**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 1 Lesson 1 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 say what their name is in a sentence and ask someone else the question (PoS 3)** * **can sing a song that practises the new learning (PoS 2)** * **can pronounce ‘ll’ correctly (PoS 6)** | | ¿Cómo te llamas?/  Me llamo…  ¿Y tú?  (What is your name?/My name is…?/And you?)  Hola  (Hello)  Adiós  (Goodbye) | | Discussion about languages spoken in the class and any facts known about Spain/Spanish. Show power points of one or two of the maps of Spain in resources’ section and the one of where Spanish is spoken in the world. (This will be done again in yr 4 unit 7).  Introduce self and puppets – ¡Hola! Me llamo…and go round class shaking pupils’ hands.  Repetition of new language, loud, soft, fast slow tone of voice.  Ask: ¿Cómo te llamas? and pass ball to an individual supporting him/her with the reply: Me llamo + name. When the ball is passed to the next pupil say: ¿Y tú?  All pupils introduce themselves round circle and time how long it takes.  Play song ¿Cómo te llamas? (see link) along with displaying the words that accompany the song, and pupils sing.  Pairs of pupils ask and answer the new question and answer re name.  Say Adiós at the end of lesson.  Daily activity –  Practise new language with a friend  Respond to register in Spanish | | | Ball, timer, map(s)  Puppets  ¿Cómo te llamas? – song:  <http://tinyurl.com/os3cxqc>  At end of unit:  Maps of Spain x 2 and map of Spanish speaking continents/countries – with pronunciation sheet in word document. | Double’ll’-  similar to the "y" of yellow.  Silent ‘h’ in ‘hola’  In ‘adiós’ the accent shows where to stress the word (add-e-OHS)  In Spanish a question has an upside down question mark at the start and a normal one at the end. |
| **Assessment Opportunities** | | Pupil ability to say Me llamo + name | | | | | | |
| **KS2 Framework Objective**  **Oracy 3.2 3.3** | **Literacy**  **3.1** | | **Intercultural Understanding 3.1, 3.2** | | **Knowledge about Language**  **3. 7** | **Language Learning Strategies** | | |

**Spanish Planning Year 3 Unit 1 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 say what their name is in a sentence and ask someone else the question using ‘¿Y tú?’ (PoS 3)** * **can understand, say and read aloud greetings (PoS 1)** * **can pronounce ‘ue’ correctly (PoS 6)** | ¿Cómo te llamas?/  Me llamo…/ ¿Y tú?  Hola  Adiós  Buenos días  (Good morning/day)  Buenas tardes  (Good afternoon/evening)  Buenas noches  (Good night)  Hasta luego  (See you later)  ¿Qué saludad es? What greeting is it?  (KEH-sal-ooh-dath/es)  N.B.  ‘Es’ can mean ‘is’ or ‘it is’. See Year 3 Unit 2 Lesson 1 for information on the use of subject pronouns in Spanish. | | Revise previous learning. Can pupils beat the time they introduced themselves in when in circle in lesson 1?  In pairs (with puppets) pupils ask and answer new question using ¿Y tú?  ¿Cómo te llamas?  Me llamo…¿Y tú?  Me llamo…  Introduce new greetings with picture flashcards using choral repetition/different tones of voice.  Buenos días > said up until 12.00 pm  Buenas tardes > said from 12:01pm to last sun light  Buenas noches > unlike in English, buenas noches can be used as a greeting (after sunlight is gone) and like in English as a farewell.  Play picture flashcard team guessing game where pupils have to guess which picture card you are concealing from them by saying the greetings.  Place the word cards for the greetings on board and pupils repeat each one after you. Hold up a picture flashcard and pupils say the greeting that matches it and point to the correct word card.  Draw pupils’ attention to ‘buenos’ and ‘buenas’.  Daily activity – Practise new language with a friend  Respond to register in Spanish | | | Ball, timer, puppets  Picture and word flashcards  See “Classroom phrases and instructions” booklet for pronunciation of classroom language for teachers (greetings) | ‘ue’ in ‘buenos/buenas/  luego sounds like the English ‘whey’  ¿Y tú? (And you?) is a short way of asking a question back  Buen-os/as  "Buenos" before masculine plural nouns and "Buenas" before feminine plural nouns.  "Días" is masculine and "tardes" and "noches" are feminine. |
| **Assessment Opportunities** | Observe pupils in game | | | | | | |
| **KS2 Framework Objective**  **Oracy 3.2 3.3** | **Literacy**  **3.1** | **Intercultural Understanding 3.3** | | **Knowledge about Language**  **3. 7** | **Language Learning Strategies** | | |

**Spanish Planning Year 3 Unit 1 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 link greetings’ sounds to the written word (PoS 2)** * **can recognise numbers 1-10 (PoS 1)** * **can pronounce ‘ua’ correctly (PoS 6)** | Buenos días  Buenas tardes  Buenas noches  Hasta luego  1 Uno  2 Dos  3 Tres  4 Cuatro  5 Cinco  6 Seis  7 Siete  8 Ocho  9 Nueve  10 Diez | | Revise name question and answer with soft ball where you ask question and pupils reply.  Show greetings’ power point. Pupils say greeting on each slide before teacher clicks sound icon. Other optional interactive greetings’ activity in ‘Resources’ gives further practice of saying the words.  Introduce numbers with fingers, saying each one and with pupils repeating. Say a random number and pupils show correct number of fingers before you do.  Play ‘Verdad o mentira’ (true or false) (Pronunciation: vare-dath – soft ‘th’ tip of tongue behind front teeth – men-tier-ah).  Use the number figure flashcards to practise saying the numbers – in and out of order. In the game say a number and show a flashcard. If what you say is true, pupils repeat. If not, they stay silent.  Put word cards of the numbers on the board in random order. Say, e.g. 8 in Spanish and a pupil touches the matching word on the board.  Daily activity –  Respond to register in Spanish | | | Ball  See “Classroom phrases and instructions” booklet for pronunciation of classroom language for teachers – numbers – and “Ideas for language games” for number games  At end of unit:  Greetings’ power point with sound.  Number figure cards and word cards (1-10). | ‘ua’ in ‘cuatro’ like ‘wah’ in English  Uno – this is used in counting for the number 1.  ‘Un’ and ‘Una’ are used when a noun follows:  Un chico – a/one boy  Una chica – a/one girl |
| **Assessment Opportunities** | Observe pupil responses in ‘true or false’ game | | | | | | |
| **KS2 Framework Objective**  **Oracy 3.3 3.4** | **Literacy**  **3.1** | **Intercultural Understanding 3.3** | | **Knowledge about Language**  **3. 7** | **Language Learning Strategies** | | |

**Spanish Planning Year 3 Unit 1 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 recognise numbers 1-10 in written form (PoS 7)** * **can sing a song that practises numbers (PoS 1)** * **can complete a simple worksheet (Pos 10)** * **can pronounce ‘c’ correctly (PoS 6)** | Uno  Dos  Tres  Cuatro  Cinco  Seis  Siete  Ocho  Nueve  Diez  Escuchad listen  Mirad look  Silencio silence  Atención attention  Sentaos sit down  Levantaos stand up | | Revise previous learning – name, greetings, and numbers.  Pupils match number figure and word cards on board as team game.  Show number power point with sound – 1-10. Pupils say numbers before they hear sound.  Play number song – 1-10. (See link).  Introduce some classroom commands – which are in the 2nd person plural imperative form of the verbs, apart from ‘Atención’ and ‘Silencio’ which are nouns – with actions.  Pupils do worksheet – numbers 1-10 – where they copy write the number words in the correct place.  Daily activity –  Respond to register in Spanish | | | Ball  Number song – Vamos a contar  <https://tinyurl.com/ppyxa27>  N.B.  See “Classroom phrases and instructions” booklet for pronunciation of classroom language for teachers (classroom commands)  At end of unit:  Number word and figure cards (1-10), words for song, worksheet – numbers 1-10 – and number power point with sound (1-10). | ‘C’ e.g. cuatro (a hard ‘k’ sound (kwa-troh)) and cinco (a soft ‘th’ sound as in English ‘‘thin’’(theen-koh))  In Latin American Spanish ‘cinco’ is pronounced ‘sin-koh’. |
| **Assessment Opportunities** | Worksheet | | | | | | |
| **KS2 Framework Objective**  **Oracy 3.1 3.4** | **Literacy**  **3.1, 3.3** | **Intercultural Understanding 3.3** | | **Knowledge about Language**  **3. 4** | **Language Learning Strategies**  **3.2** | | |

**Planning Year 3 Unit 1 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 a new question and answer (PoS 1)** * **can perform a role-play with a partner (PoS 3)** * **can pronounce ‘uy’ correctly (PoS 6)** | ¿Qué tal? / ¿Cómo estás/estáis? (How are you?)  Fenomenal (terrific)  Muy bien (very good)  Bien (good)  Regular (ok)  Mal (bad)  Fatal (awful)  Escuchad  Mirad  Silencio  Atención  Sentaos sit down  Levantaos stand up | | Revise teacher commands with actions, then play ‘Simón dice’ (Simon says), where pupils do action only if teacher says ‘Simón dice’ before the command.  Tell pupils they will be learning a new question and answer and show them the video clip about ¿Qué tal? from Early Start 1 – see ‘Resources’.  Ask pupils about the clip, e.g. what question were people asking each other and what did you hear them reply?  Introduce ¿Qué tal? first of all, and the various answers to the question with choral repetition and actions.  Use ball to ask pupils the question and give support with the replies.  Tell pupils there is another way of asking the question, i.e. ¿Cómo estás? and practise that with them in same way as for ¿Qué tal?  Pupils practise role-play in pairs as in ‘Resources’. Some pupils may be able to add other known vocabulary.  Daily activity – Respond to register in Spanish | | | ¿Qué tal?  Early Start Spanish 1 book – pg 26 and  video clips on cd – section 3  Ball  Role-play  Buenos días  ¿Qué tal?  Bien, ¿Y tú?  Fenomenal  Adiós | ‘uy’ in ‘muy’ pronunced like ‘mwee’ in English  ¿Cómo estás?  You use this form to speak to one pupil  ¿Cómo estáis?  You use this form to speak to more than one pupil  ¿Qué tal? and the above both mean the same. |
| **Assessment Opportunities** | Observe role-plays | | | | | | |
| **KS2 Framework Objective**  **Oracy 3.3 3.4** | **Literacy** | **Intercultural Understanding 3.4** | | **Knowledge about Language**  **3. 7** | **Language Learning Strategies** | | |

**Spanish Planning Year 3 Unit 1 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 answer questions about name and well-being with a partner (PoS 3)** * **can recognise numbers 11-20 (PoS 1)** * **can pronounce ‘Dieciséis’ correctly (PoS 6)** | Once 11  Doce 12  Trece 13  Catorce 14  Quince 15  Dieciséis16  Diecisiete 17  Dieciocho 18  Diecinueve 19  Veinte 20  ¿Cómo te llamas?  Me llamo…  ¿Qué tal? / ¿Cómo estás/estáis?  Fenomenal  Muy bien  Bien  Regular  Mal  Fatal  Buenos días  Buenas tardes  Buenas noches  Hasta luego | | Pairs of pupils practise asking each other questions about name and well-being – see ‘Key questions…’  To practise greetings, throw soft ball to a pupil and say ‘buenas tardes’. Pupil either says another greeting or repeats the one you said, and throws ball back. Throw ball to another pupil saying the greeting the previous pupil said, and so on.  Introduce rap greetings’ song from Español Español to pupils by giving each pupil a text card from the song – see ‘Resources’. Say the words from song and pupils hold up their cards. Play the song, and pupils hold up their cards again. On the 2nd playing of the song, pupils sing along too.  Revise numbers 1-10 with number revision power point – see ‘Resources’.  Introduce numbers 11-20 with figure flashcards and choral repetition. Draw notice to the pattern in numbers from 16-19.  Choose a game to play to practise the numbers from ‘Ideas for language games’ in ‘Resources,’ e.g. Heads down, thumbs up.  Daily Practice – Respond to register in Spanish | | | Ball  ¡Español! ¡Español! **Rap (Los saludos)** Pg 2 – track 1.2.  (Greetings)  See on BCC Languages’ website:  ‘Ideas for language games’ – number games  At end of unit:  Text cards for rap song.  Number revision power point (1-10)  Number figure and word cards | Accent on vowel of 3rd syllable of number 16, to show where word is stressed.  When saying the numbers after 15, you’re just repeating the tenths and saying 1-9 after it.  (i.e. dieciséis (16) dieci=10 seis=6) |
| **Assessment Opportunities** | Observe pupils in number game | | | | | | |
| **KS2 Framework Objective**  **Oracy 3.2 3.3** | **Literacy**  **3.1, 3.3** | **Intercultural Understanding** | | **Knowledge about Language**  **3. 7** | **Language Learning Strategies** | | |

**Spanish Planning Year 3 Unit 1 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 recognise numbers 11-20 in written form (PoS 7)** * **can participate in a game that practises the new learning (PoS 1)** * **can complete a simple worksheet (Pos 10)** * **can pronounce ‘Matemáticas’ correctly (PoS 6)** | Once 11  Doce 12  Trece 13  Catorce 14  Quince 15  Dieciséis16  Diecisiete 17  Dieciocho 18  Diecinueve 19  Veinte 20  ¡Hoy vamos a hacer matemáticas en español! (Today we are going to do Maths in Spanish!)  (oy/bam-os/ah/ath-air/ mat-eh-MAT-ee-cas) | | Revise numbers 11-20 with the internet link in ‘Resources’, in which the numbers are read aloud in Spanish.  With numbers 1-20 do simple Maths in Spanish - ¡Hoy vamos a hacer matemáticas en español! with Maths’ power point resource.  Place number figure cards on board for support and see pronunciation of maths’ terms in Maths’ power point.  **Suma:**  Dos más tres son cinco. (Two plus three is five.)  **Resta:**  Cinco menos cuatro son uno. (Five minus four is one.)  **Multiplicación:**  Tres por cuatro son doce. (Three times four is twelve.)  **División:**  Doce dividido por cuatro son tres. (Twelve divided by four is three.)  Pupils do worksheet – numbers 11-20 – where they copy write the number words in the correct place.  Daily Practice – Respond to register in Spanish | | | Ball  Fly swats  Sound files of nos. 11-20:  <https://tinyurl.com/vt35gtd>  At end of unit:  Number figure and word cards (11-20)  Interactive number match word/figure game (11-20) as additional resource  Maths’ power point with sound (Maths terms)  Worksheet - numbers 11-20 | matemáticas- accent on vowel shows which syllable to stress when word pronounced (mat-eh-MAT-ee-cas).  The Maths’ sentences use the verb son, which is plural, in contrast with the singular verb ‘is’ of English. |
| **Assessment Opportunities** | Pupil performance in Spanish Maths | | | | | | |
| **KS2 Framework Objective**  **Oracy 3.2 3.3** | **Literacy**  **3.1, 3.3** | **Intercultural Understanding** | | **Knowledge about Language**  **3. 7** | **Language Learning Strategies**  **3.2** | | |

**Spanish Planning Year 3 Unit 1 Lesson 8 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 sing an alphabet song (PoS 1)** * **can pronounce words with accents correctly (PoS 2)** * **can pronounce vowels and consonants correctly (PoS 6)** | Abeja bee  Elefante elephant  Iglesia church  Oveja sheep  Uvas grapes  Casa house  Cerdo pig  Ciclista cyclist  Coche car  Conejo rabbit  Cucuracha cockroach  Gato cat  Genio genius  Gimnasio gymnasium  Gordo fat  Gusano worm  Helado icecream  Jirafa giraffe  Amarillo yellow  Señorita Miss  Ratón mouse  Perro dog  Ventana window  Xilófono xylophone  Zumo juice | | Show power point – Sounds of Spanish1 with sound – to develop pupils’ understanding of the phonics of the language.  The power point reminds pupils firstly about vowels, which in Spanish do not change their sounds.  Pupils are introduced to 5 words that start with each of the 5 vowel sounds.  Next, pupils are introduced to consonant sounds, which mostly differ from the English ones, in the form of words that either begin with the particular consonant or have it within the word.  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 | | | At end of unit:  ‘Sounds of Spanish1’ power point  Picture and word flashcards to accompany power point – large and small. | ‘j’ in ‘oveja’ and ‘jirafa’  Both languages have 5 vowel letters, but there are 5 vowel sounds in Spanish and 12 in English.  There are 26 letters in the English alphabet with 44 sounds, and 27 letters in the Spanish alphabet with 30 sounds.  The extra letter in the Spanish alphabet is ‘ñ’. |
| **Assessment Opportunities** | Pupil ability to pronounce vowels, consonants and words with accents | | | | | | |
| **KS2 Framework Objective**  **Oracy 3.1 3.2, 3.3** | **Literacy**  **3.1, 3.2** | **Intercultural Understanding 3.3** | | **Knowledge about Language**  **3. 1, 3.3** | **Language Learning Strategies**  **3.2** | | |