

Spanish Year 3			
Learning Objectives	Content/Vocabulary	Suggested teaching activities	Resources
<p><b>Introductions</b></p> <p>To recognise and use greetings in Spanish</p> <p><i>O3.1 Listen and respond to simple rhymes, stories and songs</i></p> <p><i>O3.2 Recognise and respond to sound patterns and words</i></p> <p><i>O3.3 Perform simple communicative tasks using single words, phrases and short sentences</i></p> <p><i>IU 3.3 Identify social conventions at home and in other cultures</i></p> <p><i>IU 3.4 Make indirect or direct contact with the country/countries where the language is spoken</i></p> <p><i>P.O.S. 1 Listen attentively to the spoken language and show understanding by joining in and responding</i></p> <p><i>P.O.S. 3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</i></p>	<p>Hola Buenos días, buenas tardes, buenas noches Señor/Señora/ Señorita Adiós, hasta luego, Hasta el lunes, hasta el martes..... Hasta la vista</p>	<ul style="list-style-type: none"> <li>• Greet teacher/cuddly toys using a range of different voices. Pass the cuddly toy around the class. The pupil greets the toy with 'Hola/ Buenos días. Use different voice techniques to vary the repetition activities (e.g. <i>Más fuerte, Más rápido, flojito, despacio</i>)</li> <li>• Greetings can be used at any time of the school day for reinforcement</li> <li>• Tell children that Spanish people usually kiss each other or shake hands when they greet a friend or family member. Use a cuddly toy to demonstrate.</li> <li>• Gradually introduce different farewells at the end of each Spanish lesson</li> <li>• Play the Mexican Wave practising different greetings each time</li> </ul>	<ul style="list-style-type: none"> <li>• Cuddly toy / ball</li> </ul>

<p>To say their name and to ask others their names (03.1, 03.2, 03.3)</p> <p>P.O.S. 1 &amp; 3</p> <p>P.O.S. 4 <i>Speak in sentences, using familiar vocabulary, phrases and basic language structures</i></p>	<p>¿Cómo te llamas? Me llamo ... ¿Cómo se llama? Se llama.....</p>	<ul style="list-style-type: none"> <li>Sing the song '¿Cómo te llamas?' alighting on certain pupils to respond with 'Me llamo.....' A cuddly toy can be passed to indicate which pupil is to answer. Extend this to include 'Se llama....' NB. Some children may simply respond with their name at this point. The focus is on listening attentively and responding clearly and with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Cuddly toy</li> </ul>
<p>To ask others how they are feeling and to say how you are feeling (03.1,3.2,3.3)</p> <p>P.O.S. 1, 3 &amp; 4</p>	<p>¿Qué tal? ¿Cómo estás? ¿Y tú? Excelente, muy bien, bien, así así, regular, mal , fatal, estoy cansado/a</p>	<ul style="list-style-type: none"> <li>Introduce songs asking <i>¿Cómo estás? ¿Y tú?</i> with the responses, using familiar tunes e.g. <i>The Adams Family</i>, (<i>¿Cómo estás?...</i>) <i>If you're happy and you know it, clap your hands</i> (<i>Hola señorita, ¿cómo estás?...</i>)</li> <li>Elicit different responses to '¿Qué tal?' by using mime and gesture N.B. Using gestures and actions will help children to remember.</li> </ul>	
<p>To say their age and ask others their age. (03.1,2,3)</p> <p>P.O.S. 1, 3 &amp; 4</p>	<p>¿Cuántos años tienes? Tengo ocho años</p>	<ul style="list-style-type: none"> <li>Sing the song '¿Cuántos años tienes?' using the soft toy and throwing it to the pupil who is to respond</li> </ul>	

<p>To say where they live and ask others where they live. (03.1,2,3)</p> <p>P.O.S. 1, 3 &amp; 4</p>	<p>¿Dónde vives? Vivo en Liverpool, en Inglaterra</p>	<ul style="list-style-type: none"> <li>• Sing to the tune of 'Big Ben' and use the soft toy to indicate the child who is to respond</li> <li>• Play <i>Policías</i>. Send two children out of the class with police hats on. Choose one child in the class and given them a different response to the rest of the class e.g. <i>Me llamo Spongebob, Tengo 15 años, Vivo en Barcelona</i>. The two 'police officers' come back in and go around the class asking the appropriate question to everyone until they find the 'chosen one'.</li> </ul>	<ul style="list-style-type: none"> <li>• Police hats</li> </ul>
<p><b>Numbers 0 - 31</b></p> <p>To understand and use numbers to 31</p> <p>To count forwards and backwards</p> <p>(03.1,2) (P.O.S. 1)</p>	<p>Contad de 0 a 10</p> <p>Contad de 10 a 20</p> <p>Contad de 20 a 31</p> <p>Contad al revés</p>	<ul style="list-style-type: none"> <li>• Introduce numbers using repetition techniques, insisting on accurate pronunciation. (repeat slowly, repeat quickly, repeat if true, slow reveal of a number flashcard, quick flash etc)</li> <li>• Draw attention to the letter 'c' and how it can be said as a soft 's' or as a 'th' sound. The key message for the children is that both are correct.</li> <li>• Play the '0,5,10 counting game'. Pupils stand up and count the numbers from 0-10 in sequence. The pupil who says 0, 5 or 10 has to sit down and the last remaining pupil standing is the winner.</li> <li>• Play 'ping pong' with numbers, either the whole class versus the teacher or with individual pupils. When the pupils gain confidence, they can play this counting backwards.</li> </ul>	<ul style="list-style-type: none"> <li>• Number flashcards</li> <li>• Ping pong bats</li> </ul>

<p><b>Recognise the written word for numbers 1-10 and attempt to write them</b></p> <p><i>L3.1 Recognise some familiar words in written form</i></p> <p><i>L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words</i></p> <p><i>L3.3 Experiment with the writing of simple words</i></p>	<p>uno dos tres cuatro cinco seis siete ocho nueve diez</p>	<ul style="list-style-type: none"> <li>• Pupils play 'Human Numbers': Ten pupils stand at the front of the class, each holding a card with the numbers 0-9. The teacher calls out a number e.g. <i>quince</i>, and the pupils with the appropriate numbers step forward and arrange themselves so that they are displaying the number. After the teacher has done this a few times, the other pupils take turns to call out a number for the pupils at the front to make.</li> <li>• Same sort of game, but this time children will have to make the shape of the numbers with their body.</li> <li>• Pupils play 'Keep fit maths': pupils will have to draw the number the teacher calls out with the part of the body the teacher says: 'vamos a hacer el número diez con la cabeza....'</li> <li>• Counting can be reinforced at any point in the day in any context</li> <li>• Use slow reveal activities to familiarise the class with the written words</li> <li>• Write two lots of numbers on the board, one for boys and one for girls and get pupils to compete to be the first to recognise and touch the number called out by the teacher or a fellow classmate. Use <i>los matamoscas</i> to add a little bit of an edge to the game.</li> <li>• Play 'rub off relay'. Two girls have a board rubber and stand behind a line at a distance from the board on which all the numbers are written. The</li> </ul>	<ul style="list-style-type: none"> <li>• Word number flashcards</li> <li>• <i>Los Matamoscas</i></li> </ul>
--	---	---	---

<p><i>P.O.S. 2 Explore the patterns and sounds of language through songs and rhymes and link the spelling sound and meaning of words.</i></p> <p><i>P.O.S. Read carefully and show understanding of words, phrases and simple writing.</i></p> <p><b>Days, Months, Birthday</b></p> <p>To understand and say the days of the week ( 03.1,2)</p> <p><i>P.O.S. 1</i></p> <p>To understand and say the months (03.2)</p> <p><i>P.O.S. 1</i></p> <p><b>To recognise the written words for days and months</b></p> <p><i>L3.1 Recognise some familiar words in written form</i></p> <p><i>L3.2 Make links between some phonemes, rhymes</i></p>	<p>Los Días de la Semana: lunes, martes, miércoles, jueves, viernes, sábado y domingo.</p> <p>Los meses: enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre</p>	<p>teacher calls a number and a girl runs to the board and rubs it off, returns to behind the line and passes the rubber to the other girl and the activity is repeated.</p> <ul style="list-style-type: none"> <li>• Whiteboards and backwards bingo to experiment with writing the words, first from a model /list and then from memory. Children write a word on their mini whiteboard. Call out the numbers. If the teacher says the number they have on their board, they sit down. The winner/s is the one left standing.</li> <li>• Present the days in rhyme and song and ask the children to chant with you, for example sing the days of the week to the tune of 'Camptown Races' with actions.</li> <li>• Say the days in sequence, missing out one day. The children tell you which day is missing</li> <li>• <b>Show the pupils the written words for the days and read them slowly sounding out the vowels. Point out the sound for the letter 'i' and how we say the vowels separately, even when they are together. (viernes, miércoles..)</b></li> <li>• Give each child a card with a day of the week written on it. Call out the days at random. When a child recognises the day of the week, they hold up their card.</li> <li>• Compare the use of capital letters to denote days in English but not in Spanish.</li> </ul>	<p>Mini-whiteboards</p> <p>Days of the week flashcards Month flashcards</p>
--	--	--	---

and spellings, and read aloud familiar words  
L3.3 Experiment with the writing of simple words

P.O.S. 2 & 7

To use the days and months to practise sounding out vowels.

- Place cards on the board with the days written on them but not in order. Ask the children to come to the board and place the days in the correct order. This can be done against the clock to make it more exciting and challenging.
- The above can all be done to practise the months as well as the days
- Present months with the tune of 'La macarena'
- Children stand up if they have a birthday in the month mentioned
- Slowly reveal the word for the day letter by letter- the children have to guess which day it is.
- Backwards bingo
- Slow reveal, *El ahorcado...*
- Point out the months that contain the letter 'i'.
- Give the children sets of days and months cards to work with in pairs. They could put them in the correct order, then the teacher calls out a day or month and if it contains the phoneme 'i', they should hold up the card. This could be done competitively with points or stickers given for the pair who holds up the word first.
- Alternatively, the teacher could randomly say the words for days and months and if it contains the phoneme 'i', pupils stand up.
- Point out the number of syllables for the months *septiembre, noviembre, diciembre* and clap them out.
- Give a number value to each day or month

<p><b>To ask and answer questions about birthdays</b></p> <p><i>O3.3 Perform simple communicative tasks using single words, phrases and short sentences</i></p> <p><i>P.O.S. 1 &amp; 2</i></p> <p><b>Classroom language</b></p> <p>To recognise and follow instructions in Spanish</p> <p><i>O3.4 Listen attentively and understand instructions, everyday classroom language and praise words</i></p> <p><i>P.O.S. 1</i></p>	<p>¿Cuándo es tu cumpleaños?</p> <p>Es el ... de ...</p> <p>Sí, no  Por favor  Aquí tienes  Gracias, de nada  Levantaos  Sentaos  Levanta la mano  Baja la mano  Un chico  Una chica  Un/una voluntario/a</p> <p><b>Copiad</b>  <b>Repetid</b></p>	<p>according to its order and practice simple additions and subtractions with them:  lunes+jueves=viernes (1<sup>st</sup>+4<sup>th</sup>=5<sup>th</sup>)</p> <ul style="list-style-type: none"> <li>• Introduce song '¿Cuándo es tu cumpleaños?'</li> <li>• Practise the question '¿Cuándo es tu cumpleaños?' Break the question down into sections and ask the children to repeat. Divide the class into two halves and play syllable ping-pong.</li> <li>• Encourage the pupils to answer in full sentences eg 'Mi cumpleaños es el 10 de Marzo'.</li> </ul> <ul style="list-style-type: none"> <li>• Introduce the vocabulary using lots of mime, gestures, actions and repetition. Children copy the gestures and repeat the words with you. (<i>Copiad y repetid</i>)</li> <li>• Children only copy the gesture if it matches the instruction given. (<i>Copiad si es correcto / Haz lo que digo, no lo que hago</i>)</li> <li>• Play 'Simón dice...' to practise the new vocabulary and structures.</li> <li>• Basic instructions can be practised on a daily basis in Spanish to consolidate the vocabulary</li> </ul>	
--	---	--	--

<p>To maximise the everyday use of Spanish in the classroom (03.1,3.2,3.3)</p> <p><i>P.O.S. 1</i></p>	<p>Presente Ausente Escuchad Silencio Mirad Levantad la mano/el dedo Leed Escribid</p>	<ul style="list-style-type: none"> <li>• Reinforce the phrases by displaying them in large text around the classroom</li> <li>• Pass the children an object saying 'Aquí tienes' and encourage them to reply using 'gracias'. The teacher responds with 'de nada'.</li> <li>• The register could be taken daily in Spanish and the children can use the vocabulary to respond</li> <li>• Children could volunteer each day to call the register, showing their understanding of the responses given</li> <li>• It is helpful if the classroom teacher chooses the volunteers for competitive activities in order to ensure effective matching of pupil ability</li> </ul>	
<p><b>Colours</b></p> <p>To recognise and name colours in Spanish (03.1,2)</p> <p><i>P.O.S. 12 Understand basic grammar appropriate to the language being studied such as (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language and how to apply these, for instance, to build sentences; and how these</i></p>	<p>¿Qué color es? ¿De qué color es? Es ...</p> <p>Blanco Rojo Verde Azul Rosa Lila Marrón Naranja Amarillo Negro Gris</p>	<ul style="list-style-type: none"> <li>• After introducing and practising the colours using various repetition techniques, use songs to reinforce correct pronunciation.</li> <li>• Sing songs using well known tunes such as 'Frère Jacques'. Children can make up their own songs, putting any colours in any order</li> <li>• <b>Point out that colour adjectives in Spanish go after the noun.</b></li> <li>• Compare the position of colour adjectives in English and Spanish eg, a yellow book - un libro amarillo.</li> <li>• Play 'las tres en raya' game with the colour flashcards. Nine colours are stuck on the board in</li> </ul>	<p>Colour flashcards Coloured boxes</p>



differ from or are similar to English

**Written words for colours.**

*L3.1 Recognise some familiar words in written form*

*L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words*

*L3.3 Experiment with the writing of simple words (P.O.S. 2 & 7)*

rows of three. The aim is to get three 0 or three X in a row in order to win.

- Play a 'telepathy game' asking children to guess which colour you are thinking of, using the phrase 'Color, color.... ¿Qué color es?', eliciting the response '¿Será azul?' Play the game at speed responding with a simple No, no es azul' for wrong answers.
- Once children are confident using the vocabulary for colours, consolidate the use of the adjectives by combining them with a classroom item, eg, ¿Dónde hay un boli azul?' expecting the children to respond appropriately. Increase the level of difficulty by widening the range and number of items and colours.
- Use written word flashcards to introduce the written format of the colours (see suggestions for activities for written numbers)
- Get children to name a colour by being given the initial sound / grapheme for that colour. The teacher could hold a flashcard behind their back and pupils have to guess it from clues about the sounds in that word.
- Look at the grapheme // and link it to other words they may have come across E.g. *me llamo, cuello, maravilloso...* using flashcard games and mini whiteboards.

Word colour flashcards

<p><b>Animals</b></p> <p>To recognise and say the names of some animals in Spanish</p> <p>(03.1,2) (P.O.S. 1)</p>	<p>¿Qué animal es? Es un .....</p> <p>Un animal/ dos animales:</p> <p>Un gato Un perro Un pájaro Un pez Un hámster Un elefante Una serpiente Un conejo Un león Un tigre Un oso Un ratón Una jirafa Un cerdo Una oveja Un pato</p>	<ul style="list-style-type: none"> <li>• Use cuddly toys to introduce the new vocabulary. Use of a multi-sensory approach will help children remember.</li> <li>• The children sit in a circle and pass a bag around containing animals. Either play some Spanish music or sing a song whilst the children pass the bag. When the music stops, one child takes an animal out of the bag and names it or greets it in Spanish eg, <i>un león/ Buenos días león</i></li> <li>• Call out specific animals from this unit eg un pez, and ask the children to draw the animal on a mini whiteboard. They show you what they have drawn</li> <li>• Point out the use of gender in Spanish explaining how it differs from English in that all objects have a gender.</li> <li>• Children sit in a circle and the teacher distributes a number of animals at random, placing one animal in the centre. Teacher gives an instruction, eg, 'cambia el león por el gato'. The pupil with the named animal exchanges it for the animal in the centre of the circle.</li> <li>• Play hot /cold. Hide an animal (either toy or flashcard) – One child has to search for it. If the child is close then the children say the name of the animal louder and if they are further away they say it quietly</li> <li>• Get children to mime an animal – the rest of the class have to guess the animal.</li> <li>• Play animal bingo using the Elikit animal bingo</li> </ul>	<p>Toy animals</p> <p>Mini whiteboards</p> <p><i>Bolsa Sorpresa</i></p>
---	---	--	---

<p>To understand and answer questions relating to animals ( 03.3) (P.O.S. 1)</p>	<p>¿Tienes mascota? ¿Tienes un animal? Si, tengo.... No, no tengo mascota. ¿Qué animal falta ?</p>	<p>cards</p> <ul style="list-style-type: none"> <li>• Reinforce numbers as well by getting them to cover their eyes if it's an animal the teacher says and cover their ears if it's a number: <i>Cubrid los ojos si digo un animal- cubrid las orejas si digo un número</i></li> <li>• Slowly reveal animal flashcards. The children have to guess the animal. This can be done with words and pictures</li> <li>• Play pictiornary</li> <li>• Introduce and reinforce animals by means of flashcards. Ask them if they have a pet –¿Tienes un animal ? and give them a flashcard of an elephant so they can say they have an elephant and make up imaginary pet – they say <i>Si, tengo un elefante</i>. The pupils could randomly take a cuddly toy out of a bag and then tell the rest of the class what pet they have. The class has to remember who had what and answer the question ¿Quién tiene un tigre? Etc</li> <li>• This can then be extended to ask children about what pets they actually have.</li> <li>• Play what is missing with flashcards on the board the child has to work out the missing animal ¿Qué animal falta?</li> <li>• Produce a survey on pets for the class ¿Qué animal te gusta? or ¿Tienes un animal ? The results could be displayed in a pictogram or a bar chart</li> </ul> <p>• Introduce the written word using flashcards with a</p>	<p>Animal flashcards</p> <p>Elikits animals</p> <p>Power-point/flashcards of characters.</p> <p>Toy animals</p>
--	--	---	---

<p>To recognise written words for animals with the article</p> <p><i>L3.1 Recognise some familiar words in written form</i></p> <p><i>L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words</i></p> <p><i>(P.O.S. 2 &amp; 7)</i></p>		<p>picture and the written word. Point out the animal words that contain the previously learnt <i>i</i> and <i>j</i> sounds. (<i>tigre, jirafa, pájaro, conejo..</i>)</p> <ul style="list-style-type: none"> <li>• Use the animals and colours topic to practise the Spanish <i>j</i> sound.</li> <li>• Practise words such as <i>conejo, rojo, granja...</i> using word cards. (Heads down Thumbs up, Flashcards with phonemes <i>jo, ja, ji, je</i>).</li> <li>• Spell out words using syllables. Get pupils to guess a word by supplying one or more of the blocks and they have to fill in the gaps, either as a whole class or as a worksheet.</li> <li>• Hold up a grapheme and the children point to the animal that has that sound.</li> <li>• Draw attention to the '<i>rr</i>' in <i>perro</i>. Some children won't be able to manage it though!</li> <li>• Learn the song <i>Vengan a ver mi granja</i>. which describes the sounds farm animals make. Draw attention to the diminutive <i>-ito/a</i>.</li> </ul>	
<p>Join in with an animal song</p> <p><i>O3.1 Listen and respond to simple rhymes, stories and songs</i></p> <p><i>P.O.S. 8 Appreciate stories, songs, poems and rhymes in the language</i></p>			<p>Book or power-point of story.</p>
<p>To describe animals using adjectives of colour, size and animal characteristics</p> <p><i>( 03.1,2)</i></p> <p><i>P.O.S. 11 Describe people</i></p>	<p>Grande Pequeño/a Mediano/a Feroz Manso Sin pelo</p>	<ul style="list-style-type: none"> <li>• Get pupils to affirm or deny statements eg '<i>el león es manso</i>' with <i>Sí lo es</i> or <i>No lo es</i></li> <li>• Choose a child and hold an animal over their head asking them to guess what it is and giving clues. The class should be able to offer colours as clues and the teacher could introduce other adjectives</li> </ul>	<p>Toy animals</p>

<p>places, things and actions orally.</p> <p><b>Story</b></p> <p>To become familiar with a traditional story from the target culture (IU3.3)</p> <p>To follow a text, listening and reading at the same time (L4.2)</p> <p>To understand the main points in a story (L4.2)</p> <p>(P.O.S. 1, 7, 8, 11, 12)  P.O.S. 5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  P.O.S. 6 Present ideas and information orally to a range of audiences</p>	<p>Peludo</p> <p>¿Qué hace la vaquita?</p> <p>Hace...</p>	<p>encouraging the pupils to use new language</p> <ul style="list-style-type: none"> <li>Choose two children and place a few toy animals between them. Give a brief description and let them choose the animal that corresponds with that description. Check with the rest of the class giving the description again if the chosen animals are right.</li> <li>Suggested texts: <ul style="list-style-type: none"> <li>No quiero ir a dormir</li> <li>El libro de la selva</li> <li>La Viejita</li> <li>Oso Marrón</li> <li>Querido Zoo</li> <li>Lucas y su cerdo</li> </ul> </li> </ul>	<p>Texts/power-points of the stories.</p>
---	---	--	---

<p><b>Parts of the Body</b></p> <p>To recognise and say names for parts of the body in Spanish.</p> <p>( 03.1,2) (P.O.S. 1)</p>	<p>La cabeza La mano El dedo El ojo El pie La pierna La nariz La oreja La lengua La boca El pelo El brazo Las rodillas Los hombros Los dientes El cuello El estómago</p>	<ul style="list-style-type: none"> <li>• Extend ‘<i>Simón dice...</i>’ by adding new vocabulary such as ‘<i>Toca la nariz, Toca las rodillas</i>’</li> <li>• Play <i>Haz lo que digo, no lo que hago</i> a variation of <i>Simón dice</i></li> <li>• Play ‘<i>Las tres en raya</i>’ game (noughts and crosses) using flashcards. Encourage the children to speak in full sentences eg, <i>Número dos es la mano</i></li> <li>• Sing ‘Head, shoulders, knees and toes’ in Spanish: ‘<i>Cabeza, hombros, rodillas, pies, rodillas, pies Cabeza, hombros, rodillas, pies, rodillas, pies Ojos, orejas boca y nariz, Cabeza, hombros, rodillas, pies, rodillas, pies</i>’</li> <li>• Play ‘<i>Dibuja al monstruo</i>’: give different descriptions of monsters according to the children’s ability and let them work in small groups to work out the descriptions and draw their monsters. Afterwards, the whole class with help from the teacher could create and describe a pet monster for the class. This activity is appropriated to recycle animal vocabulary as well as numbers.</li> <li>• Reinforce <i>ll</i> and <i>j</i> phonemes with parts of the body <i>oreja, ojos, rodilla, cuello...</i></li> </ul>	<p>Flashcards of parts of the body.</p>
<p>To follow instructions in Spanish using parts of the body</p> <p>( 03.3) (P.O.S. 1)</p>	<p>Tocad Cerrad Abrid Bajad Levantad Saltad</p>	<ul style="list-style-type: none"> <li>• E.g. <i>tocad la mano, bajad la cabeza</i></li> <li>• Play human puppets: using the instructions and the body parts children in pairs act like human puppets, one gives the instruction and acts like the puppeteer and the other has to follow the instructions to be a good puppet.</li> </ul>	

## Grammar/literacy points to be covered in year three

- Gender
- Adjectival position
- Capital letters
- Imperative (listening/speaking)
- Word order in sentence (recognising which is noun and verb and being able to substitute words to form different sentences)
- First and second person in common questions (familiar form)
- Recognise spellings of some familiar words
- Follow a simple text
- Sound out vowels and the *j* and // sounds in order to link the written word with the spoken word

Graphemes:

<b>A</b>	<b>E</b>	<b>I</b>	<b>O</b>	<b>U</b>
<b>LL</b>	<b>J</b>	<b>Ñ</b>	<b>RR</b>	<b>CE</b>
<b>CI</b>	<b>CH</b>	<b>CU</b>	<b>CA</b>	<b>CO</b>
<b>H</b>	<b>GE/I</b>	<b>GO/GA</b>	<b>GUE</b>	<b>GUA</b>
<b>AY</b>	<b>UA</b>	<b>UE</b>	<b>QU</b>	<b>V</b>



Draft programme of study	KS2 Framework	Concrete examples
<p>1. Listen attentively to spoken language and show understanding by joining in and responding</p>	<p>O 3.1 O 3.2 O 5.2 O 5.3 O 6.1 O 6.3 LLS 3.4 LLS 3.7 LLS 5.4 LLS 5.7 LLS 6.5 LLS 6.7 LLS 6.8</p>	<p>Joining in with greetings songs, answering questions when thrown a toy.</p> <p>Repetition and recognition activities for numbers, colours, animals, days, months and classroom instructions.</p> <p>Joining in with the song <i>Vengan a ver mi granja</i> and the story <i>No quiero ir a dormir</i> or other.</p>
<p>2. Explore the patterns and sounds of language through songs and rhymes and link the spelling sound and meaning of words</p>	<p>O 3.1 O 4.2 O 4.1 O 6.1 O 6.2 L 3.1 L 3.2 L 4.3 L 6.3 KAL 3.6 KAL 3.7 KAL 4.5</p>	<p>Work done on the vowels and ‘c’, ‘ll’ and ‘j’ sounds when studying numbers, days, months, colours and animals.</p> <p>Recognition of the above in the written form</p>
<p>3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>	<p>O 3.3 O 4.4 O 5.2 O 5.1 O 6.4 KAL 3.5 KAL 4.3 KAL 6.6 LLS 4.3 LLS 5.5 LLS 6.4</p>	<p>Learning how to exchange simple greetings and ask and respond to personal questions about name, age and birthdays.</p>

<p>4. Speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>O 4.4 O 5.4 KAL 5.1 KAL 5.2 KAL 5.3 KAL 6.5</p>	<p>Learning how to exchange simple greetings and ask and respond to personal questions about name, age and birthdays.</p>
<p>5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>	<p>KAL 3.1 KAL 3.2 KAL 3.3 KAL 4.5 KAL 5.4 LLS 3.2 LLS 3.3 LLS 5.3 LLS 6.8</p>	<p>Repetition activities throughout all topics.  Joining in with the story/song of <i>No quiero ir a dormir</i> or other story whilst following the text.</p>
<p>6. Present ideas and information orally to a range of audiences</p>	<p>O 3.3 LLS 3.5 O 4.4 O 5.1 O 5.4 O 6.2 O 6.4 IU 6.3</p>	<p>Performing song and story learnt to their class, school, parents.</p>
<p>7. Read carefully and show understanding of words, phrases and simple writing</p>	<p>L 3.2 KAL 3.1 KAL 3.6 LLS 3.4 L 4.1 L 4.3 KAL 4.5 LLS 4.11 L 5.1 KAL 5.4 LLS 5.9 L 6.1 KAL 6.4 LLS 6.5</p>	<p>Read and show understanding of numbers, colours, days, months and animals.</p>

<p>8. Appreciate stories, songs, poems and rhymes in the language</p>	<p>O 3.1 L 3.2 O 4.2 IU 4.3 O 6.1 L 6.2</p>	<p>Join in with <i>Vengan a ver mi granja</i> and <i>No quiero ir a dormir</i>.</p>
<p>9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	<p>L 3.3 LLS 3.9 LLS 4.10 LLS 4.12 L 5.3 LLS 5.8 LLS 5.9 LLS 6.11</p>	<p>N/a</p>
<p>10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>L 3.3 LLS 3.9 L 4.4 KAL 4.5 LLS 4.9 LLS 4.10 L 5.3 KAL 5.2 KAL 5.3 LLS 5.2 LLS 5.8 L 6.4 KAL 6.3 KAL 6.5 LLS 6.3 LLS 6.8</p>	<p>N/a</p>
<p>11. Describe people, places, things and actions orally and in writing.</p>	<p>O and L strands as above</p>	<p>Some pupils will be able to use simple adjectives to describe animals orally.  Most will be able to join in with <i>No quiero ir a dormir</i> and use colours to describe the animals.</p>
<p>12. Understand basic grammar appropriate to the language being studied, such as (where relevant):</p>	<p>KAL 3.4 KAL 3.5 KAL 3.8 KAL 4.1 KAL 4.2 KAL 4.4 KAL 4.5</p>	<p>Understand gender, word order (adjective after noun), the first and second persons of a</p>

<p>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>	<p>KAL 5.2 KAL 5.3 KAL 5.5 KAL 5.7 KAL 5.8 KAL 6.1 KAL 6.2 KAL 6.3 KAL 6.5</p>	<p>verb, the imperative (receptively).</p>
--	--	--