



Spanish Year 3 4 Curriculum Overview



Unit objectives:

To:

Locate Spain, Madrid, and a few key cities on a map.

Understand the Hispanic world better.

Ask somebody how they are feeling and what their name is.

Say how we are feeling and our names.

Count to 10.

Read, write, say, and recall ten different colours.

Skills we will develop and activities we will complete:

There will be a number of different activities to improve cultural awareness of Spain and Spanish speaking countries. Children will be expected to locate Spain and other Spanish speaking countries on a map. There will also be a variety of oral role play tasks to ask how somebody is feeling with opportunities to reply.

We will also start to work on our memory skills so that language and the spelling of new words is remembered after the lesson.

Year 3/4 Spanish
Summer 1 - Phonetics and 'I'm
learning Spanish!'

What do we already know?

Knowledge retrieval:

Any basic knowledge of pronunciation in Spanish.

NC objectives and Castle View year group objectives:

Speaking: Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.

Listening: Communicate with others using simple words and short phrases covered in the units.

Reading: Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.

Writing: Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.

Grammar: Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'

Key vocabulary

Recommended phonics focus: CH J Ñ LL RR

CH sound in ocho

J sound in rojo, naranja, Jasmina, José & Juan Pablo

Ñ sound in España

RR sound in marrón

LL sound in ¿cómo te llamas? & me llamo Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable as in a-zul. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like na-ran-ja).

Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion.



Spanish Year 3 4 Curriculum Overview



Unit objectives:

To:
Name, recognise and remember all four seasons in Spanish.
Say what our favourite season is in Spanish.
Say why it is our favourite season in Spanish.
Start to recognise and use the conjunctions 'y' (and) & 'porque' (because) in our spoken and written responses.

Skills we will develop and activities we will complete:

We will use our knowledge of the four seasons in English to support our new learning and understanding of the seasons in Spanish via many engaging visual listening and speaking tasks. Learning the nouns for the four seasons, followed by a short phrase associated to each one. Reading and written activities on both word and phrase level to support word order and simple sentence structure in Spanish.
We will learn to listen to Spanish and start to become more familiar with the different phonics/pronunciation and letter strings/phonemes. We will start to learn how to remember and recall words in a different language, including conjunctions so that we can say and write at least one short phrase on our favourite season.

Year 3/4 Spanish
Summer 2 - Las Estaciones – The
Seasons

What do we already know?

Knowledge retrieval:

No previous knowledge is necessary as this is a starter unit designed to be used in the early stages of a language learning journey, but it is recommended to teach 'Yo Aprendo Español' before this unit.

NC objectives and Castle View year group objectives:

Speaking: Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.

Listening: Communicate with others using simple words and short phrases covered in the units.

Reading: Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.

Writing: Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.

Grammar: Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'

Key vocabulary

Recommended phonics focus: CH J Ñ LL RR

J sound in hojas. Starting to learn that the 'j' in Spanish is pronounced as the English 'h' in 'hello'.

Ñ sound in otoño. Starting to learn that it is very common and specific sound to Spanish. Like the 'ny' sound in the English word canyon.

Silent letters. 'H' is always a silent letter in Spanish (unless the word is of foreign origin). Hace is pronounced without the 'h'. Hojas is also pronounced without the 'h'.

Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in árboles and pájaros.