

Target Language:

Lesson 1:

iHola! [Hello!] iAdiós! [Goodbye!] Buenos días [Good morning] Buenas tardes [Good afternoon] Buenas noches [Good evening]

Lesson 2:

Me llamo... [My name is...] ¿Cómo te llamas? [What's your name?] Señor [Mr], Señora [Mrs], Señorita [Miss], ¿Y tú? [And you?]

Lesson 3:

¿Qué tal? [How are you?], Bien [well], Muy bien [very well], Fenomenal [great], Regular [so-so], Mal [bad/not well], Muy mal [very bad/not well at all], Fatal [dreadful], Gracias [thank you], ¿Y tú? [and you?], Pregúntame [ask me].

Lesson 4:

iAdiós! [Bye!], iHasta luego! [See you later!] iHasta pronto! [See you soon!] iHasta mañana! [See you tomorrow!] iFeliz fin de semana! [Have a nice weekend!]

Lesson 5:

cero [zero], uno [one], dos [two], tres [three], cuatro [four], cinco [five], seis [six], siete [seven], ocho [eight], nueve [nine], diez [ten], más [more], menos [less], son [are/ make], iVamos! [Let's go!], iA contar! [Let's count!]

Lesson 6:

¿Cuántos años tienes? [How old are you?], tengo ... años [I am ... years old], ¿y tú? [and you?], iEscucha! [Listen!], iCumpleaños Feliz! [Happy birthday!]

Teacher Language:

iBienvenidos a nuestra clase! [Welcome]
¿Cómo se dice en español...? [How do you say in Spanish?] ¿Cómo se dice en inglés...? [How do you say in English] ¿Qué significa...? [What does... mean?] ... significa ... [it means...]
iVámos! [Come on, let's go!]
Escucha [Listen]
Repíté [Repeat after me]
Silencio [Silence]
Intenta esto otra vez [Have another go]

KS2 Spanish Autumn Term Year 3 Meet and Greet (unit 1)

Assessment Statements:

By the end of this unit...

...all children should be able to:

- say hello and goodbye;
- introduce themselves;
- say how they are feeling;
- count to ten;
- say how old they are.

...most children will be able to:

- use different greetings for different situations;
- ask and answer simple questions for each topic area.

...some children will be able to:

- use vocabulary they have learnt elsewhere to develop their sentences.

Building Blocks of Language

Phonics

- LL sound (y)
- Qu sound (k)
- Use of accents to emphasise that sound. Eg: Adiós
- Ñ sound (enyay)

Grammar

- Me llamo and te llamas (manipulating between 1st and 2nd person of the verb llamarse)
- Use of question marks in Spanish questions (one at the start and one at the end)
- Use of exclamation marks in Spanish exclamations (one at the start and one at the end)
- Tengo and tienes (manipulating between 1st and 2nd person of the verb tener)

Vocab:

See section 1- Target language

Target Language:

Lesson 1:

Siéntate [sit down], levántate [stand up], arregla las sillas [put your chairs under], cállate [be quiet], escucha [listen], mira [look], mírame [look at me], ven a la alfombra [come to the carpet], repite [repeat], recoge la mesa [tidy up the desk], ¡vamos! [off you go!], vamos a jugar [let's play]

Lesson 2:

Aquí está [This is], aquí están [these are], la cabeza [head], los hombros [shoulders], las piernas [legs], los pies [feet], los ojos [eyes], las orejas [ears], la boca [mouth], la nariz [nose]

Lesson 3:

Aplaudes [Clap], pon [put down], patea [stamp your feet], corre [run], levanta la mano [put your hand up], baja la mano [put your hand down], salta [jump], cruza los brazos [cross your arms], anda [walk], toca [touch], coge [take].

Lesson 4:

¿De qué color es? [What colour is it?], azul [blue], blanco [white], rojo [red], negro [black], amarillo [yellow], verde [green], gris [grey], naranja [orange], rosa [pink], violeta [purple], marrón [chestnut brown], Es... [It's...]

Lesson 5:

Una falda [skirt], unos pantalones [trousers], un jersey [jumper], una camiseta [T-shirt], una camisa [shirt], unos pantalones cortos [shorts], un vestido [dress], una sudadera [sweatshirt], unos zapatos [shoes], unas zapatillas [trainers], unos calcetines [socks]

Lesson 6:

Unos guantes [gloves], una bufanda [scarf], un abrigo [coat], un gorro [hat], un impermeable [waterproof jacket], unas gafas [glasses], un cinturón [belt], unas botas [boots], ¿Qué llevas? [What are you wearing?], Llevo... [I'm wearing...], y [and].

Teacher Language:

¡Bienvenidos a nuestra clase! [Welcome]
¿Cómo se dice en español...? [How do you say in Spanish?]
¿Cómo se dice en inglés...? [How do you say in English?]
¿Qué significa...? [What does... mean?]
... significa ... [it means...]
¡Vámanos! [Come on, let's go!]
Escucha [Listen]
Repítelo [Repeat after me]
Silencio [Silence]
Intenta esto otra vez [Have another go] ¿Qué es? [What's this?]
Muy bien [Very good]
Excelente / fantástico [fantastic!]

KS2 Spanish Spring Term Year 3 My Body (unit 2)

Assessment Statements:

By the end of this unit

...all children should be able to:

- give and respond to simple classroom instructions appropriately;
- name parts of the body from a song;
- identify colours;
- name items of clothing.

...most children will be able to:

- ask and answer questions using the topic vocabulary;
- read and write simple words;
- link un/una to masculine and feminine nouns;
- use 'y' to link several items in a sentence.

...some children will be able to:

- use vocabulary they have learnt elsewhere to develop their sentences in more detail.

Building Blocks of Language

Phonics

- Z sound (th)
- rr sound (rolled r sound)
- J sound (ha)

Grammar

- Está and están (manipulating the verb estar between the singular and plural)
- Es (using the 3rd person of the verb ser)
- Hay (using there is / there are)
- Introduction of un/una to differentiate between masculine and feminine singular form.
- Introduction of unos/unas to differentiate between masculine and feminine plural forms.
- Llevo, llevas and lleva (1st, 2nd and 3rd person of the verb llevarse)
- Word placement of noun then adjective when describing. E.g Llevo la camiseta **verde**

Vocab:

See section 1- Target language

Target Language:

Lesson 1: Una manzana [an apple], dos peras [two pears], tres ciruelas [three plums], cuatro fresas [four strawberries], cinco naranjas [five oranges], un pastel [a cake], un helado [an ice cream], un bocadillo [a sandwich], un trozo de queso [a piece of cheese], una salchicha [a sausage], una piruleta [a lollipop], una magdalena [a cupcake], jamón [ham], pan [bread], un trozo de sandía [a piece of watermelon].

Lesson 2: Me gustaría... [I would like], por favor [please], un/una [a - masculine/ feminine], unos/unas [some - masculine/ feminine], aquí tienes [here you are], gracias [thank you], de nada [you are welcome].

Lesson 3: Me gusta [I like - singular], no me gusta [I don't like - singular], me gustan [I like - plural], no me gustan [I don't like - plural], el/la/los/las [the - masc. sing./fem. sing./masc. plur./fem. plur.] ¿Qué te gusta? [What do you like?]

Lesson 4: Claro [light], oscuro [dark], brillante [bright], ¿De qué color es? [What colour is it?], Es de color... [It's...], azul [blue], blanco [white], rojo [red], negro [black], amarillo [yellow], verde [green], gris [grey], naranja [orange], rosa [pink], violeta [purple], marrón [brown].

Lesson 5: Dulce [sweet], salado [savoury], delicioso [delicious], horrible [horrible], sano [healthy], malsano [unhealthy], es [it is], son [they are].

Lesson 6: Abre [open], corta [cut], el agua [water], el jabón [soap], la espuma [foam], la servilleta [towel/napkin].

Teacher Language:

iBienvenidos a nuestra clase! [Welcome]
¿Cómo se dice en español...? [How do you say in Spanish?]
¿Cómo se dice en inglés...? [How do you say in English?]
¿Qué significa...? [What does... mean?]
... significa ... [it means...]
¡Vámos! [Come on, let's go!]
Escucha [Listen]
Repité [Repeat after me]
Silencio [Silence]
Intenta esto otra vez [Have another go] ¿Qué es? [What's this?]
Muy bien [Very good]
Excelente / fantástico [fantastic!]

KS2 Spanish Summer Term Year 3 Time to Eat (unit 3)

Assessment Statements:

By the end of this unit

...all children should be able to:

Follow a story and join in the repeated parts. Say what foods from a set they like/dislike. Describe the colour of an object. Ask politely for something.

...most children will be able to:

Predict a repeated phrase. Make a range of simple statements by substituting vocabulary. Modify a colour adjective. Respond appropriately to a polite request.

...some children will be able to:

Recognise the correct determiner depending on gender/number. Select adjectives based on gender/number of nouns.

Building Blocks of Language

Phonics

- Ci (ciruelas) sound (th)
- Ce (dulce) sound (they)

Grammar

- Come (3rd person singular of the verb comer)
- Unos and unas (some)
- Me gustaría... (I would like...)
- Tienes (2nd person of the verb tener)
- el/la/los/las (singular and plural of the)
- Me gusta / No me gusta (1st person of the verb gustarse)
- Es / son (it is / they are. 3rd person singular and plural or verb estar)

Vocab:

See section 1- Target language