**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 structuresPresent 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 2 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 understand teacher commands (PoS 1)**
* **can say their age and ask someone else how old they are (PoS 3)**
* **can pronounce ‘ñ’ correctly (6)**
 | ¿Cuántos años tienes?(How old are you?) Tengo 7 años/Tengo 8 años(I am 7 years old/I am 8 years old) | Revise previous learning from Unit 1 in the form of role play in pairs – with puppets – covering questions and answers re greetings, name, how are you?Play ‘Simón dice’ with known classroom commands (see Year 3 Unit 1 Lesson 5) and revise numbers 1-20.Teacher uses 2 puppets – one to ask the new question re age and the other to reply. Ask pupils to guess what the conversation is about.Say the new question in different tones of voice and pupils repeat.Throw ball to individuals saying the question and giving them a choice of 2 answers to reply with if required.Show Early Start Spanish video clip re age.Invite pairs of pupils to come to the front to practise the new question and answer with puppets – adding other known elements to the conversation (greetings, other questions and answers) – if they can.Daily PracticeRespond to register in Spanish | Ball, timer, puppetsAge:Early Start Spanish 1 book – pg 50 andvideo clips on cd – section 7At end of unit:Notes on the use of subject pronouns in Spanish | ñ in años - The Spanish *ñ* is pronounced similarly to the "ny" sound of "canyon" or the "ni" sound of "onion."(an-yos)Escuchad, mirad, sentaos and levantaosare commands used to address the whole class.Escucha, mira, siéntate and levántate are used to address one child.The subject pronoun in Spanish is implied by the conjugation of the verb, so is often left out, e.g. in the question and answer re age. |
| **Assessment Opportunities** | Pupil replies to new question. |
| **KS2 Framework Objective****Oracy 3.3 3.4** | **Literacy** | **Intercultural Understanding 3.3** | **Knowledge about Language** **3. 7** | **Language Learning Strategies** |

**Spanish Planning Year 3 Unit 2 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 read and understand simple conversations about age (PoS 7)**
* **can pronounce ‘ua’ correctly (PoS 6)**
 | ¿Cuántos años tienes? Tengo 7 años/Tengo 8 años¿Y tú? | Revise known questions and answers – name, how are you and age – by throwing ball to individual pupils.Show power point about age. Ask pupils questions in English about what they notice in the written word and invite pupils to read aloud.Worksheet re age where pupils have to complete a gap fill exercise with support provided.Play the “Police” game.2 team members leave the roomWhilst they are out, choose a pupil who will be “10 years old”.Everyone else will be their normal age.The 2 team members come back in and go around the class each asking the new question to other pupils.Pupils reply to question.The first team player to find the “10 year old” is the winner.Daily PracticeRespond to register in Spanish | Ball, timer, puppets, toy police helmetsAt end of unit:Power point re ageWorksheet re age | Cuántos - pronounced(KWAN/toss)In questions and answers about age in Spanish, the verb ‘to have’ (tener) is used –¿Cuántos años **tienes**? (How old are you? – literally: How many years do you have?) **Tengo** 7 años (I am 7 years old – literally: I have 7 years)¿Cuántos años **tiene**?(How old is he or she? – literally: How many years does he or she have?)**Tiene** 8 años(he or she is 8 years old) |
| **Assessment Opportunities** | Pupil answers to questions. |
| **KS2 Framework Objective****Oracy 3.3 3.4** | **Literacy****3.3** | **Intercultural Understanding 3.3** | **Knowledge about Language** **3. 7** | **Language Learning Strategies** |

**Spanish Planning Year 3 Unit 2 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 and repeat the months (PoS 1)**
* **can pronounce ‘z’and ‘c’ correctly (PoS 6)**
 | \*Los meses del año(the months of the year)enero Januaryfebrero Februarymarzo Marchabril Aprilmayo Mayjunio Junejulio Julyagosto Augustseptiembre Septemberoctubre Octobernoviembre Novemberdiciembre December¿Qué mes es? What month is it? (kay/mess/es)Es…It is… (See Year 3 Unit 1 Lesson 2 re use of subject pronouns in Spanish)Sí/No Yes/No (see/noh) | Revise greetings with ball. Say a greeting in Spanish/English and pupils have to give word(s) in English/Spanish.Invite pairs of pupils to come to the front and enact a role play with greetings, name, how are you? and age – with puppets.Introduce months in order by saying the months and doing actions:Jan – shivering, Feb hands on heart, Mar baaing (like a lamb), Apr hands showing rain falling, May hands showing flower growing, Jul hands incircle for sun, Aug hands behind head, Sept hands showing wind movement, Oct scarey face, Nov hands going up with whoosh, Dec hands opening presents.Pupils repeat words and actions. Say a month out of order and pupils do action. Do an action and pupils say word.Show each picture flashcard and ask graded questions: ¿Es mayo? (Sí/No) – ¿Es mayo o junio? (Es junio) – ¿Qué mes es?– Es agosto.Show ¿Qué mes es? power point. Play ‘ensalada de fruta’ (fruit salad). Daily PracticeRespond to register in Spanish | Ball, timer, puppetsAt end of unit:Picture flashcards of months and instructions for ‘ensalada de fruta’.¿Qué mes es? power point.Teacher information sheet on Spanish contractions | ‘z’ in marzo pronounced like the ‘th’ in the English word ‘thin’ (mar-thoh)‘c’ in diciembre pronounced again like the ‘th’ in ‘thin’ (dith-ee-em-bray)Months of the year do not begin with a capital letter unless they are the first word in a sentence.\*Spanish contractions:Normally, whenever **de** and **el** are together, you must replace them with **del**, e.g.Los meses del año **de** = of**del** = ‘of the’ before the masculine singular definite article el.el año (the year)**del** año (of the year).See teacher sheet on Spanish contractions at end of unit. |
| **Assessment Opportunities** | Pupil replies to graded questions. |
| **KS2 Framework Objective****Oracy 3.3 3.4** | **Literacy** | **Intercultural Understanding 3.3** | **Knowledge about Language** **3. 7** | **Language Learning Strategies** |

**Spanish Planning Year 3 Unit 2 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 the months (PoS 1)**
* **can write the months (PoS 10)**
* **can pronounce ‘j’ correctly (PoS 6)**
 | \*Los meses del año the months of the year  enero Januaryfebrero Februarymarzo Marchabril Aprilmayo Mayjunio Junejulio Julyagosto Augustseptiembre Septemberoctubre Octobernoviembre Novemberdiciembre December | Revise numbers 1-20 with ‘tennis’ activity. ‘Bat’ uno to pupils and they ‘bat’ back the next number, etc. with imaginary rackets. Do in reverse order 20-1. Revise months with actions and show Early Start Spanish video clip re months.Show words for months in order on board and pupils chant. Remove one and pupils chant again. This continues until pupils are chanting with no words. Pupils put word flashcards in order in pairs/groups.Play song about months in Spanish – see link.Pupils do worksheet where they complete a Spanish months’ crossword to match English. Give months of year word cards to pupils who will require them. Other pupils can write months from memory.Daily PracticeRespond to register in Spanish | Ball, timerMonthsEarly Start Spanish 1 book – pg 53 andvideo clip on cd – section 8Song about months - Estos son los doce meses del año (These are the twelve months of the year)<http://tinyurl.com/hu3qxat>At end of unit:Months of the year sign in SpanishFlashcards of months – pictures and wordsMonths of year - small word cardsMonths’ crossword | ‘j’ in junio and julio pronounced like the ‘h’ in the English words ‘hot’and ‘hero’ (hoon-ee-oh and hoo-lee-oh).All the months in Spanish are near cognates except for ‘enero.’\*Spanish contractions:See notes in previous lesson. |
| **Assessment Opportunities** | Writing task |
| **KS2 Framework Objective****Oracy 3.3 3.4** | **Literacy****3.3** | **Intercultural Understanding 3.3** | **Knowledge about Language** **3. 7** | **Language Learning Strategies** |

**Spanish Planning Year 3 Unit 2 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 numbers 21-31 (PoS 1)**
* **can write the months (PoS 10)**
* **can pronounce ‘ei’ and ‘v’ correctly (PoS 6)**
 | enero Januaryfebrero Februarymarzo Marchabril Aprilmayo Mayjunio Junejulio Julyagosto Augustseptiembre Septemberoctubre Octobernoviembre Novemberdiciembre December21 veintiuno 22 veintidós 23 veintitrés 24 veinticuatro25 veinticinco  26 veintiséis 27 veintisiete 28 veintiocho 29 veintinueve30 treinta31 treinta y uno | Throw ball to a pupil and say ‘enero’. Pupil either repeats or says next month. Throw ball to another pupil and say whatever previous pupil has said and so on.Clap numbers 1-10 with pupils:123/456/78910 (the last 4 numbers said very fast).Revise numbers 11-20 by asking pupils – in groups – to say a number in a certain way, e.g. 13 as if they are crying, 20 in a robot voice, etc.Introduce numbers 21-31 in the same way as for 1-10 (see Unit 1 lesson 3). Look at ‘Ideas for language games’ for further ideas.For pronunciation see link.Show video clip from Early Start Spanish re numbers.Daily PracticeRespond to register in Spanish | Ball, timerIdeas for language games – to be found under main Spanish tab on websitePronunciation of numbers 21-31:<http://tinyurl.com/znkt6e5>(click on figures)Early Start Spanish 1 book – pg 60 andvideo clips on cd – section 9 (Numbers up to 31, so start after 20 or play whole clip)At end of unit:Number figure cards (21-31). | ‘ei’ and ‘v’in ‘veinte’Notice how it is “treinta y uno” not “treintiuno”.N.B. Numbers 21-29 can be written either as one word or three words, e.g. veinticuatro or veinte y cuatro |
| **Assessment Opportunities** | Listen to pupils’ pronunciation of numbers |
| **KS2 Framework Objective****Oracy 3.3 3.4** | **Literacy****3.3** | **Intercultural Understanding 3.3** | **Knowledge about Language** **3. 7** | **Language Learning Strategies** |

**Spanish Planning Year 3 Unit 2 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 understand the date with number and month (PoS 1)**
* **can pronounce ‘i’ correctly (PoS 6)**
 | 21 veintiuno 22 veintidós 23 veintitrés 24 veinticuatro25 veinticinco  26 veintiséis 27 veintisiete 28 veintiocho 29 veintinueve30 treinta31 treinta y uno¿Cuál es la fecha? What is the date?(kwal/es/la/fetch-ah)Es el 3 de abril.(es/el/tres/deh/ab-reel)N.B. See note on ‘es’ in Lesson 3 of this unit. | Chant numbers 1-31 with pupils and draw their attention to the fact that numbers are more challenging to say after 10, so that practice is necessary.Play number song. See link.Pupils match number figure and word cards on board as team game.Ask pupils the importance of knowing numbers up to 31 – i.e. being able to say the date and birthdays.Establish the date in English and say in Spanish – with pupils repeating e.g.:Es el 3 de abril(Literally it is the 3rd of April)Write a selection of numbers (in figures) and Spanish months on the board in random order. Say a date, as in the example above, and pupils write on mini whiteboards and hold up.Ask pupils to read out dates from the board.Daily PracticeRespond to register in Spanish | Ball, timerMini whiteboardsPronunciation of numbers 21-31:<http://tinyurl.com/znkt6e5> (click on figures)Song – numbers 1-31<http://tinyurl.com/jwxoof8>At end of unit:Number word and figure cards (21-31) | ‘i’ in ‘primero’When you say the date in Spanish, you use cardinal numbers and not ordinal numbers as in English. N.B. The odd one out is the 1st of the month:El 1 de junio(El primero de junio) |
| **Assessment Opportunities** | Pupil mini whiteboard task |
| **KS2 Framework Objective****Oracy 03.1** | **Literacy****3.1** | **Intercultural Understanding 3.4** | **Knowledge about Language** **3. 7** | **Language Learning Strategies** |

**Spanish Planning Year 3 Unit 2 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 understand days of the week (PoS 1)**
* **can write the days (PoS 10)**
* **can pronounce ‘i’ correctly (PoS 6)**
 | ¿Cuál es la fecha hoy? What is the date today?(KWAL/es/la/fetch-ah/oy)Los días de la semana The days of the weeklunes Mondaymartes Tuesdaymiércoles Wednesdayjueves Thursdayviernes Fridaysábado Saturdaydomingo Sundayhoy todayayer yesterdaymañana tomorrow¿Qué día es hoy? What day is it today?(KEH/DEE-ah/es/oy)¿Qué día será mañana?(KEH/DEE-ah/ser-AH/man-ya-nah)¿Qué día fue ayer?(kay-DEE-ah/fway/eye-yer)What day is it today?What day will it be tomorrow?What day was it yesterday? | Revise today’s date by pointing to date on board in English (with just number and month) by saying: ¿Cuál es la fecha hoy? e.g Es el 8 de mayo. Tell pupils they will now be learning the days of the week, so they will be to say the full date.Introduce days of the week with actions, e.g. hands on head, nose, ears, shoulders, waist, hips, knees, feet (one for each day). Go through each day with actions. Pupils repeat and copy action. Do faster next time, then say days out of order to see if pupils remember actions.Put word cards of the days on board and remove one by one as you recite the days. By the end pupils are reciting with no cards.See video clip re days from Early Start Spanish.Ask what the day is today - ¿Qué día es hoy? – pointing to English day on board to aid comprehension. Answers: 1 lunes 2 Es lunes 3 Hoy es lunes.Play song ‘Los días de la semana’ from ¡Español! ¡Español!.Ask pupils about the day yesterday and tomorrow, just with a single word reply (i.e. the day).¿Qué día fue ayer? with thumb pointing back ¿Qué día será mañana? with index finger pointing ahead.Ask pupils for the full date:¿Cuál es la fecha hoy?Es martes, 25 de enero /Hoy es martes, 25 de eneroDays of week crossword.Daily activity - respond to register with day of the week | Ball, timer ¡Español! ¡Español! **Canción (Los días de la semana)** Pg 15 – track 1.24.Early Start Spanish 1 book – pg 71 andvideo clip on cd – section 11End of unit:Days of week flashcards and worksheet | Silent ‘h’ in hoyDays of the week in Spanish do not begin with a capital letter unless they are the first word in a sentence.Saying the date with month:Es el 5 de noviembreSaying the date with day and month (no ‘el’):Es viernes, 5 de noviembre |
| **Assessment Opportunities** | Observing pupils in responding to days with correct actions |
| **KS2 Framework Objective****Oracy 3.2, 3.3, 3.4** | **Literacy****3.1, 3.3** | **Intercultural Understanding** **3.4** | **Knowledge about Language**  | **Language Learning Strategies****3.4** |