



Year 3	Topic Title: I am learning Spanish	Key Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (bilingual /picture) write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p>Phonetics 1 Fonética (core lesson) Phonemes ch, j, ñ, ll, rr and their Spanish sounds</p> <p><u>I am learning Spanish Yo Aprendo Español</u></p> <ul style="list-style-type: none"> Identify Spain on a map of the world. Highlight famous Spanish cities. Talk about other countries where Spanish is spoken. Say their name and how they are feeling in Spanish. Count to ten in Spanish. Repeat and recognise colours. 	<p>¡Hola! (hello) ¡Adios! (goodbye)</p> <p>¿Cómo estas? ¿Qué tal? (How are you?)</p> <p>Estoy (I am) bien (good) mal (bad) muy (very) más o menos (ok)</p> <p>¿Cómo te llamas? (What is your name?)</p> <p>Me llamo..... (My name is...)</p> <p>1 – uno, 2 – dos, 3 – tres, 4 – cuatro, 5 – cinco, 6 – seis, 7 – siete, 8 – ocho 9 – nueve, 10 – diez</p> <p>rojo (red) negro (black) gris (grey) azul (blue) amarillo (yellow) verde (green) naranja (orange) marron (brown)</p>
<p>Possible Community Links</p>	<p>Previous Learning Experiences: Greetings in Y2</p>	
<p>Edge Hill University MFL Department</p>	<p>Future Learning Experiences: Y4 Presenting myself</p>	



Year 3	Topic Title: Fruit	Key Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (bilingual /picture) write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p>Fruits La Fruta</p> <ul style="list-style-type: none"> Name and recognise (written/verbal) up to 10 fruits in Spanish. Attempt to spell some of these nouns. Say what fruits they like and dislike. <i>Me gustan las manzanas (I like apples)</i> <i>No me gustan los plátanos (I don't like bananas)</i> Ask somebody in Spanish if they like a particular fruit. <i>¿Te gustan las peras? (Do you like pears?)</i> Change Spanish fruits nouns from singular to plural 	<p>Me gustan (I like) No me gustan (I don't like)</p> <p>Feminine: Una manzana (an apple) Las manzanas (the apples)</p> <p>Masculine: Un plátano (a banana) Los plátanos (the banana)</p> <p>¿Te gustan ...? (Do you like...?)</p>
	<p>Christmas (add on seasonal unit)</p> <ul style="list-style-type: none"> Learn some Spanish vocabulary for Christmas objects Listen, say, repeat matching words to objects Recap colours (Christmas colour by object) <i>¿Cuál es tu color preferido?</i> <i>Mi color preferido es el.....</i> Learn to Sing Christmas song- Feliz Navidad 	<p>Feliz Navidad</p> <p><u>Examples:</u> Un arbol de navidad (a Christmas tree) Los regalos (gifts) una Estrella (a star)</p>
<p>Possible Community Links</p>	<p>Previous Learning Experiences: Y1 colours</p>	
<p>Edge Hill University MFL Department</p>	<p>Future Learning Experiences: Christmas Y4</p>	



Year 3	Topic Title: Musical instruments	Key Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (bilingual /picture) write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p>Musical Instruments Los Instrumentos</p> <ul style="list-style-type: none"> Name ten instruments in Spanish. Match all the new Spanish words to the appropriate picture. Remember the words for at least five instruments and their correct gender in Spanish, unaided. To say that they play an instrument, of their choice correctly in Spanish. <i>Toco la batería (I play the drum)</i> 	<p>Toco... (I play)</p> <p><u>feminine</u> la batería (the drum) la guitarra (the guitar) la trompeta (the trumpet)</p> <p><u>masculine</u> el clarinete (the clarinet) el arpa (the harp)</p> <p><u>plural</u> los címbalos (the cymbals)</p>
<p>Possible Community Links</p>	<p>Previous Learning Experiences: No previous learning experiences</p>	
<p>Edge Hill University MFL Department</p>	<p>Future Learning Experiences: Nouns and gender revisited in Y4</p>	



Year 3	Topic Title: Animals	Key Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (bilingual /picture) write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p>Animals Los Animales</p> <ul style="list-style-type: none"> Listen to, say and recognise (orally and in writing) ten animals in Spanish Match all the new Spanish words to the appropriate picture Remember the words for at least five animals in Spanish unaided Attempt to spell at least three animals correctly in Spanish Know and use the gender of articles e.g. un (masculine) una (feminine) 	<p>Key Vocabulary</p> <p>un mono (a monkey) un cerdo (a pig) una vaca (a cow) una oveja (sheep)</p> <p>Soy..... (I am)</p>
<p>Possible Community Links</p>	<p>Previous Learning Experiences: Old McDonald in Y2</p>	
<p>Edge Hill University MFL Department</p>	<p>Future Learning Experiences: Pets in Y5</p>	



Year 3	Topic Title: Little Red Riding Hood	Key Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (bilingual /picture) write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p>Little Red Riding Hood Caperucita Roja</p> <ul style="list-style-type: none"> Sit and listen attentively to a familiar fairy tale in Spanish. Listen to, say and recognise words from the story. Use picture and word cards to recognise and retain key vocabulary from the story. Name and spell at least three parts of the body in Spanish as seen in the story. Learn the song 'Head, shoulders, knees and toes' in Spanish. 	<p>Caperucita Roja (little red riding hood)</p> <p>La casa (the house) La abuela (the grandma) Su abuela (her grandma) El lobo (the wolf) El bosque (the woods) El cazador (the woodcutter) Los padres (the parents) Unos pasteles (some cakes)</p> <p>El cuerpo (the body) La cabeza (the head) La boca (the mouth) La nariz (the nose) Los ojos (the eyes) Los pies (the feet) Las orejas (the ears)</p>
<p>Possible Community Links</p>	<p>Previous Learning Experiences: No previous learning experiences</p>	
<p>Edge Hill University MFL Department</p>	<p>Future Learning Experiences: Goldilocks Y4</p>	



Year 3	Topic Title: I can...	Key Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (bilingual /picture) write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p><u>I can....Puedo</u></p> <ul style="list-style-type: none"> Listen to, say and recognise some common Spanish verbs/activities. Use these verbs to convey meaning in English by matching them to their appropriate picture. Use these verbs in the infinitive with puedo... <i>e.g. Puedo bailar (I can dance)</i> Write and spell up to five verbs accurately from memory Read the phrase, say in Spanish and match to the correct action 	<p>Puedo (I can)</p> <p>Comer (to eat) Beber (to drink) Bailar (to dance) Cantar (to sing) Saltar (to jump) Hablar (to talk) Escuchar (to listen) Escribir (to write)</p>
<p>Possible Community Links</p>	<p>Previous Learning Experiences: No previous learning experiences</p>	
<p>Edge Hill University MFL Department</p>	<p>Future Learning Experiences: Y6 Regular verbs</p>	