

| Spanish Year 3 Long Term Planning Overview  |  |  |   |  |
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|   | Content  | Phonics  | Grammar   | Skill level practised  |
| <b>Autumn 1 :A New Start</b> <ul style="list-style-type: none"> <li>Getting to know you</li> <li>Numbers</li> <li>Colours</li> </ul>  | Ask and answer name<br>Ask and answer simple feelings<br>Count 0-11<br>6 colours   | Key listen out activity based on: numbers<br>o                                 | Exploration of recognising and answering a question                       | <i>Each half term the children can complete Puzzle It Out activities where core language is assessed at the skill levels described below -based upon the CEFR level A1(Common European Framework of Reference)</i><br><br><b>Sound Spelling:</b> Can identify specific sound/phonemes<br><br><b>Listening:</b> Can understand a few familiar spoken words and phrases<br><br><b>Speaking:</b> Can say/repeat a few short words and phrases and would be understood by a native speaker |
| <b>Autumn 2:Calendar and Celebrations</b> <ul style="list-style-type: none"> <li>Command, colours, numbers</li> <li>Bonfire Night colours</li> <li>Calendar time</li> <li>Christmas starry night</li> </ul> | Days<br>Months ( an respond to simple question)<br>Asking the day / month<br>Ask birthday month<br>Celebrating Christmas | Key listen out activity based on: days of the week<br>v                        | Exploration of: recognising and understanding simple commands             |  |
| <b>Spring 1:Animals I like and don't like</b> <ul style="list-style-type: none"> <li>Epiphany celebrations</li> <li>Animals around us</li> </ul>  | Celebrating Epiphany<br>Names of domestic animals<br>Ask and answer a like/dislike                                       | Key listen out activity based on: Key sounds in animal nouns<br>j              | Exploration of: recognising nouns asking a question                       |  |
| <b>Spring 2:Carnival colours ,playground games</b> <ul style="list-style-type: none"> <li>Carnival and playground games</li> <li>Easter celebrations</li> </ul>   | Colours<br>Ask what colour something is.<br>Giving a response<br>Likes and dislikes<br>Celebrating Easter                | Key listen out activity based on: Key sounds/words in practising commands<br>z | Exploration of:   |  |
| <b>Summer 1: Breakfast, fruit nouns and a hungry giant</b> <ul style="list-style-type: none"> <li>A hungry giant story</li> </ul>   | Fruit and vegetables<br>Breakfast foods<br>Ask and answer likes/dislikes   | Key listen out activity based on: Key sounds in fruits and vegetable nouns     | Exploration of: nouns and beginning to recognise masculine/feminine nouns |  |



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|  | Ask for a food item politely   | <b>ce/za</b>   |  | <b>Reading:</b> Can recognise and read out a few familiar words and phrases<br><br><b>Writing:</b> Can write or copy a few simple words or phrases or symbols as emergent writers of the target language |
| <b>Summer 2: Going on a picnic</b>   | Foods for a picnic<br>Asking politely<br>Colours<br>Commands<br>Ask and answer where you live<br>0-15 (0-20) | Key listen out activity based on: Key sounds/words in picnic story<br><br><b>va/ju</b> | Exploration of:<br>practising forming and structuring a polite response  |  |
| <u>DFE ATS and skill level</u><br>During the first stage of language learning , children will explore all 12 DfE Attainment Targets. |  |  | <u>Language Learning Skill level practise</u><br>During the first stage of language learning , children will explore and attempt to master the following language learning skills linked to the 12 DfE ATs |  |
| Listen attentively to spoken language and show understanding by joining in and responding  |  |  | listen and respond to rhymes/songs/stories<br>listen attentively +understand instructions/praise<br>listen for specific words and phrases  |  |
| Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words                    |  |  | recognise and respond to sound patterns/words<br>identify specific sounds/phonemes/words<br>focus on correct pronunciation   |  |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help      |  |  | perform simple communicative tasks using single words/phrases/short sentences<br>ask and answer a question<br>ask and answer a question (on more than one topic)   |  |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures   |  |  | perform simple communicative tasks using single words/phrases and sentences  |  |
| Develop accurate pronunciation and intonation, so that others understand ....  |  |  | recognise and respond to sound patterns and words<br>identify specific sounds, phonemes, words. Imitate pronunciation  |  |



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|  | perform simple communicative tasks using single words/phrases and sentences<br>focus on correct pronunciation   |
| Present ideas and information orally to a range of audiences   | perform simple communicative tasks using single words/phrases and sentences<br>memorise and present a short spoken text   |
| Read carefully and show understanding of words, phrases and simple writing   | recognise some familiar words in written form<br>recognise and respond to sound patterns and words<br>identify specific sounds phoneme and words. Imitate pronunciation<br>read and understand a range of familiar phrases  |
| Appreciate stories, songs, poems and rhymes in the language  | listen and respond to rhymes/songs/stories<br>recognise some familiar words in written form<br>read and understand a range of familiar phrases  |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary | recognise and respond to sound patterns and words<br>identify specific sounds phoneme and words. Imitate pronunciation<br>read and understand a range of familiar phrases<br>apply phonic and whole word knowledge of the new language in order to locate words in a reference source |
| Write phrases from memory and adapt these to create new sentences to express ideas clearly   | experiment with the writing of simple words<br>experiment with the writing of simple sentences<br>write words and phrases using a reference   |
| Describe people, places, things and actions orally and in writing  | perform simple communicative tasks using single words/phrases and sentences<br>recognise some familiar words in written form<br>experiment with the writing of simple words<br>experiment with the writing of simple sentences  |
| Understand basic grammar   | Use question forms<br>Begin to explore nouns<br>Identify and understand commands  |

