**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 5 Lesson 1 Date**

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| **Learning Outcomes linked to Programme of Study Objectives** | **Key questions/New Learning** | | **Activities** | | **Resources** | | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can express simple preferences (PoS 3)** * **can understand and use me gusta/no me gusta (PoS 3)** * **can combine me gusta + colour (PoS 11)** * **can combine me gusta + verb in infinitive form (some pupils) (PoS 11)** | Me gusta I like (mey-goose-tah)  No me gusta I don’t like (no/mey-goose-tah)  El rojo/azul/verde/amarillo/rosa/  marrón/gris/blanco/negro/morado/  naranja  Bailar to dance (buy-lar)  Cantar to sing (can-tar)  Saltar to jump (sal-tar)  Nadar to swim (nad-are)  Hablar to speak (ab-lar)  Escuchar to listen (to) (es-koo-char)  Mirar to look (at), watch (meer-are)  \*Tocar to play (e.g. la guitarra/el piano) (toc-are)  Caminar to walk (cam-een-are)  \*Tocar is only used for musical instruments and it can also mean ‘to touch’ | | Revise previous learning with a table quiz with different rounds for which points are awarded. Suggestions for rounds: greetings, questions and answers, numbers, colours, body parts, days.  Introduce me gusta with colours, e.g. Me gusta el rojo (thumb up and smiling), then no me gusta, e.g. No me gusta el naranja (thumb down and scowling).  Pupils say me gusta when you put thumb up and no me gusta when it is down. Do this faster and faster.  Go round circle and pupils have to say one colour they like and one colour they don’t like.  Revisit 1st person singular ‘-ar’ verbs (see Year 3 Unit 3 Lesson 3). Pupils chorus ¿Qué haces? and chosen pupils at the front – one at a time – do an action and say what they are doing, e.g. nado.  Introduce me gusta + infinitive of ‘–ar’ verbs, e.g. me gusta bailar + action + thumb up and ask what is different in last word (i.e. no longer bailo, but bailar). Do the same for no me gusta, e.g. no me gusta cantar + thumb down. (Canto has become cantar). Say a selection of postive and negative sentences as above and pupils put thumbs up/down to show they can distinguish between ‘me gusta’ and ‘no me gusta’. Pupils do the same in pairs. | | Ball, timer  Power point of key question/new learning with sound at end of unit, which can be used: by teacher to confirm pronunciation; at any point in the unit for pupil listening (click sound icon); reading (click action button once); reading and speaking (click action button twice). | | ‘h’ in ‘hablar’ – (ab-lar)  Use of me gusta +colour and me gusta + infinitive  When you say you like/do not like a colour, the colour becomes a masculine singular noun with the definite article ‘el’ in front of it, e.g.:  Me gusta el azul  No me gusta el blanco  (See Year 3 Unit 3 Lesson 6 re ‘favourite colour’). |
| **Assessment Opportunities** | Observe some of the pairs and record correct constructions plus areas for development | | | | | | |
| **KS2 Framework Objective**  **Oracy** 3.3 | **Literacy** | **Intercultural Understanding** | | **Knowledge about Language** 3.5 | | **Language Learning Strategies** | |

**Spanish Planning Year 3 Unit 5 Lesson 2 Date**

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| **Learning Outcomes linked to Programme of Study Objectives** | **Key questions/New Learning** | | **Activities** | | **Resources** | | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can express simple preferences (PoS 3)** * **can understand and use me gusta/no me gusta (PoS 3)** * **can use a connective (PoS 12)** * **can correctly pronounce ‘r’ (PoS 2)** | Me gusta I like  No me gusta I don’t like  ¿Te gusta? Do you like?(teh-goosta)  ¿Y a ti? And you? (ee-ah-tee)  Bailar to dance  Cantar to sing  Saltar to jump  Nadar to swim  Hablar to speak  Escuchar to listen (to)  Mirar to look (at), watch  \*Tocar to play (e.g. la guitarra/el piano)  Caminar to walk  \*Tocar is only used for musical instruments and it can also mean ‘to touch’  Pero but  (pear-oh)  Y and  (ee) | | Revise last lesson’s work by saying: Me gusta el azul. Throw ball to a pupil and say: ¿Te gusta el azul? Some pupils may respond with sí or no, but encourage – with support – Me gusta el azul or No me gusta el azul.  After a few throws, switch to ¿Y a ti? and not ¿Y tú?, the reason for which being explained at end of unit. See Resources.    Pupils practise role play in pairs.  A ¿Te gusta el azul?  B (Sí) Me gusta el azul/ (No) No me gusta el azul.  Show power point verb infinitive team game. Teacher says the question to a team member, and once they have replied positively or negatively, they will see how many points they have gained.  Show pictures of famous people on the board and make statements, e.g.  Me gusta Ronaldo.  No me gusta Messi.  Me gusta Shakira y me gusta Beyoncé.  Me gusta Shakira, pero no me gusta Taylor Swift.  Draw attention to use of 2 connectives – y and pero.  Ask a pupil to ask another by name if he/she likes someone in one of the pictures - ¿Te gusta…? | | Ball, timer, puppets  Pictures of famous people/pop stars, footballers  At end of unit:  See information explaining use of ¿Y a ti? instead of ¿Y tú?  Power point verb infinitive game.  Sheet about the verb ‘gustar’ for teacher information. | | ‘r’ in ‘pero’  (pair-oh)  The verb ‘gustar’ requires the use of indirect object pronouns:  ¿Te gusta el azul? (Literally means ‘Is blue pleasing to you?)  Me gusta el azul. (Literally means ‘Blue is pleasing to me’.) |
| **Assessment Opportunities** | Listen to sentences pupils say re the pictures of famous people | | | | | | |
| **KS2 Framework Objectives**  **Oracy 3.3** | **Literacy** | **Intercultural Understanding** | | **Knowledge about Language**  **3.5** | | **Language Learning Strategies** | |

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

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| **Learning Outcomes linked to Programme of Study Objectives** | **Key questions/New Learning** | | **Activities** | | **Resources** | | **Phonic/Grammar Focus** |
| **Pupils will be successful if they:**   * **can express simple preferences (PoS 3)** * **can understand and use me gusta(n)/no me gusta(n) (PoS 5)** * **can read and show understanding of phrases and words (PoS 7)** * **can create sentences at very simple to more complex level according to ability (PoS 11)** | Me gusta I like  No me gusta I don’t like  ¿Y a ti? And you?  ¿Te gusta? Do you like?  A mí.. (Me)  (ah-ME)  Bailar to dance  Cantar to sing  Saltar to jump  Nadar to swim  Hablar to speak  Escuchar to listen (to)  Mirar to look (at), watch  Tocar to play (e.g. la guitarra/el piano)  Caminar to walk  \*Tocar is only used for musical instruments and it can also mean ‘to touch’  Pero but  (pear-oh)  Y and  (ee) | | Introduce song ‘Chocolate’ by saying: Me gusta el chocolate. Ask a named pupil if they like it – ¿Te gusta el chocolate? Sí/no or Me gusta/No me gusta el chocolate.  Play song – see link. Song can be sung afterwards with no words.  Place word cards of verbs, colours, cognate nouns, connectives on board and ask pupils to identify words they know and how to say them.  Put headings on the board – Verbs, Colours, Nouns, Connectives and invite pupils to place cards under the correct headings.  Play a team game, where a pupil from one team asks a pupil/pupils from the other team to ‘write’ a sentence using the word cards, e.g. I like blue. The other pupil can come to the board to create the sentence. If more than one pupil is involved, they can write the required sentence on mini whiteboards.  Pupils practise a role play in pairs covering greetings, name, how are you, do you like…?  Daily activity – respond to register with a sentence about liking, e.g. Me gusta bailar, pero no me gusta nadar. | | Song:  Chocolate: Uno, dos tres...  <http://tinyurl.com/ls3xwf9>  Mini whiteboards  At end of unit:  Word cards of verbs, colours, nouns, connectives | | ‘chocolate’ has 5 clear syllables as shown in song – ch-co-la-te  ‘A mí’ stresses the fact that Me, I like chocolate re the song:  Me gusta el chocolate  A mí me gusta el chocolate  N.B.  Mí means me. Mi means my. That's why you need an accent (a tilde) over one to distinguish it from the other. |
| **Assessment Opportunities** | Listen to role plays | | | | | | |
| **KS2 Framework Objectives**  **Oracy 3.3** | **Literacy**  **3.1, 3.3** | **Intercultural Understanding** | | **Knowledge about Language**  **3.5** | | **Language Learning Strategies** | |

**Spanish Planning Year 3 Unit 5 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 understand the nouns in the story (PoS 1)** * **can pronounce soft ‘c’ correctly (6)** | La princesa  El príncipe  La bruja  La manzana  Cien años  El embrujo  La Bella durmiente  Los jóvenes  Translation in order:  The princess  The prince  The wicked fairy (witch)  The apple  100 years  The spell  (The) Sleeping Beauty  The young people | | Tell pupils they will be learning a shortened version of ‘Sleeping Beauty’ in Spanish that differs slightly from the original story they know, in that Sleeping Beauty does not prick her finger on a sewing needle, but is poisoned by an apple, and which is both a story and a song. Introduce nouns using picture flashcards.  Say each new noun in Spanish – without showing the picture flashcards. (Approximate pronunciation is on power point of story/song at end of unit). Do actions/mime to help convey meaning. When pupils guess meaning correctly, show the picture.  Say each noun again, pupils repeat and place picture flashcards on board under 2 columns – for masculine nouns and feminine nouns. Ask pupils why 2 different columns (Masculine and feminine singular). Can they tell you the odd one out? (Los jóvenes – masculine plural).  Take cards down and play miming/pictionary game with pupils or another game from “Ideas for language games”.  Show a pupil one of the cards, they mime/draw it and other pupils try to guess the mimed/drawn word by saying it in Spanish.  Daily Activity - Practise the words - gender and whether singular or plural | | | “Ideas for language games” – under main Spanish tab on website.  At end of unit:  Picture flashcards  Power point of story with sound (to be shown later in the unit) | Soft ‘c’ before ‘i’ and ‘e’ – princesa, príncipe  (prin-thes-ah and PRIN-thee-pay)  Nouns in Spanish are either masculine or feminine:  Masculine - un (a/one), el (the - singular), los (the - plural)  Feminine - una (a/one), la (the - singular), las (the - plural)  M F   |  |  | | --- | --- | | príncipe | princesa | | embrujo | bruja | | jóvenes | manzana | | (100) años | Bella (durmiente) | |
| **Assessment Opportunities** | Observe miming/pictionary game. | | | | | | |
| **KS2 Framework Objective**  **Oracy 3.1, 3.2,3.3** | **Literacy** | **Intercultural Understanding** | | **Knowledge about Language**  **3.1** | **Language Learning Strategies**  **3.2** | | |

**Spanish Planning Year 3 Unit 5 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 recognise adjectives in masculine and feminine forms (PoS 12)** * **can understand simple descriptive sentences (PoS 7)** * **can pronounce ‘r’ correctly (PoS 6)** | La princesa  El príncipe  La bruja  La manzana  Cien años  El embrujo  La Bella durmiente  Los jóvenes  **Singular:**  hermoso/hermosa – celoso/celosa – joven – rojo/roja – feliz (beautiful/handsome-jealous-young-red-happy)  **Plural:**  hermosos/hermosas – celosos/celosas – jóvenes – rojos/rojas – felices (beautiful/handsome-jealous-young-red-happy)  es=is, son=are | | Revise nouns with pictures. Say a noun and pupils do action, then vice versa. Place word cards on board. Show a picture and pupils read word.  Highlight princesa and príncipe ‘r’ sound.  Practise ‘Tres tigres’ and ‘San Roque’tongue twisters – see Resources. Hear the second one here:  <http://tinyurl.com/mkbpja3>  Introduce adjectives in sentences from story/song with picture flashcards from previous lesson, e.g. la princesa es hermosa, el príncipe es hermoso.  (See pronunciation list at end of unit). Re ‘red’ only feminine form will be used:  hermoso/hermosa, - celoso/celosa - joven - rojo/roja feliz - jóvenes - felices  Each time you say a sentence as above, ask pupils  what they think meaning is and why you said, e.g. ‘hermosa’ for princess and ‘hermoso’ for prince.  Put text cards of sentences with adjectives on board, say and get pupils to repeat. Get pupils to identify the noun, verb and adjective in each sentence. What do they notice about joven/jóvenes/feliz/felices? (Singular and plural and same for masculine and feminine).  Write down one of the sentences with adjectives on paper. Pupils have to guess which one you have written by reading from the board, where the sentences with adjectives are displayed.  Daily activity – Practise the above sentences. | | | Un trabalenguas=tongue twister (trab-ah-ling-gwas)  **Tres tigres comían trigo en un trigal.**  (Three tigers ate wheat in  a wheat field).  Pronunciation for ‘Tres tigres’:  (tres-tee-gress/com-ee-an/tree-go/en/un/tree-gal)  **El perro de San Roque no tiene rabo porque Ramón Ramírez se lo ha cortado.**  (San Roque’s dog doesn’t have a tail because Ramón cut it off).  At end of unit:  Pic/word flashcards, how to say adjectives, sentences with adjective text cards | ‘r’ in princesa and principe  (prin-thesa and prin-thee-pay)  The soft ‘c’ is pronounced like the ‘th’ in the English word ‘thin’.  Adjectives in Spanish agree with the gender of the noun:  **Masculine singular:**  Un/el príncipe es hermoso/joven/feliz  **Masculine plural:**  Los príncipes son hermosos/jóvenes/felices  **Feminine singular:**  Una/la princesa es hermosa/joven/feliz  **Feminine plural:**  Las princesas son hermosas/jóvenes/felices  **N.B.** feliz/felices and joven/jóvenes are the same in M and F. |
| **Assessment Opportunities** | Can the children pronounce an ‘r’in the Spanish way after hearing the tongue twisters? | | | | | | |
| **KS2 Framework Objective**  **Oracy 3.1** | **Literacy**  **3.1** | **Intercultural Understanding** | | **Knowledge about Language**  **3.6** | **Language Learning Strategies**  **3.1** | | |

**Spanish Planning Year 3 Unit 5 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 meaning sentences in a story with the help of pictures, actions and prior knowledge (PoS 1)** * **can recognise and read the above sentences in written form (PoS 7)** * **can pronounce ‘j’ correctly (PoS 6)** | había-there was  era-was  ofreció-offered  se durmiá-fell asleep  pasaron-there passed  llegó-arrived  encontró-found  se rompió-was broken  fueron-were  se casaron-got married  Nombre noun  Adjetivo adjective  Verbo verb  (nom-bray, add-  het-ee-bo, vair-bo) | | Revise key nouns, verbs and adjectives from sentence cards from previous lesson, eg. feliz/la princesa/es/son, by calling out words and pupils say noun, verb, adjective in Spanish.  Practise tongue twisters for “r” sound – see lesson 2.  Show picture flashcards from lesson 1 and say sentences, which contain verbs in the past tense (see ‘Phonic…Focus’ section for notes) with actions (See power point for pronunciation):  **Había** una princesa  Una bruja **era** muy celosa  Le **ofreció** una manzana  La princesa **se durmió**  **Pasaron** más de cien años  **Llegó** un joven príncipe  **Encontró** a la princesa  El embrujo **se rompió**  Todos **fueron** muy felices  Los jóvenes **se casaron**  Ask pupils to guess the verbs in English.  Put past tense sentence cards on board – numbered in random order. Say one in Spanish and pupils give number. Pupils in pairs/groups have sentences in random order. They put in order when teacher says each sentence.  Daily activity – say a past tense verb and pupils say in English | | | At end of unit:  Picture flashcards  Sentence cards  Power point of story with sound (to be shown later in the unit)  Sentence cards – past tense  Story/song words in Spanish and English for meaning of past tense sentences.  Sentence cards of past tense sentences. (Copy x 6 for table activity). | ‘j’in ‘embrujo’  (em-brew-ho)  The verbs in the past tense are only to be recognised by pupils, and are used here to  fit in with this genre of story, i.e. a fairy tale, with the classic beginning of, “Once upon a time . . . .” |
| **Assessment Opportunities** | Ability of pupils to recognise nouns, verbs and adjectives. | | | | | | |
| **KS2 Framework Objective**  **Oracy 3.1** | **Literacy**  **3.1** | **Intercultural Understanding** | | **Knowledge about Language**  **3.7** | **Language Learning Strategies**  **3.7** | | |

**Spanish Planning Year 3 Unit 5 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 multiples of ten up to 100 (PoS 1)** * **can begin to understand how the Spanish number system works (PoS 12)** * **can pronounce soft ‘c’ correctly (PoS 6)** | Diez 10  Veinte 20  Treinta 30  Cuarenta 40  Cincuenta 50  Sesenta 60  Setenta 70  Ochenta 80  Noventa 90  Cien 100 | | Draw pupils’ attention to ‘cien’ in the story/song, i.e. ‘cien años’ and ask for meaning, i.e. 100 years.  Ask for numbers in 10s from 1-31, diez, veinte, treinta.  Teach numbers in 10s from 40 up to 100 with chanting and repetition. See sound files in resources.  Practise numbers to 100 in tens by showing video clip from Early Start Spanish or from YouTube clip in ‘Resources’ section.  Play ‘ping pong’ – you ‘bat’ a number with an imaginary bat to pupils and they ‘bat’ the next/previous one back to you.  Play Bingo – with pupils writing 5 numbers in figures on paper and teacher calling out number.  Daily Practice – pupil says a number and next pupil says different one. | | | YouTube clip – Numbers in tens 1-100  <http://tinyurl.com/zange6s>  Early Start Spanish 2 book – pg 71  video clips on cd – section 9  (Numbers in 10s)  Additional language for above YouTube clip:  ¿Sabes contar por decenas? Do you know how to count in tens?  Cuenta por decenas conmigo. Count in tens with me.  Llegamos a cien We got to a hundred  Contaste. You counted. | Soft ‘c’in ‘cien’, like the ‘th’ in the English word ‘thin’.  (thee-en)  Spanish numbers are generally not too difficult to learn, as even when there are some exceptions in the way to form them, their construction follows rules that will allow pupils to learn them fairly easily. |
| **Assessment Opportunities** | Observing pupils in number games. | | | | | | |
| **KS2 Framework Objective**  **Oracy 3.1.3.2** | **Literacy** | **Intercultural Understanding** | | **Knowledge about Language**  **3.1** | **Language Learning Strategies**  **3.1** | | |

**Spanish Planning Year 3 Unit 5 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 recognise multiples of ten up to 100 (PoS 1)** * **can create sentences from a display of key vocabulary (PoS 11)** * **can pronounce soft ‘c’ correctly (PoS 6)** | Diez 10  Veinte 20  Treinta 30  Cuarenta 40  Cincuenta 50  Sesenta 60  Setenta 70  Ochenta 80  Noventa 90  Cien 100  Nombres nouns  Verbos en presente present tense verbs  Verbos en pasado past tense verbs  Adjetivos adjectives | | Introduce numbers 10-100 in tens in word form with interactive ordering game.  Play number rap from ¡Español! ¡Español!, either text on iwb or page copied. Ask pupils if they can tell you the extra numbers that are in the song.  Give pairs/groups of pupils noun, adjective and verb word cards from story/song to sort into 3 columns – nouns, adjectives, verbs – or 4 columns – nouns, adjective, present tense verbs, past tense verbs, then ask them to read out.  Pupils to see if they can generate any sentences on individual whiteboards using the noun, adjective, verb word cards put on the board for support.  Some pupils could use more than one adjective using the connective ‘y’ (ee).  Give pupils copies of story/song. They underline nouns in one colour, adjectives in another and verbs in a third colour. Draw attention to adverb – muy –very (mwee).  Daily Activity - Respond to register with a noun + verb + adjective phrase | | | Mini-whiteboards  ¡Español! ¡Español! **Rap (Los números 10-100)** Pg 62 – track 3.1  (Song about numbers in 10s)  At end of unit:  Numbers in tens interactive game  Word cards of nouns, adjectives and verbs.  Spanish text for song/story | Soft ‘c’in ‘cincuenta’, like the ‘th’ in the English word ‘thin’.  (thin-kwen-ta)  Text of song/story:  **Le** ofreció una manzana= offered her an apple (indirect object pronoun)  Encontró **a** la princesa= found the princess (verb that requires ‘a’ before noun) |
| **Assessment Opportunities** | Can the children apply simple agreements to adjectives? | | | | | | |
| **KS2 Framework Objective**  **Oracy 3.1** | **Literacy**  **3.1, 3.3** | **Intercultural Understanding** | | **Knowledge about Language**  **3.6** | **Language Learning Strategies**  **3.4** | | |

**Spanish Planning Year 3 Unit 5 Lesson 9 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 participate in aperformance of the story (PoS 1)** * **can produce a pictorial/written display about a noun or nouns in the story (PoS 11)** * **can pronounce silent ‘h’ correctly (PoS 6)** |  | | Pupils have copy of Spanish text of song/story and you read each sentence aloud with pupils repeating.  Show power point, the text of which is sung to the tune of ‘There was a princess long ago’.  Volunteers come to front to act out the story with props and rest of class sing song. Provide Spanish story/song text sheet for support.  Pupils to work in pairs to produce a description of character/noun which will be introduced at their level of ability:  Low ability - only have to produce noun picture with adjective or verb  Middle ability –simple sentences ‘La bruja era celosa’.  High ability –introduce characater/noun with 2/3 adjectives, connective, adverb, e.g. ‘La princesa y el princípe fueron jóvenes y muy felices’.  Daily Activity - Work to produce illustrated character/noun descriptions for display/class book  Performance in assembly of story/story can be the culmination of this unit’s work | | | Paper, pencils, coloured pens  Props – crown, wand, apple, etc.  At end of unit:    Spanish text of song/story  Power point with sound  Noun, verb and adjective cards | Silent ‘h’ in ‘había’  Text of song/story – additional word information:  todos (everyone) - a pronoun  más de (more than) - an adverb  muy (very) - an adverb |
| **Assessment Opportunities** | Character/noun descriptions. | | | | | | |
| **KS2 Framework Objective**  **Oracy 3.1** | **Literacy**  **3.3** | **Intercultural Understanding** | | **Knowledge about Language**  **3.7** | **Language Learning Strategies**  **3.9** | | |