

ACET KS2 MFL

Scheme of Work for Spanish

Year 3 Autumn Term: Greetings, basic personal information, numbers 1-12, classroom language, colours, Christmas in Spain



About this unit:

Year 3 pupils start with the **phonics**, learning the **vowels** first. They practise these using a variety of activities. They learn the numbers 1-12 and how to ask and give their age. Then they learn the other **key phonic sounds**. They read **rhyming stories**, **sing songs**, **practise tongue twisters** and have further opportunities to make the **sound-written link** by listening to words and anticipating their spelling. They also learn some **nouns (pencil case items)**. They are made aware of gender through colour coding. They use the verb forms '**tengo- I have**', '**es - it is**' and **encounter the negative forms of these**.

Unit structure

1. Where is Spanish spoken and what is Spain like?
2. Basic greetings and giving / asking for names
3. Key Spanish phonics
4. Numbers 1-12 and reinforcement of phonics
5. Giving / asking for age
6. Reinforcement of phonics
7. Classroom objects and the verb *tener*
8. Christmas characters, the verb *ser* and colours
9. Christmas traditions in Spain / a Christmas song

MFL KS2 National Curriculum:

- Listen attentively to spoken language and how understanding by joining in and responding
- Explore the patterns and sound of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions
- 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
- Appreciate stories, songs, poems and rhymes in the language
- Understand basic grammar appropriate to the language being studied, including: feminine, masculine 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.

Half Term 1: Sharing simple personal information

Links to previous learning	Substantive Knowledge	Language skills	Assessment criteria	Curricular links
This is the first KS2 unit for modern languages. At KS1 children should have developed an awareness of nouns, verbs and adjectives in English.	Substantive knowledge: (What students should know.) <ul style="list-style-type: none">That Spanish is spoken in numerous countries across the world and why this is the caseHow we can travel to SpainWhat the geography of Spain is likeHow to greet someone in SpanishHow to give and ask for names using the verb <i>llamarse</i> in 1st and 2nd person singularSpanish phonic rules key vowel sounds, key digraphs and trigraphs ca / ce / ci / co / cu / ga / ge / go / gu / gue / guiHow to count to 12 in SpanishHow to use the verb <i>tener</i> to give and ask for age Disciplinary knowledge: <ul style="list-style-type: none">Know that languages have different phonics systems	<ul style="list-style-type: none">Listening and respondingEngaging in conversations by asking and answering questionsApplying phonics rules to develop accurate pronunciationSpeaking in sentences	- respond confidently to simple questions (L) - ask and answer simple questions (S)	
		Key concepts:		
		Spanish as an international language. Spanish phonics.		
Suggested activities:		Resources:	Useful links:	
See ACET Spanish Year 3 Autumn 1 lesson powerpoints.		ACET Spanish Year 3 Autumn 1 SoW lesson powerpoints ACET Spanish Year 3 work book	www.lightbulblanguages.co.uk	

Half Term 2: Using Spanish in the classroom / Christmas in Spain

Links to previous learning	Knowledge and second order concepts	Language skills	Assessment criteria	Curricular links:
Children should now understand that the Spanish language has a different phonics system from English and should be able to apply some of the associated rules. This will be extended as they learn additional key sounds. They will revisit the numbers 1-12 when naming pencil case items and Christmas characters.	<p>Substantive knowledge: (What students should know.)</p> <ul style="list-style-type: none"> Spanish phonic rules: key sounds reinforcement from HT1 Spanish phonics: letters h, j, ll, ñ, v, z Nouns for pencil case items and other classroom equipment That Spanish nouns have a gender (masculine / feminine) and the Spanish definite and indefinite articles (<i>el /la /los/las, un/una/unos/unas</i>) The high frequency verb <i>tener</i> and be able to use it in 1st and 2nd person singular, plus the negative form <i>no tengo...</i> Nouns for Christmas characters in Spanish and their genders Names of the colours in Spanish The high frequency verb <i>ser</i> and be able to use it in 3rd person singular The simple connective <i>y</i> How Christmas is celebrated in Spain, including a traditional Spanish Christmas song or carol <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> Know that languages have different phonics systems 	<ul style="list-style-type: none"> Listening and responding Engaging in conversations by asking and answering questions Applying phonics rules to develop accurate pronunciation Speaking in sentences Applying basic grammar rules <p>Key concepts:</p> <p>cognates false friends gender of nouns Spanish phonics connectives</p>	<p>- show understanding of single words and short phrases (L)</p> <p>- say a short sentence (S)</p> <p>- match up single words with a picture or English equivalent (R)</p>	
Suggested activities:		Resources:	Useful links:	
See ACET Spanish Year 3 Autumn 2 lesson powerpoints		ACET Spanish Year 3 Autumn 2 SoW lesson powerpoints ACET Spanish Year 3 work book	www.lightbulblanguages.co.uk https://www.youtube.com/watch?v=FT7CqWb1PEU&list=PL6BJ9F51Tae7JMaVd6E_D8CQPcKgt3W_S	

	Christmas jumper templates	Christmas song 'Rodolfo un reno'
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