



## Year 3 and 4 - Spanish Scheme of Work (Cycle 1)

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>To learn the key phonics vowel words</p> <p>To learn basic greetings and giving your name</p> <p>To understand and recall orally the numbers 1-10 to ask how old someone is and give own age</p>	<p>To learn the nouns for items in a pencil case</p> <ul style="list-style-type: none"> <li>• Do you have a..?</li> <li>• What do you have in your pencil case?</li> </ul> <p>To learn some key facts about Christmas in Spain and make a Christmas card.</p> <p>To learn a Spanish Christmas song</p>	<p>To learn some key classroom language.</p> <p>Nouns - indefinite article</p> <p>Nouns – Plural</p> <p>'a' and 'some'</p> <p>To learn the names of the days of the week</p>	<p>To learn the adjectives of colour</p> <p>To describe animals with colours</p> <p>To join in with a song</p> <ul style="list-style-type: none"> <li>• “Colores”</li> <li>• “Animales”</li> </ul>	<p>To learn nouns for different fruit</p> <p>To learn food nouns from the Hungry Caterpillar story</p> <p>To listen to and understand a Spanish story – “<i>La oruga hambrienta</i>”</p> <p>To develop confidence and memory by retelling the story</p> <p>To use knowledge of colours to create a butterfly</p>	<p>To learn some words for snacks</p> <p>To ask 'What do you want?' and respond 'I want'</p> <p>To ask / answer from memory</p> <p>To write individual words from memory</p> <p>To perform and record their group café dialogues</p>
<p>In Autumn, pupils start with the phonics. They practise these using a variety of activities. They learn the numbers 1-10 and how to ask and give their age. They read rhyming stories, sing songs, practise tongue twisters and have further opportunities to make the sound-written link by listening to words and anticipating their spelling. They also learn some nouns (pencil case items). They are made aware of gender through colour coding. They use the verb forms 'tengo – I have', 'es – it is' and implicitly encounter the negative forms of these.</p>		<p>In Spring, the theme is animals and colours. The linguistic focus is gender, articles, plurals and adjectives. The grammatical concepts are all based around a core vocabulary of 9 animal nouns and 6 colours so nothing so becomes too difficult. The key verbs are 'es' (he/she/it is), 'son' (they are), hay (there is/are). The negative is revisited and there is also a subtle introduction to 'también' (also/too/as well), 'pero' (but).</p> <p>Pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible – thereby building confidence.</p> <p>Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources.</p>		<p>In Summer, we focus on memory and performance in that it asks pupils to retell a familiar story – The Very Hungry Caterpillar – in Spanish. Pupils are first introduced to useful vocabulary from the story – numbers, days of the week, fruits, foods – and then introduced to the story in video and audio format. After several activities developing memory and practising pronunciation, pupils will hopefully feel confident enough to retell the story in one of a variety of verbal ways – with pictures, with video, or with video and subtitles (for those who need the written back-up for now). The idea is that everyone can have a go and feel successful.</p>	

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