

Summer 1 OVERVIEW YEAR 3/4 – Spanish

Year 3/4 Term 4 – The Iron Man

Unit Title: Spanish – Food		Guide Time: 3 hours
Assessments:	Mini-quiz as end of topic assessment, teacher assessment during lessons through discussions and answering of questions. Recapping VIPs from previous lessons. Scrutiny of work produced in books.	Very Important Points (VIPs): <ul style="list-style-type: none"> • 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 punctuation is a little different to ours. Instead of just using a question mark (?) or exclamation mark (!) at the end, they also use an upside-down punctuation mark at the start of the question or exclamation. For example: ¡Si! ¿Por qué? • 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. • Sentence structures are different in Spanish. Instead of saying 'My favourite food is,' for example, they would say 'Mi comida favorita es la,' which directly translates to 'My food favourite is.' Fat Questions: <ul style="list-style-type: none"> • Do you know of any food that Spain is famous for? • What food did Spanish explorers bring back?
Links to prior learning (sequencing) and canon book	The children will have looked at key phrases during the Recovery Curriculum period such as Greetings (Good Morning, Hello, Good Afternoon, Goodbye). Some children also learnt to count to 10 in Spanish. As part of the remote learning timetable, children learnt about famous Spanish festivals and how these link to the seasons. The canon book focuses on 'The Iron Man' described by some as a modern fairy tale, describes the unexpected arrival in England of a giant "metal man" of unknown origin who rains destruction on the countryside by eating industrial farm equipment, before befriending a small boy and defending the world from a dragon from outer space. This could be linked to eating healthy and also the importance of friendship.	
Links to other learning (cross fertilisation)	Geography – Links to Spain as a European country. Where is it located? How far away is it from the UK? How does the Spanish weather help the UK have certain food all year around, for example strawberries? History – Research if/how Spanish food has changed over time. PSHE – How does eating healthily lead to a healthier positive mindset? Science - Keeping healthy through eating a balanced diet. The affects on the human body. DT - Research the most popular type of food in Spain. Does this correlate to popular British food at all ?	
Links to future learning	This learning will support children as they continue to develop their knowledge of Spanish culture and develop their spanish speaking. This learning will support future talking about their opinions.	

Character/Wider Development ('50 things', cultural capital, skills)

Thematic questions:

Culture

Do we have the same food as people in Spain? Do Spanish people eat any food that we do not?

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?

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 an 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?

50 things/cultural capital

Children should expand their knowledge of Spain as a European country by having a Spanish themed day where they learn more about the culture/way of life/food. A native Spanish visitor could be invited to school and talk about famous Spanish traditions and food. The children could try a variety of Spanish food, for example tapas.

OVERVIEW OF TEACHING SEQUENCE

Sequence	Learning Focus or Key Question	Learning Outcomes	Key Words	Depth of Learning	Misconceptions	Activities
Week 1	LO: To talk about food.	<p>Children will be able to recognise and say different foods.</p> <p>Children will be able to express their opinion on different foods using verbs like 'Me gusta', 'no me gusta' and 'me encanta'.</p> <p>Children will be able to read and write about their favourite foods.</p>	<p>la coca-cola coca cola La limonada lemonade el helado ice cream la pizza pizza el chocolate chocolate los caramelos sweets las patatas fritas crisps el queso cheese las piruletas lollipops el jamón ham</p> <p>¿Es Bueno para la salud? Is it healthy?</p> <p>Es Bueno- it's good</p> <p>Es malo- it's bad</p>	<p>SEND/LA: Children can attempt to recognise and match the Spanish translation to the English translation.</p> <p>MA: Children will be able to say the names of several different food and write the translation in their book. They will be able to say that they like a certain food and have a short yes or no conversation.</p> <p>GD: Children will be able to recognise and translate the name of each food and have a conversation about their favourite food using 'I like', 'I love' and 'I don't like.'</p>	<p>In Spanish, j is pronounced using 'huh' sound.</p>	<p>See slides and resources on Trust Shared</p> <p>Trust shared > Primaries > KS2 > Year 3/4 Planning > Cycle B > Summer 1 – The Iron Man> Spanish > Lesson 1</p> <p>https://www.bbc.co.uk/bitesize/topics/zh7wqp3/articles/zwfbp4j</p> <p>Conduct brief knowledge harvest to assess if any children know any already.</p> <p>Task: The children will have simple conversations about their favourite food and complete the sheet to fill in their own and their friends favourite food. E.g. "¿Cuál es tu comida favorito?" "Mi comida favorita es la"</p> <p>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), porque (because) ¿cuando? (when), me gusta (I like it).</p> <p>SEND task: Simplified reading for productivity and differentiated text. A simplified worksheet with fewer activities to ask about, and translations underneath to help the children understand what they are asking.</p>

<p>Week 2</p>	<p>LO: To talk about fruit and vegetables.</p>	<p>Children will be able to recognise and say the names of different sports.</p> <p>Children will be able to talk about and have short conversations about which sports they like and dislike.</p> <p>Children will be able to write short sentences about their opinions of sports.</p>	<p>la manzana apple el plátano banana el pera pear las fresas strawberries las uvas grapes el mango mango la piña pineapple las naranjas oranges el limón lemon las ciruelas plums el broccoli broccoli las zanahorias carrots la lechuga lettuce la cebollas onions coliflor cauliflower la col cauliflower el pimiento rojo red peppers el pimiento verde green peppers</p>	<p>SEND/LA: Children can say what fruit and vegetable they like/dislike and write a simple sentence.</p> <p>MA: Children will be able to speak and write two fruit and vegetable they like and two they do not like</p> <p>GD: Children will be able to have a short conversation about their opinions on fruit and vegetables and write them in their books.</p>	<p>Children may feel using Me, for I, is confusing or grammatically incorrect.</p>	<p>See slides and resources on Trust Shared</p> <p>Trust shared > Primaries > KS2 > Year 3/4 Planning > Cycle B > Summer 1– The Iron Man > Spanish > Lesson 2</p> <p>Recap on how to say they different food. Recap on the word comer which means to eat.</p> <p>Watch the video below. This video shows how verbs are conjugated just as in English Verb Conjugations - KS2 Spanish - BBC Bitesize - BBC Bitesize Ensure that all children have access to the translation for assistance.</p> <p>Task: Listen to the recordings on the slides and work out the translations on the sheet about likes and dislikes of different food.</p> <p>Task: Have a short conversation about liking/disliking different food.</p> <p>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), me gusta (I like it). SEND task: Simplified reading for productivity and differentiated text. Sports and opinions word cards to assist. A simplified worksheet-listening to the recording and circle the answers. Scaffolded conversations to help.</p>
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			el pepino cucumber maíz corn			
Week 3	To be able to share my opinion on different foods.	<p>Children will be able to talk about their favourite/least favourite food.</p> <p>Children will be able to expand on their sentences to talk about why they like their favourite food using 'porque es'.</p> <p>Children will be able to expand on sentences about food that they don't like using 'porque es'.</p>	<p>delicioso sabroso dulce cremoso asqueroso entre picante suculento</p> <p>las fresas las naranjas las manzanas la fresa me gustan</p>	<p>SEND/LA: Children will be able to match English sentences about food and reasons to the Spanish translations using pictures to help. Children will be able to repeat opinions on food.</p> <p>MA: Children will be able to talk about why they like their favourite food and why they don't like a type of food.</p> <p>GD: Task: Children will be able to talk about why they like their favourite food and why. They will also be able to understand singular and plural.</p>	<p>Children lose an understanding of the Spanish forms of 'a', 'some' and 'the' for indefinite articles and definite articles.</p> <p>Children may get confused when using singular and plurals e.g las fresas, la manzana.</p>	<p>See slides and resources on Trust Shared</p> <p>Trust shared > Primaries > KS2 > Year 3/4 Planning > Cycle B > Summer 1 – The Iron Man Spanish > Lesson 3</p> <p>Brief recap on previous learning from Lesson 1 and 2.</p> <p>Task 1: Children to listen to Leira and fill in the differentiated activity.</p> <p>Task 2: Match up the Spanish translations.</p> <p>Task 3: Role play – Imagine you're in a restaurant and you need to order your food in Spanish. E.g. "Quiero un hamburguesa</p> <p>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), porque (because) me gusta (I like it). Quiero (I want)</p> <p>SEND task: Simplified reading for productivity and differentiated text. Simplified worksheet- match up activity with translated words to help them work out the full translations.</p> <p>https://www.bbc.co.uk/games/embed/dash-and-blink-spanish?exitGameUrl=https%3A%2F%2Fbbc.co.uk%2Fbitesize%2Farticles%2Fzs88g7h</p>
<p>Context (big picture learning). Children will learn about different types of food and their opinions on them. They will be able to speak/read/write about different foods and why they like/dislike them. Children will be able to recognize singular and plural items and how they affect the verb. They will be able to understand and say the names of six fruits.</p>						

Folder name (Trust shared > Primaries > KS2 > Year 3/4 Planning > Cycle B > Summer 1 > The Iron Man

Knowledge Organiser- Food



SPANISH Knowledge Organiser

Fruit (fruta)

apple = la manzana
banana = el plátano
pear = el pera
strawberries = las fresas
grapes = las uvas
mango = el mango
pineapple = la piña
orange = la naranja
lemon = el limón
watermelon = sandía

Vegetables (las verduras)

broccoli = el broccoli
carrots = las zanahorias
lettuce = la lechuga
onions = la cebollas
cauliflower = coliflor
cabbage – la col
red pepper = el pimiento rojo
green pepper = el pimiento verde
cucumber = el pepino
corn = maíz

Learning Intent:

Children will learn basic Spanish names for the different types of food, as well as positive or negative reasons why they like or do not like them. They will be able to say, read and write simple sentences and hold simple conversations with peers and adults. They will be able to talk about their favourite/ least favourite food and the reasons why.

Key questions and phrases:

¿Cuál es tu comida favorito? = What is your favourite food?
Mi comida favorita es la porque = My favourite food is because
Por qué = Why?
Porque es = Because it's
¿Te gusta...? = Do you like?

FAT Questions:

Do you know of any food that Spain is famous for?
What food did Spanish explorers bring back?

Food

bread = el pan coca cola = la coca-cola
chicken = el pollo lemonade = la limonada
fish = el pescado pizza = la pizza
eggs = el huevos sweets = los caramelos
cheese = el queso ham = el jamon
yoghurt = el yogur
ham – el jamón
chips = las patatas fritas
sandwich = el bocadillo
ice cream = la helado
el chocolate = chocolate

Reasons

Delicious = delicioso
Tasty = sabroso
sweet = dulce
creamy = cremoso
disgusting = asqueroso
bland = entre
spicy = picante
succulent = succulento

Opinions

Me gusta = I like
Me no gusta = I don't like
Me encanta = I love
Odio = I hate
My favourite food is = Mi comida favorita es el
My least favourite food is = Mi comida menos favorita es el

