform a short role play where they buy an ice-cream. 	<p>Lesson 6</p> <ul style="list-style-type: none"> To revise all language covered in this unit and complete assessment materials.
<p>Key Language</p> <p>Los helados = The ice-creams Un helado de vainilla = A vanilla ice-cream Un helado de plátano = A banana ice-cream Un helado de fresa = A strawberry ice-cream Un helado de menta = A mint ice-cream Un helado de pistacho = A pistachio ice-cream</p>	<p>Key Language</p> <p>Un helado de chocolate = A chocolate ice-cream Un helado de caramelo = A caramel ice-cream Un helado de café = A coffee ice-cream Un helado de limón = A lemon ice-cream Un helado de mora = A blackberry ice-cream</p>	<p>Key Language</p> <p>10 flavours of the ice-cream (from Lesson 1+2)</p> <p>Quisiera... = I would like...</p>	<p>Key Language</p> <p>Quisiera... = I would like... Un cucurucho = A cone Una tarrina = A small pot/tub</p> <p>Pupils still say 'quisiera...' but replace the 'un helado de' with 'un cucurucho de' OR 'una tarrina de' plus the flavour of ice-cream they would like</p>	<p>Key Language</p> <p>¿Cuántas bolas? = How many scoops? Una bola = One scoop Dos bolas = Two scoops Tres bolas = Three scoops Una bola de vainilla = One scoop of vanilla ice-cream Dos bolas de vainilla = Two scoops of vanilla ice-cream Tres bolas de vainilla = Three scoops of vanilla ice-cream Una bola de chocolate = One scoop of chocolate ice-cream Dos bolas de chocolate = Two scoops of chocolate ice-cream Tres bolas de chocolate = Three scoops of chocolate ice-cream</p>	

				<p>EXTRA CHALLENGE SECTION</p> <p>Quisiera un helado por favor = I would like an ice-cream please</p> <p>Un cucurucho o una tarrina? = A cone or a small tub/pot?</p> <p>¿Qué sabor? = What flavour?</p> <p>¿Cuántas bolas? = How many scoops?</p> <p>¿Cuánto cuesta? = How much? 2 euros por favor = 2 euros please</p> <p>Gracias = Thank you</p> <p>Adiós = Goodbye</p>	
--	--	--	--	---	--

Unit Glossary

Spanish	English
un helado	an ice-cream
 ...de vainilla	vanilla flavour
 ...de fresa	strawberry flavour
 ...de plátano	banana flavour
 ...de menta	mint flavour
 ...de pistacho	pistachio flavour
 ...de chocolate	chocolate flavour
 ...de café	coffee flavour
 ...de limón	lemon flavour
 ...de caramelo	caramel flavour
 ...de mora	blackberry flavour
Quisiera...	I would like...
y	and

Spanish	English
 un cucurucho	a cone
 una tarrina	a small tub/pot
 una bola	one scoop
 dos bolas	two scoops
 tres bolas	three scoops
por favor	please
¡Hola!	Hello!
¿Qué sabor?	Which flavour?
¿Cuántas bolas?	How many scoops?
¿Cuánto cuesta?	How much?
gracias	thank you
¡Adiós!	Goodbye!

Activate Window