





















## Y3 iLanguages Spanish Scheme of Work Overview






**Symbols key:**





| Culture   | Vocabulary  | Listening   | Speaking  | Reading   | Writing   | Phonics   | Grammar  | Singing   | Watching  | Collaborative learning  |
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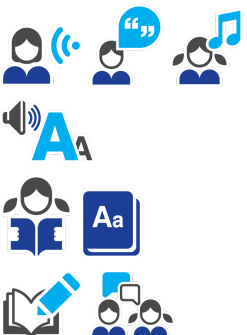

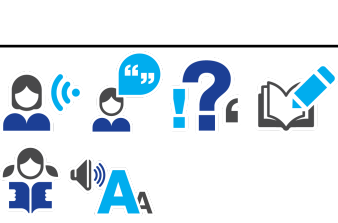
| Week                                    | Learning Outcomes  | KS2 Framework objectives   | NC levels   | Skills  |
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| 1: Greetings and Spanish culture        | Understand that Spanish is spoken in Spain and elsewhere.<br>Say and respond to <i>buenos días, hola, adiós hasta pronto</i> and <i>hasta luego</i> .                  | O3.1 Listen and respond to simple rhymes, stories and songs.<br>O3.4 Listen attentively and understand everyday words.<br>KAL Recognise conventions of politeness.<br>IU3.2 Locate country/countries where the language is spoken.<br>IU3.3 Identify social conventions in other cultures.<br>LLS Practise new language with a friend. | Listening: 1b<br>Speaking: 1b<br>Reading: 1b<br>Writing: 1b |    |
| 2: Greetings and classroom instructions | Say and respond to <i>buenos días, hola, buenas tardes</i> and <i>adiós</i><br>Say and respond to <i>¿qué tal?, ¿y tú?, muy bien, no muy bien</i> and <i>regular</i> . | O3.1 Listen and respond to simple rhymes, stories and songs.<br>O3.4 Listen attentively and understand everyday words.<br>KAL Recognise conventions of politeness.<br>IU3.3 Identify social conventions in other cultures.<br>LLS Practise new language with a friend.<br>LLS Use actions to aid memorisation.                         | Listening: 2c<br>Speaking: 2c<br>Reading: 1b                |  |





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| <p><b>3: Classroom instructions</b></p> | <p>Say and respond to <i>silencio, escuchad, mirad, repetid, levantaos and sentaos.</i><br/>Understand that in Spanish 'ci' is pronounced with a soft lisp sound.</p>                                    | <p>O3.4 Listen attentively and understand everyday instructions and everyday classroom language.<br/>LLS Use actions to aid memorisation.<br/>LLS Look at the face of the person speaking and listen attentively.<br/>LLS Use gestures to show they understand.</p>  | <p>Listening: 1b<br/>Speaking: 1b/ 2c<br/>Reading: 1b</p>             |   |
| <p><b>4: Animals</b></p>                | <p>Say and respond to <i>un gato, un cerdo, un conejo, una serpiente, un perro, una tortuga and un ratón.</i><br/>Learn to sing a well-known Spanish song.<br/>Learn how to pronounce the phoneme r.</p> | <p>O3.3 Perform simple communicative tasks using single words (recall and retain new vocabulary)<br/>O3.4 Listen attentively and understand everyday instructions and everyday classroom language.<br/>KAL Imitate pronunciation of sounds.<br/>LLS Use actions to aid memorisation.<br/>LLS Use gestures to show they understand.</p> | <p>Listening: 1b<br/>Speaking: 1b<br/>Reading: 1b</p>                 |   |
| <p><b>5: At the pet shop</b></p>        | <p>Say and respond to <i>un gato, un cerdo, un conejo, una serpiente, un perro, una tortuga and un ratón.</i><br/>Listen to and understand a simple story.</p>   | <p>O3.1 Listen and respond to simple rhymes, stories and songs.<br/>KAL Imitate pronunciation of sounds.<br/>KAL Recognise how sounds are represented in written form.<br/>LLS Use actions to aid memorisation.<br/>LLS Use gestures to show they understand.</p>  | <p>Listening: 2c<br/>Speaking: 2a<br/>Reading: 2b<br/>Writing: 1b</p> |  |





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| <p><b>6: Numbers and plurals</b></p>              | <p>Say and respond to <i>un gato, un perro, un cerdo, un conejo, una tortuga, una serpiente</i> and <i>un ratón</i>.<br/>Say and respond to <i>uno, dos, tres</i> and can form plurals.<br/>Understand <i>aquí hay</i>.</p> | <p>O3.2 Recognise and respond to sound patterns and words.<br/>O3.4 Listen attentively<br/>KAL Imitate pronunciation of sounds.<br/>LLS Recognise words which the teacher mouths silently.<br/>LLS Use gestures to show they understand.</p>   | <p>Listening: 2c<br/>Speaking: 2c<br/>Reading: 2c<br/>Writing: 2c</p> |    |
| <p><b>7: Connectives and simple sentences</b></p> | <p>Say and respond to <i>aquí hay</i> and <i>y</i> and form a simple sentence using these words.<br/>Learn how to pronounce the phoneme <i>i</i>.</p>   | <p>O3.2 Recognise and respond to sound patterns and words.<br/>O3.3 perform simple communicative tasks using phrases and short sentences.<br/>KAL Imitate pronunciation of sounds.<br/>KAL Recognise commonly used rhyming sounds.<br/>L3.1 Recognise some familiar words in written form.</p> | <p>Listening: 2c<br/>Speaking: 2c<br/>Reading: 2c<br/>Writing: 2c</p> |    |
| <p><b>8: Gender</b></p>                           | <p>Start to understand the concept of gender and how <i>un</i> and <i>una</i> point to different genders.<br/>Pronounce <i>un</i> and <i>una</i> correctly.</p>   | <p>O3.2 Recognise and respond to sound patterns and words.<br/>KAL Imitate pronunciation of sounds.<br/>KAL Identify specific sounds, phonemes and words.<br/>L3.1 Recognise some familiar words in written form.<br/>LLS Compare the language with English.</p>                               | <p>Listening: 1a<br/>Speaking: 1a<br/>Reading: 1a<br/>Writing: 2b</p> |   |
| <p><b>9: Memorisation &amp; storytelling</b></p>  | <p>Start to develop memorisation strategies for a foreign language.<br/>Take part in a dramatical retelling of a story.</p>   | <p>O3.2 Recognise and respond to sound patterns and words.<br/>KAL Imitate pronunciation of sounds.<br/>KAL Identify specific sounds, phonemes and words.<br/>LLS Recognise some familiar words in written form.<br/>LLS Compare the language with English.</p>                                | <p>Listening: 2b<br/>Speaking: 2b<br/>Reading: 2b<br/>Writing: 2c</p> |  |

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| <p><b>10: Me llamo</b></p>                 | <p>Say <i>me llamo</i> and say and respond to <i>¿y tú?</i><br/>Devise and take part in a simple role play.</p>  | <p>O3.1 Listen and respond to songs.<br/>O3.3 Perform simple communicative tasks using single words, phrases and short sentences.<br/>KAL Imitate pronunciation of sounds.<br/>LLS Recognise some familiar words in written form.</p>   | <p>Listening: 2c<br/>Speaking: 2c<br/>Reading: 2c<br/>Writing: 2c</p> |    |
| <p><b>11: Spanish names</b></p>            | <p>Say and respond to <i>me llamo</i> and <i>¿y tú?</i><br/>Start to recognise the sound-spelling link and identify certain phonemes that are pronounced differently in Spanish.</p> | <p>O3.1 Listen and respond to songs.<br/>O3.2 Recognise and respond to sound patterns and words.<br/>O3.3 Perform simple communicative tasks using single words, phrases and short sentences.<br/>KAL Recognise that languages describe familiar things differently.<br/>KAL Identify specific sounds, phonemes and words.<br/>LLS Experiment with the writing of simple words.</p> | <p>Listening: 2c<br/>Speaking: 2c<br/>Reading: 2c<br/>Writing: 1b</p> |    |
| <p><b>12: Soy and Mi mamá story</b></p>    | <p>Say and respond to <i>soy</i> and form a sentence with the phrase.<br/>Identify cognates in Spanish.</p>  | <p>O3.1 Listen and respond to simple rhymes, stories and songs.<br/>O3.2 Recognise and respond to sound patterns and words.<br/>O3.3 Perform simple communicative tasks using single words, phrases and short sentences.<br/>LLS Use the context of what they see/read to determine some of the meaning.<br/>LLS Compare the language with English.</p>                             | <p>Listening: 2b<br/>Speaking: 2b<br/>Reading: 2b</p>                 |    |
| <p><b>Christmas</b></p>                    | <p>Learn a Spanish Christmas song and make a Spanish Christmas card.<br/>Enjoy a simple Christmas-themed story and learn some vocabulary relating to Christmas.</p>                  | <p>O3.1 Listen and respond to simple rhymes, stories and songs.<br/>IU3.3 Identify social conventions in other cultures.<br/>KAL Recognise that languages describe familiar things differently.<br/>LLS Use the context of what they read to determine some of the meaning.<br/>LLS Compare the language with English.</p>  | <p>Listening: 2a<br/>Speaking: 1a<br/>Reading: 2a<br/>Writing: 1b</p> |   |
| <p><b>13: Colours and Aliens story</b></p> | <p>Say and respond to eight colours: <i>azul, rojo, amarillo, verde, de color rosa, marrón, gris, de color naranja</i><br/>Use <i>soy</i> with a colour.</p>                         | <p>O3.1 Listen and respond to simple rhymes, stories and songs.<br/>O3.2 Recognise and respond to sound patterns and words.<br/>O3.4 Listen attentively and understand instructions.<br/>KAL Imitate pronunciation of words.<br/>KAL Hear main word classes.</p>  | <p>Listening: 2b<br/>Speaking: 2c<br/>Reading: 2b<br/>Writing: 1b</p> |  |



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|                                     |  | KAL<br>LLS                              | Recognise how sounds are represented in written form.<br>Play games to aid memorisation.  |   |   |
| <b>14: Colours and opinions</b>     | Give a simple opinion <i>me gusta</i> or <i>detesto</i> about a colour.<br>Learn when to add an <b>-n</b> onto the end of <i>gusta</i> .<br>Use <i>los/las</i> with an animal when giving an opinion about it. | O3.1<br>O3.2<br>O3.4<br>KAL<br>KAL      | Listen and respond to simple rhymes, stories and songs.<br>Recognise and respond to sound patterns and words.<br>Listen attentively and understand instructions.<br>Hear main word classes.<br>Recognise how sounds are represented in written form.      | Listening: 2c<br>Speaking: 2c<br>Reading: 2c<br>Writing: 2c |    |
| <b>15: Word order of adjectives</b> | All can understand, write and say a sentence describing the colour of an animal using the correct word order.<br>Some can use two different colours and a connective to describe an animal.                    | KAL<br>KAL<br>KAL<br>LLS<br>LLS<br>L3.3 | Hear main word classes.<br>Recognise how sounds are represented in written form.<br>Recognise that languages describe familiar things differently.<br>Play games to aid memorisation.<br>Write new words.<br>Experiment with the writing of simple words. | Listening: 2b<br>Speaking: 2b<br>Reading: 2b<br>Writing: 2b |    |
| <b>16: Word order and opinions</b>  | Use two different colours and a connective to describe an animal.<br>Give an opinion about the animal.   | KAL<br>KAL<br>O3.3<br>O3.4<br>LLS       | Hear main word classes.<br>Recognise how sounds are represented in written form.<br>Perform simple communicative tasks using single words, phrases and short sentences.<br>Listen attentively<br>Play games to aid memorisation.                          | Listening: 2a<br>Speaking: 2a<br>Reading: 2a                |   |
| <b>17: The enormous turnip</b>      | Listen and respond to a simple story using repetition and gestures.<br>Sing a well-known traditional Spanish song.   | O3.1<br>L3.2<br>LLS<br><br>LLS<br>LLS   | Listen and respond to a simple story and rhyme.<br>Read aloud familiar words.<br>Use the context of what they see/ read to determine some of the meaning.<br>Use gestures to show they understand.<br>Play games to aid memorisation.                     | Listening: 2a<br>Speaking: 2b<br>Reading: 2a                |  |

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| 18: Numbers 1-10   | Understand and act out a simple story<br>Understand and say numbers 1-10 and zero in Spanish and do simple addition and subtraction sums using these numbers.   | O3.1 Listen and respond to a simple story and rhyme.<br>L3.3 Experiment with the writing of simple words.<br>LLS Use gestures to show they understand.<br>LLS Play games to aid memorisation.   | Listening: 2a<br>Speaking: 2a<br>Reading: 2a<br>Writing: 1b |    |
| 19: Numbers and tengo  | Understand and say numbers 1-10 and zero in Spanish and do simple addition and subtraction sums using these numbers.<br>Understand and use <i>tengo</i> and know the difference between <i>tengo</i> and <i>soy</i> . | O3.3 Perform simple communicative tasks using single words and phrases.<br>L3.3 Experiment with the writing of simple words.<br>O3.2 Recognise and respond to sound patterns in words.<br>O3.4 Listen attentively.<br>LLS Play games to aid memorisation.         | Listening: 2b<br>Speaking: 2b<br>Reading: 2b<br>Writing: 2b |    |
| 20: Age  | Understand someone asking how old they are ( <i>¿cuántos años tienes?</i> ) and reply using a sentence stating their age.<br>Learn how to pronounce the phoneme <b>ñ</b> .  | O3.2 Recognise and respond to sound patterns and words.<br>O3.4 Listen attentively<br>L3.3 Experiment with the writing of simple words.<br>KAL Recognise the languages describe familiar things differently.<br>LLS Compare the language with English.            | Listening: 2b<br>Speaking: 2b<br>Reading: 2b<br>Writing: 2b |   |
| 21: Definite (el,le,los, las) and indefinite articles (un,una) | Understand the difference between <i>el/la/los/las</i> and <i>un/una/unos/unas</i> in Spanish and know when to use each type of article.<br>Take part in a simple role play based on a story.                         | O3.1 Listen and respond to a simple story.<br>O3.3 Perform simple communicative tasks using short sentences.<br>IU3.3 Identify social conventions.<br>KAL Hear main word classes.<br>LLS Use the context of what they see/ read to determine some of the meaning. | Listening: 2a<br>Speaking: 2a<br>Reading: 2a<br>Writing: 2c |  |

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|                                    |   | LLS<br>silently.                  | Recognise words which the teacher mouths  |   |   |
| Easter                             | Understand and enjoy an Easter-themed story.<br>Sing a Spanish song.  | O3.1<br>L3.3<br>KAL<br>KAL        | Listen and respond to simple rhymes, stories and songs.<br>Recognise some familiar words in written form.<br>Recognise question forms and negatives.<br>Imitate pronunciation of sounds.  | Listening: 2a<br>Reading: 2a                                |    |
| 22: Quisiera                       | Understand the phrase <i>¿Qué quisieras?</i><br>Use the phrase <i>quisiera</i> in appropriate contexts.   | O3.3<br>L3.1<br>LLS<br>LLS<br>LLS | Perform simple communicative tasks using short sentences.<br>Recognise some familiar words in written form.<br>Use the context of what they see/ read to determine some of the meaning.<br>Practise new language with a friend.<br>Look at the face of the person speaking and listen attentively.<br>Play games to aid memorisation. | Listening: 2a<br>Speaking: 2a<br>Reading: 2a                |    |
| 23: The connective 'pero'          | Create sentences using the language <i>me gusta/ detesto ... pero quisiera.</i>   | O3.3<br>L3.1<br>LLS<br>LLS<br>LLS | Perform simple communicative tasks using short sentences.<br>Recognise some familiar words in written form.<br>Use the context of what they see/ read to determine some of the meaning.<br>Practise new language with a friend.<br>Recognise words which the teacher mouths silently.<br>Play games to aid memorisation.              | Listening: 2a<br>Speaking: 2a<br>Reading: 2a<br>Writing: 2a |   |
| 24: Es & the Hare and the Tortoise | Practise opinion phrases <i>me gusta/detesta ...</i><br>Practise extending sentences with <i>pero.</i><br>Learn the high frequency word <i>es.</i><br>Learn new animal nouns. | O3.3<br>L3.1<br>LLS<br>LLS<br>LLS | Perform simple communicative tasks using short sentences.<br>Recognise some familiar words in written form.<br>Use the context of what they see/ read to determine some of the meaning.<br>Practise new language with a friend.<br>Recognise words which the teacher mouths silently.<br>Play games to aid memorisation.              | Listening: 2a<br>Speaking: 2a<br>Reading: 2a<br>Writing: 2a |  |

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| <p>25: También</p>           | <p>Ask questions with <i>¿quién es?</i><br/>Extend sentences with <i>y</i> and <i>también</i>.</p>                          | <p>O3.1 Listen and respond to stories<br/>O3.2 Recognise and respond to sound patterns and words<br/>O3.3 Perform simple communicative tasks<br/>LLS Practise new language with a friend.<br/>LLS Use the context of what they see to determine meaning.</p>                                      | <p>Listening: 2a<br/>Speaking: 2a<br/>Reading: 2a<br/>Writing: 2c</p>       |   |
| <p>26: Numbers 1-15</p>      | <p>Revise numbers 1-10<br/>Learn numbers 11-15.<br/>Learn how to pronounce the phoneme <i>ce/ci/z</i>.</p>                  | <p>O3.2 Recognise and respond to sound patterns and words.<br/>L3.1 Recognise some familiar words in written form.<br/>KAL Identify specific sounds, phonemes and words.<br/>LLS Play games to aid memorisation.</p>  | <p>Listening: 2b<br/>Speaking: 2b<br/>Reading: 2b<br/>Writing: 2b</p>       |   |
| <p>27: Days of the week</p>  | <p>Revise <i>me gusta/¿y tú?</i> and learn days of the week.<br/>Learn how to pronounce the <i>r</i> phoneme correctly.</p> | <p>O3.2 Recognise and respond to sound patterns and words.<br/>L3.1 Recognise some familiar words in written form.<br/>L3.3 Experiment with the writing of simple words.<br/>KAL Identify specific sounds, phonemes and words.<br/>LLS Play games to aid memorisation.</p>                        | <p>Listening: 2b<br/>Speaking: 2c-3c<br/>Reading: 2b</p>                    |   |
| <p>28: Revision and raps</p> | <p>Revise days of the week.<br/>Create a rap based on much of the language they have covered in Y3 in Spanish.</p>          | <p>O3.3 Perform simple communicative tasks using single words, phrases and short sentences.<br/>L3.3 Experiment with the writing of simple words.<br/>KAL Identify specific sounds, phonemes and words.<br/>KAL Imitate pronunciation of sounds.<br/>LLS Practise new language with a friend.</p> | <p>Listening: 2a<br/>Speaking: 2c-3c<br/>Reading: 2a<br/>Writing: 2c-3c</p> |  |



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| <p><b>29:</b><br/>Assessment &amp; rap performance</p> | <p>Perform a rap based on much of the language they have covered in Y3 in Spanish.<br/>Complete an assessment in the different language skills, if desired.</p> | <p>O3.3 Perform simple communicative tasks using single words, phrases and short sentences.<br/>O3.4 Listen attentively and understand everyday language.<br/>L3.1 Recognise some familiar words in written form.<br/>L3.3 Experiment with the writing of simple words.<br/>KAL Notice the spelling of familiar words.</p> | <p>Listening: 1a-2a<br/>Speaking: 1a-2a<br/>Reading: 1a-2a<br/>Writing: 1a-2a</p> |  |
| <p><b>30: Barcelona</b></p>                            | <p>Revise opinions and connectives.<br/>Learn about location of Barcelona.<br/>Learn about four famous Barcelona landmarks.</p>                                 | <p>LLS Use the context of what they see/read to determine some of the meaning.<br/>IU3.3 Identify social conventions at home and in other cultures<br/>L3.1 Recognise some familiar words in written form.<br/>IU3.4 Make direct or indirect contact with the country/countries where the language is spoken.</p>          | <p>Listening: 3c<br/>Speaking: 2b-3c<br/>Reading: 3c<br/>Writing: 2b-3c</p>       |  |