**Spring Term Overview Years 3/4 – Spanish**

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| **Spring Term Year 3/4** | | |
| **Unit Title: Spanish – Spring Term Book(s) – How To Train Your Dragon** | | **Guide Time: 3 hours** |
| **Assessments:** | Mini-quiz, teacher assessment during lessons, especially for Year 3 as the NC only specifies children to be able to verbalise Spanish words so teacher assessment is key here. | **Very Important Points (VIPs):**   * Different letters and letter combinations can produce sounds other than those with which we are familiar in the English Language. * Objects can be masculine or feminine. * Spanish people move the same way and have the same body parts. * In Spanish, j is pronounced using ‘huh’ sound. * When the letter n is seen with an accent on top: ñ it is pronounced ‘ny’ * In Spanish, r is pronounced by slightly rolling the r * In Spanish, the letter v is generally pronounced b.   **Fat Question:**   * Why is it important that people from different countries are able to speak more than one language? * Do all foreign countries teach English at school? |
| **Links to prior learning:** | The children will have looked at key phrases during the ‘Recovery Curriculum’ period and understand simple phrases that relate to future learning. |
| **Link across units:** | This term LKS2 are reading How to Train Your Dragon. This unit focuses on following instructions and parts of the body (Science) |
| **Character/Wider Development ('50 things', cultural capital, skills)** | Thematic questions:  Culture  Do we wear the same type of clothes in the UK as people in Spain? Do Spanish people say please or thank you after giving instruction?  World Around Us  Do people from other countries look different to those in the UK?  Do people from other countries act and move differently to those in the UK?  World Beyond Us  Are there any Spanish astronauts?  How do astronauts from different countries communicate in the ISS?  Modern Britain  Do we really need to be able to speak a foreign language when so many people from other countries speak English?  How will learning Spanish help me in everyday life?  Healthy Body Healthy Mind  Is health care free in Spain?  Do they have a NHS?  Technology in Action  How has technology changed the way we learn Modern Foreign Languages?  How has technology helped us to communicate with people from other countries? |

**OVERVIEW OF TEACHING SEQUENCE**

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| **Sequence** | **Learning Focus or Key Question** | **Learning Outcomes** | **Key Words** | **Depth of Learning** | **Misconceptions** | **Activities** |
| Week 1 | LO: To learn the different body parts. | Children will be able to recognise and say the different body parts in Spanish in Spanish.  Children will be able to recognise and pronounce the different body parts in Spanish.  Children will be able to say which body parts are pointed to by an adult. | Aquí está,  aquí están,  la cabeza,  los hombros, las piernas,  los pies,  los ojos,  las orejas,  la boca,  la nariz   |  | | --- | |  | | SEND/LA: Children can attempt to recognise and match the Spanish translation to the  English translation.  MA: Children will be able to say the names of each body part and write the definition in their book. They will be able to identify which body parts are plural.  GD: Children will be able to say the names of each body part and write the definition in their book. They will be able to identify which body parts are plural and use a short phrase to introduce the body parts. | In Spanish, j is pronounced using ‘huh’ sound.  When the letter n is seen with an accent on top like this: ñ it is pronounced ‘ny’. | See slides and resources on Trust Shared  Trust shared > Primaries > KS2 > Year 3/4 Planning > Cycle B > Spring 1 – How to Train Your Dragon > Spanish > Lesson 1  Conduct brief knowledge harvest to assess if any children know any already.  Watch the video below. This video is a body parts video which shows the various body parts being used in a song.  <https://www.bbc.co.uk/bitesize/topics/zbkjmyc/articles/zfbybdm>  Ensure that all children have access to the translation for assistance.  <https://bam.files.bbci.co.uk/bam/live/content/ztysm39/pdf>  TASK: Children will write the translation of each body part into their book and after a class discussion which body parts are plural (there are more than one). They will say which body parts they have using the sentence stems provided.  **Y3 & Y4 Tasks:**  Differentiation for Year 3 and Year 4 children will be by outcome. Year 3 children will be expected to complete the appropriate task with the knowledge acquired during the sequence of lessons. Year 4 will have some prior knowledge of Spanish and will be expected to include further phrases learned in Year 3. E.g. y (and), que? (what), de nada (you’re welcome), quando? (when), me gusta (I like it). |
| Week 2 | LO: To know and use instructions. | Children will be able to recognise and say the different instructions used in a classroom environment.  Children will be able to recognise and pronounce the different instructions in Spanish.  Children will be able to follow and give instructions to others. | Aplaude [Clap], pon [put down], patalea  [stamp your feet], corre [run], levanta la mano  [put your hand up], baja la mano [put your  hand down], salta [jump], cruza los brazos  [cross your arms], anda [walk], toca [touch],  coge [take].   |  | | --- | |  | | SEND/LA: Children can write two actions for their partner to do.  MA: Children will be able to say and write three actions for their partner to complete.  GD: Children will be able to and write four actions for their partner to complete. They will be able to write sentences using the words and phrases learned so far using the displays as a resource. | In Spanish, j is pronounced using ‘huh’ sound.  When the letter n is seen with an accent on top like this: ñ it is pronounced ‘ny’. | See slides and resources on Trust Shared  Trust shared > Primaries > KS2 > Year 3/4 Planning > Cycle B > Spring 1 – How to Train Your Dragon > Spanish > Lesson 2  Conduct brief knowledge harvest to assess if any children know any already.  Watch the video below. This video shows how verbs are conjugated just as in English  [Verb Conjugations - KS2 Spanish - BBC Bitesize - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zvhxt39/articles/zf428hv) Ensure that all children have access to the translation for assistance.  **Y3 & Y4 Tasks:**  Differentiation for Year 3 and Year 4 children will be by outcome. Year 3 children will be expected to complete the appropriate task with the knowledge acquired during the sequence of lessons. Year 4 will have some prior knowledge of Spanish and will be expected to include further phrases learned in Year 3. E.g. y (and), que? (what), de nada (you’re welcome), quando? (when), me gusta (I like it). |
| Week 3 | LO: To know clothes we wear. | Children will be able to know and say the clothes we wear in Spanish.  Children will be able to understand the different determiners used for each item of clothing. | |  | | --- | | Unos guantes [gloves], una bufanda [scarf], un abrigo [coat], un gorro [hat], un impermeable [waterproof jacket], unas gafas [glasses], un cinturón [belt], unas botas [boots], ¿Qué llevas? [What are you wearing?], Llevo… [I’m wearing…], y [and]. | | SEND/LA: Children will be able to circle the correct items of clothing and fill in missing words.  MA: Children will be able to circle the correct items of clothing and complete sentences to say what they are wearing with the help of a word mat.  GD: Children will be able to be able to write their own sentences about what they are wearing, including with three items of clothing, and create their own sentences including which body part the clothing covers. | In Spanish, j is pronounced using ‘huh’ sound.  When the letter n is seen with an accent on top like this: ñ it is pronounced ‘ny’. | See slides and resources on Trust Shared  Trust shared > Primaries > KS2 > Year 3/4 Planning > Cycle B > Spring 1 – How to Train Your Dragon > Spanish > Lesson 3  Conduct brief knowledge harvest to assess if any children know any already.  **Y3 & Y4 Tasks:**  Differentiation for Year 3 and Year 4 children will be by outcome. Year 3 children will be expected to complete the appropriate task with the knowledge acquired during the sequence of lessons. Year 4 will have some prior knowledge of Spanish and will be expected to include further phrases learned in Year 3. E.g. y (and), que? (what), de nada (you’re welcome), quando? (when), me gusta (I like it). |
| Context (big picture learning).  Children will learn about the body parts, actions and movement, what they are wearing and write sentences about each of the topics covered. | | | | | | |

**Folder name (Trust shared > Primaries > KS2 > Year 3/4 Planning > Cycle B > Spring 1 - How to Train Your Dragon > Spanish >Lesson 1, 2, 3)**

