**Examples of activities from S.O.W. to meet end of year objectives – Year 3**

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| **KS2 NC Programme of Study Objectives. Pupils should be taught to:** | **By end of year 3 pupils:** | |
| Listen attentively and show understanding by joining in and responding; appreciate stories, songs, poems and rhymes in the language. | **3.1** Can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly, **e.g. Unit 1 lesson 2 – name and greetings.**  **3.2** Can follow and repeat key words from a song, rhyme or poem, **e.g. Unit 3 lesson 6– ‘¿De qué color?’ song.** | |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | **3.3** Can recall key phonics’ words (and gestures), and say them aloud with good pronunciation, **e.g. Unit 1 lesson 8 – word/picture matching.**  **3.4** Can read key words (and gestures), and read them aloud with good pronunciation **e.g. Unit 2 lesson 7 – days of week.** | |
| Engage in conversations; ask and answer questions;  express opinions and respond to those of others | **3.5** Can ask and answer simple pre-learned questions from memory, **e.g. Unit 1 lesson 6 – name and well-being role play.**  **3.6** Are beginning to understand the formation of questions and answers involving familiar vocabulary, e.g. **Unit 6 lesson 5 – questions and answers re self and someone else.** | |
| Seek clarification and help | **3.7** Can indicate that there is a problem using a pre-learned phrase, **e.g. All units and lessons – No entiendo.** | |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures  Present ideas and information orally to a range of audiences | **3.8** Can repeat and say familiar words and short simple phrases, using understandable pronunciation, **e.g. Unit 6 lesson 3 – family members.** | |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. | | **3.9** Can read aloud some very familiar words and short phrases with accurate pronunciation, **e.g. Unit 5 lesson 5 – nouns in ‘Sleeping Beauty’ story.** |
| Read carefully and show understanding of words, phrases and simple writing | | **3.10** Can understand some familiar written words and short phrases, **e.g. Unit 5 lesson 3 – word cards to support with sentence production.** |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. | | **3.11** Can use the visual clues and context to follow the gist of a short text, **e.g.** **Unit 5 lesson 6 – reading sentences in ‘Sleeping Beauty’ story.** |
| Use a dictionary | | **3.12** Can use a word list to locate specific words, **e.g.** **Unit 6 lesson 4** – **support sheet for pets’ writing task.**  **3.13** Can use classroom prompts (such as a display) as an aid to spelling, **e.g. Instant Display (see Weblinks’ tab) – months** |
| Write words and phrases from memory | | **3.14** Can write some single words from memory, with plausible spelling, **e.g. Unit 2 lesson 4 – months’ crossword.** |
| Adapt phrases to create new sentences to express ideas clearly, describing people, places, things and actions orally and in writing | | **3.15** Can, with support, substitute one element in a simple phrase or sentence to vary the meaning, e.g. the colour adjective or the noun, **e.g Unit 4 lesson 5 – changing colours in a body part description.** |
| Understand basic grammar, including gender of nouns, definite and indefinite articles, singular and plural forms of nouns,  adjectives (place and agreement),  conjugation of key verbs (and making verbs negative),  connectives and qualifiers, adverbs of time, prepositions of place; how to apply these to build sentences and to explore how they differ or are similar to English. | | **3.16** Can use the indefinite articles within the singular masculine and feminine nouns, **e.g. Unit 6 lesson 4 – pets.**  **3.17** Can form regular plural nouns, **e.g. Unit 6 lesson 2 – sibling words.**  **3.18** Can identify adjective and noun position, **e.g. Unit 4 lesson 2 – colour of different body parts.**  **3.19** Can use some singular masculine and plural adjectives correctly, **e.g. Unit 4 lesson 5 – changing singular and plural adjectives in a body part description.**  **3.20** Can use the high-frequency verb forms (I have, it is, they are), **e.g. Unit 6 lesson 2 (Tengo un hermano), Unit 2 lesson 6 (Es el 3 de abril) , Unit 6 lesson 1 (Homer y Marge son mis padres)**, and regular –ar verbs in 1st person singular form confidently, e.g. **Unit 3 lesson 3 – e.g. bailo, canto, nado.** |

**Spanish Planning Year 3 Unit 3 Lesson 1 Date**

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| **Learning Outcomes with link to Programme of Study** | **Key Questions/New Learning** | | **Activities** | | **Resources** | | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can say when their birthday is (PoS 5)** * **can pronounce ‘ñ’ correctly (6)** | ¿Cuándo es tu cumpleaños? When is your birthday?  (kwan-doh-es-to-cuhm-play-an-yos)  Mi my  (me)  Mi cumpleaños es el 2 de mayo  (My birthday is on the 2nd of May) | | On completion of Unit 3 pupils will do Summative Assessment Task 1 - a card sorting activity - at end of unit page and in ‘Assessment’ under main Spanish tab.  Revise numbers 1-31 with chanting forwards and backwards with pupils and months by saying 2 in a row and pupils say the one that comes next.  Ask ¿Cuál es la fecha? and a volunteer says, e.g. Es lunes 5 de junio.  Introduce ¿Cuándo es tu cumpleaños? by listening to ‘Happy Birthday’ song from ¡Español! ¡Español!  and showing cake with 8 candles on.  Show video clip from Early Start Spanish about a birthday party, which includes the custom of ‘ear pulling’, which is done, e.g. 8 times if the person is 8, etc.  Afterwards, ask pupils if they heard any known Spanish words, and ask general questions about what they saw.  Tell pupils they will be learning to say the date of their birthday in Spanish, and say yours, to see if they can say it back in English, e.g.:  Mi cumpleaños es el 2 de mayo. Pupils repeat in sections - Mi cumpleaños/es/ el/ 2/ de/ mayo.  Ask who is able to say the date of their birthday, and give them support in saying it.  Sing ‘Happy Birthday’ song in Spanish – showing words – and explaining meaning.  Respond to register with date of birthday | | Ball, puppets, timer, toy birthday cake  Happy Birthday song in Spanish:  ¡Español! ¡Español! **Canción ¡Cumpleaños Feliz!** Pg 18 – track 26  (English translation on pg 85)    Spanish birthday party:  Early Start Spanish 1 book – pg 66  video clips on cd – section 10 | | ñ in cumpleaños - The Spanish *ñ* is pronounced similarly to the "ny" sound of "canyon" or the "ni" sound of "onion."  (cuhm-play-an-yos)  In Spanish adjectives, unlike in English, go after the noun, e.g.  Cumpleaños Feliz  (Happy Birthday) |
| **Assessment opportunities** | Pupil ability to say their birthday date. | | | | | | |
| **KS2 Framework Objectives**  **Oracy 3.3, 3.4** | **Literacy** | **Intercultural Understanding**  **3,7** | | **Knowledge about Language** | | **Language Learning Strategies** | |

**Spanish Planning Year 3 Unit 3 Lesson 2 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key Questions/New Learning** | | **Activities** | | **Resources** | | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can ask and respond to the question about date of birthday (PoS 3)** * **can read dates (PoS 7)** * **can pronounce ‘ñ’ correctly (6)** | ¿Cuándo es tu cumpleaños? When is your birthday?  (kwan-doh-es-to-cuhm-play-an-yos)  Mi my  (me)  Vocabulary from rap song:  Ese es that is  (es-ay/es)  ¡Dímelo! tell me  (dee-mel-oh)  Por favor please  (pour/fav-or) | | Revise numbers 1-31 and months by asking firstly for the date ¿Cuál es la fecha? and then saying some birthday dates in Spanish which pupils write on mini whiteboards (figures for the numbers and month in either Spanish/English). Pupils show whiteboards after each date has been said.  Pupils practise ¿Cuándo es tu cumpleaños? Mi cumpleaños es el…de…in pairs.  Before playing rap song from ¡Español! ¡Español! give each pupil a text card of a date, and ask them to hold up when they hear their date in the song.  With pupils in a circle go round circle and each child offers birthday. Time the length of time it takes to go round whole circle, and then try to beat target in next lesson.  Daily activity  Respond to register - birthday | | Ball, timer, mini whiteboards, puppets  Birthday dates:  ¡Español! ¡Español!  **Rap (El cumpleaños)**  Pg 18 – track 2.32  At end of unit:  Dates to print to accompany Rap  (copy x 5 for class set) | | ‘i’ with an accent shows which syllable of the word to stress:  Dímelo  (DEE-mel-oh)  When you say the date of your birthday in Spanish, you use cardinal numbers and not ordinal numbers as in English. |
| **Assessment opportunities** | Mini whiteboard/rap song activities | | | | | | |
| **KS2 Framework Objective**  **Oracy 3.3 3.4** | **Literacy**  **3.1, 3.2** | **Intercultural Understanding**  3, 7 | | **Knowledge about Language** | | **Language Learning Strategies** | |

**Spanish Planning Year 3 Unit 3 Lesson 3 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key Questions/New Learning** | | **Activities** | | **Resources** | | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can understand 1st person singular form of –ar verbs (PoS 1)** * **can say what they are doing and ask someone else the question (PoS 3)** * **can pronounce silent ‘h’ correctly (6)** | ¿Qué haces? – what do you do/what are you doing?  Cantar – canto – I sing/am singing  Tocar – \*toco (a musical instrument only) – I play/am playing  Bailar – bailo – I dance/am dancing  Nadar – nado – I swim/am swimming  Saltar – salto – I jump/am jumping  Hablar – hablo – I speak/am speaking  Escuchar – escucho – I listen to/am listening to  Mirar – miro – I look at or watch/am looking at or watching  Caminar – \*\*camino – I walk/am walking  \*toco is only used for musical instruments and also means ‘I touch/am touching.’  \*\*camino is ‘I walk/am walking’, but not in the sense of ‘I go for a walk/am going for a walk’, which is a different verb in Spanish. | | General warm up, especially role play with greetings and 4 known questions and answers – name, how are you, age and birthday.  Revise numbers 21-31 with interactive game and numbers 1-31 with simple maths (see Unit 1 Lesson 6). Play ‘21’ – see instructions in ‘Resources’.  Introduce the new verbs in the 1st person singular present simple tense form of 9 regular- ar verbs. The verb infinitives are shown in ‘New Learning’, e.g. ‘cantar’ to sing, becomes ‘canto’ (see notes on regular –ar verbs at end of unit).   |  |  | | --- | --- | | Canto – can-toh | Hablo – ab-loh | | Toco – toc-oh | Escucho – es-koo-choh | | Bailo – bye-loh | Miro – meer-oh | | Nado – nah-doh | Camino – cam-ee-no | | Salto – sal-toh | ¿Qué haces? – KEH/ah-thes |   Teacher jumps and says ‘salto’, etc. Pupils copy action and repeat verb.  Show ¿Qué haces? power point that has pictures of the 9 verbs with sound for further practice.  Miming activity in pairs – pupil 1 performs action, pupil 2 asks: ¿Qué haces? Pupil 1 replies, e.g. camino. Pupils then reverse roles.  Daily activity – Pupils respond to register with a verb in the first person singular and mime action. | | Ball, timer, puppets  21 game – pupils stand. Throw soft ball to one and he/she says 1 in Spanish. Next pupil says 2, and so on up to 20. When the pupil who says 20 throws ball, pupil receiving it must go back to the beginning and say 1, not 21, otherwise he/she is out.  At end of unit:  Interactive game –21-31; picture/word flashcards of verbs; a grammar sheet for teachers re regular -‘- ar’ Spanish verbs; a sheet re Maths’ terms.  ¿Qué haces? power point | | ‘haces’ - silent ‘h’ and ‘c’ pronounced ‘th’ as in English word ‘thin’ (ah-thes)  ‘o’ ending for 1st person singular of regular ‘-ar’ verbs in simple present tense, e.g. cantar (to sing)=canto.  Spanish uses the simple present a lot more than English, e.g.¿Qué haces? can translate as ‘What do you do?’ or ‘What are you doing? and camino can translate as ‘I walk’ or ‘I am walking’ to capture all of the uses. Context tells you which one is best. |
| **Assessment opportunities** | Pupils’ ability to say action verbs in 1st person singular form | | | | | | |
| **KS2 Framework Objective**  **Oracy**  **3.2 3.4** | **Literacy** | **Intercultural Understanding** | | **Knowledge about Language** | | **Language Learning Strategies**  **3.2 3.10** | |

**Spanish Planning Year 3 Unit 3 Lesson 4 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key Questions/New Learning** | | **Activities** | | **Resources** | | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can read 1st person singular forms of –ar verbs (PoS 7)** * **can pronounce ‘ai’ dipthong correctly (6)** | ¿Qué haces? – what do you do/what are you doing?  Canto – I sing/am singing  \*Toco (a musical instrument only) – I play/am playing  Bailo – I dance/am dancing  Nado – I swim/am swimming  Salto – I jump/am jumping  Hablo – I speak/am speaking  Escucho – I listen to/am listening to  Miro – I look at or watch/am looking at or watching  \*\*Camino – I walk/am walking  \*Toco is only used for musical instruments and also means ‘I touch/am touching.’  \*\*Camino is ‘I walk/am walking’, but not in the sense of ‘I go for a walk/am going for a walk’, which is a different verb in Spanish. | | Revise action verbs with Verdad o mentira (true or false) using picture flashcards. See Unit 1 Lesson 3 for instructions.  As introduction to the 1st person singular verbs in written form, give half the class a picture flashcard and the other half a word flashcard. Call out a verb, e.g. salto, to see if pupils holding picture and word flashcard of that verb can hold up at same time. Do again with pupils swapping picture and word flashcards, so by the end all pupils have held a card.  Play multiple choice interactive verb activity which helps pupils link picture with written word.  Play “fly swat” team game with word cards on board. Another pupil calls out a verb in Spanish, e.g. hablo, and first contestant to tap the correct word gains a point for their team.  Pupils in pairs conduct role play with puppets – incorporating, e.g. greetings and known questions and answers re name, how you are, what age you are and the new question.  Daily activity  Respond to register with a verb in the first person. | | Ball, timer, puppets, fly swats  At end of unit:  Picture and word flashcards of action verbs  Multiple choice interactive game. | | ‘ai’ dipthong as in ‘bailo’  It is pronounced like the English word ‘eye’  (bye-low)  The ‘o’ ending of a regular ‘-ar’ verb in the first person singular has nothing to do with gender, i.e. masculine/feminine. That only applies to nouns and adjectives. |
| **Assessment opportunities** | Observe pupils holding up picture/word cards at correct time and performing role play | | | | | | |
| **KS2 Framework Objective**  **Oracy**  **3.2 3.4** | **Literacy**  **3.1** | **Intercultural Understanding** | | **Knowledge about Language** | | **Language Learning Strategies**  **3.2 3.10** | |

**Spanish Planning Year 3 Unit 3 Lesson 5 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key Questions/New Learning** | | **Activities** | | **Resources** | | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can understand colours (PoS 1)** * **can pronounce ‘j’ correctly (6)** | Rojo - red  Amarillo - yellow  Verde - green  Azul - blue  Blanco - white  Negro - black  Rosa - pink  Marrón - brown  Gris - grey  Morado - purple  Naranja - orange  **N.B.** You may just want to introduce 6 key colours in one lesson | | Warm up round circle asking ¿Cuándo es tu cumpleaños? to see if time it takes beats target in previous lesson.  Pupils in pairs from a particular group to do role play at front of class with all questions and answers – name, how are you, age, what are you doing and birthday (with greetings to start and end).  Introduce colours with picture flashcards – ¿Qué color es? – (Es) azul - and oral repetition. (See link to pronunciation and Unit 1 Lesson 3 for activities that can be used, as for numbers). Look at ‘Ideas for language games’ for further ideas.  Sing colour song – without words:  Put colour squares on board that pupils sing to tune of ‘Frère Jacques’, e.g.:  Rojo azul  Verde rosa  Amarillo marrón  Blanco negro  Gris morado  Naranja azul  Rojo blanco  Daily activity – Respond to register by saying and showing a colour. | | Ball, timer, puppets  Ideas for language games – to be found under main Spanish tab on website  Hear the colours here:  <http://tinyurl.com/j6e25tw>  At end of unit:  Picture flashcards of colours  Spanish colours – information sheet | | ‘j’ in rojo, naranja is pronounced like ‘h’ in English:  (rro-ho/nar-an-hah)  Colours are adjectives. When they describe a noun in Spanish, they agree with its gender (whether it is masculine or feminine).  See colour information sheet.  **N.B.**  ¿Qué color es? (Holding a colour flashcard)  ¿De qué color es (el gato)?  (Holding an object) |
| **Assessment opportunities** | Focus on one group to see if they speak confidently and clearly and if they use a physical response, mime or gesture to convey meaning. | | | | | | |
| **KS2 Framework Objectives**  **Oracy 3.1 3.2** | **Literacy** | **Intercultural Understanding** | | **Knowledge about Language** | | **Language Learning Strategies** | |

**Spanish Planning Year 3 Unit 3 Lesson 6 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key Questions/New Learning** | | **Activities** | | **Resources** | | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can ask and respond to question about favourite colour with a partner (PoS 3)** * **can write colours from memory on hearing words aloud (PoS 2)** * **can pronounce ‘v’ correctly (6)** | Rojo - red  Amarillo - yellow  Verde - green  Azul - blue  Blanco - white  Negro - black  Rosa - pink  Marrón - brown  Gris - grey  Morado - purple  Naranja - orange  ¿Cuál es tu color favorito?  (What is your favourite colour?)  (kwal/es/two/col-ore/fav-ore-ee-toe?  Mi color favorito es el negro  (My favourite colour is black)  (me-col-ore/ fav-ore-ee-toe/es/el/neg-roe) | | Play video clip from Early Start Spanish to revise colours and then sing colour song from ¡Español! ¡Español! with pupils holding colour picture cards at correct time.  Say a colour in Spanish and pupils play team game where ‘contestants’ have to match colour pictures and words on board.  Model new question and answer ¿Cuál es tu color favorito?  Mi color favorito es…with puppets.  Say the question – and then the answer again – and pupils repeat.  Throw ball to individual pupils and ask the question. Support pupils with their replies and accept differentiated answers according to ability:  (el) azul/es el azul/Mi color favorito es el azul  Play ‘The disguised voice’ team game where a pupils sits at the front of class facing board. Another pupil goes to back of class. The pupil at front repeats after teacher ¿Cuál es tu color favorito? and the pupil at back repeats after teacher, in a silly voice: Mi color favorito es el negro. If the pupil at front guesses who it is, he/she gains a point.  Pupils practise the new question and answer in pairs.  Interactive colour game/worksheet where you dictate the colour words.  Daily activity – sing ¿De qué color? song. | | Ball, timer, puppets  Early Start Spanish 1 book – pg 38 and  video clip on cd – section 5  ¡Español! ¡Español! **Canción ¿De qué color?** **(Colores)** Pg 14 – track 1.9  At end of unit:  Colour picture and word cards, interactive colour crossword game and colour worksheet. | | ‘v’ in ‘verde’ pronounced like ‘b’  (behr-deh)  When you say what your favourite colour is, you use ‘el’ (the masculine singular for ‘the’) in front of it, as the colour here is a masculine noun:  Mi color favorito es el rojo. |
| **Assessment opportunities** | Writing task | | | | | | |
| **KS2 Framework Objectives**  **Oracy 3.1 3.2** | **Literacy**  **3.1, 3.3** | **Intercultural Understanding** | | **Knowledge about Language** | | **Language Learning Strategies** | |

**Spanish Planning Year 3 Unit 3 Lesson 7 Date**

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| **Learning Outcomes with link to Programme of Study Objectives** | **Key questions/New Learning** | | **Activities** | | | **Resources** | **Phonic/**  **Grammar Focus** |
| **Pupils will be successful if they:**   * **can link the spelling with the sound of the word (PoS 2)** * **can pronounce key sounds correctly (6)** | Bailar to dance  Autor author  Seis six  Viento wind  Biblioteca library  Hoy today  Cuatro four  Europa Europe  Media media  Ciudad town  Muy very  Juego I play  Monstruo monster  Leo I read  Caer to fall | | Show parts of power point – Sounds of Spanish1 with sound – from Unit 1 lesson 7 – to revise pupils’ understanding of the phonics of the language.  Show power point – Sounds of Spanish2 with sound – which firstly reminds pupils that vowel sounds in Spanish do not change, and then focuses on diphthongs.  As each word is introduced pupils do an action. Once all the words have been introduced with an action, say words both in and out of order to further practise the actions.  Show large picture flashcards of the words introduced in the power point, say each one and pupils repeat. Show the cards quickly one after the other and pupils say the words.  Place the picture cards on the board – numbered – and show each large word flashcard. Pupils say the number of the matching picture on the board.  Give pairs of pupils a small set of the picture and word cards and ask them to match up.  The words should be re-visited in future lessons, as this will a) remind pupils of pronunciation rules of known words and b) help them to pronounce new words that follow the same sound pattern.  Daily Practice – Respond to register with one of words  Do Summative Assessment 1 | | | At end of unit:  ‘Sounds of Spanish2’ power point  Picture and word flashcards to accompany power point – large and small.  Summative Assessment Task 1 (card sorting with teacher instructions) | ‘ue’ in ‘juego’  When a strong and a weak vowel or two weak vowels combine to form a single syllable, they form what is known as a  **diphthong**.When two strong vowels are together in a word they are pronounced as two distinct syllables, and this is known as a **hiatus**. |
| **Assessment Opportunities** | Pupil performance in pair work | | | | | | |
| **KS2 Framework Objective**  **Oracy 3.3 3.4** | **Literacy**  **3.1, 3.2** | **Intercultural Understanding 3.3** | | **Knowledge about Language**  **3. 1, 3.3** | **Language Learning Strategies**  **3.2** | | |