



Jerry Clay Academy
Subject Unit Overview

Subject: Spanish Year Group: 3 Term: Spring

Core Learning of This Unit:

- Ask for and give a name
 - Recognise a question form
 - Practise the pronunciation of the letter string 'll'
 - Perform a simple communicative task
- Revision of numbers 1-10
 - Participate in chorusing a finger rhyme.
 - Understand and respond to a question.
 - Make links between some sounds and spellings and recognise familiar words in written form.
 - Recognise how accents alter pronunciation.
- Colours
 - Perform actions to a Spanish song
 - Know how to pronounce the letter 'j' in Spanish
 - Read familiar words with accurate pronunciation
 - Respond to a question
 - Experiment with writing by producing short sentences by using verb, adjective, connective.
- Names of fruit
 - Recognise singular and plural items and how they affect the verb – gusta/gustan
 - Match phonemes to graphemes
 - Listen for specific words as they occur in a song
 - Reflect on healthy eating habits.

Prior Learning:

Year 1

- Greetings
- Numbers 1-6
- Colours

Year 2

- Numbers 1-15
- Colours

National Curriculum Statements:

- 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
- 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

Key Vocabulary:

- ¿Cómo te llamas? **What is your name?**
- Me llamo **My name is...**
- ¿Y tú? **And you?**
- Señor **Mr**
- Señora **Mrs**
- Señorita **Miss**
- ¿Cuántos años tienes? **How old are you?**
- Tengo ocho años. **I am 8 years old**
- Rojo **Red**
- Azul **Blue**
- Blanco **White**
- Negro **Black**
- Verde, **Green**
- Amarillo **Yellow**
- Naranja **Orange**
- Rosa **Pink**
- Gris **Grey**
- Marrón **Brown**
- Morado **Purple**
- Las naranjas **Oranges**
- Las peras **Pears**
- Las ciruelas **Plumbs**
- Las fresas **Strawberries**
- Las manzanas **Apples**
- Los tomates **Tomatoes**
- Los plátanos **Potatoes**
- El chocolate **Chocolate**
- El helado **Ice-Cream**
- Las piruletas, **Lollipop**
- Las patatas fritas **Chips**
- Los caramelos. **Sweets**