

HIAS MOODLE OPEN RESOURCE

Modern Foreign Languages: Spanish Medium-Term Plans Year 3

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July 2024
Final version

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| Year 3 Term 1 Topic (and cultural context) | Skills Progression and Success Criteria | Key Language/Structures | SSCs | Learning Journey Evidence of progress and assessment in books |
|---|--|---|--|--|
| <p>Hola! ¿Qué tal?</p> <p>Greetings</p> <p>Name and Age</p> <p>Numbers 1-12</p> <p>Classroom language</p> <p>Feelings</p> | <p>I can greet people and say goodbye.</p> <p>I can ask simple questions about name and age.</p> <p>I can take part in a short conversation introducing myself with my name and age.</p> <p>I can understand names and ages from a short, spoken conversation.</p> <p>I can understand the main points of short written sentences.</p> | <p>Greetings</p> <p>Buenos días - <i>Good day / Hello</i></p> <p>Hola - <i>Hi</i></p> <p>Buenas tardes - <i>Good evening</i></p> <p>Buenas noches - <i>Good night</i></p> <p>Introductions</p> <p>¿Cómo te llamas? - <i>What's your name?</i></p> <p>Me llamo <i>My name is...</i></p> <p>Señorita - <i>Miss...</i></p> <p>Señor - <i>Mr...</i></p> <p>Señora - <i>Mrs...</i></p> <p>Ask someone how they are feeling and reply.</p> <p>¿Cómo estás? <i>How are you?</i></p> <p>Estoy muy bien <i>I'm very well.</i></p> <p>Estoy bien <i>I'm well.</i></p> <p>No estoy bien <i>I'm not well.</i></p> <p>Así Así <i>So, so.</i></p> <p>Gracias. Y tú? <i>Thanks And you?</i></p> <p>Ask someone their age and reply.</p> <p>¿Cuántos años tienes? <i>How old are you?</i></p> <p>Tengo..... años. <i>I am ... years old</i></p> <p>Numbers 1-12</p> <p>Say goodbye</p> <p>Adios <i>Good-bye</i></p> <p>Hasta luego <i>See you soon</i></p> <p>Hasta mañana <i>See you tomorrow</i></p> | <p>a e.g. <i>hola, va</i></p> <p>o e.g. <i>uno, ocho</i></p> <p>i e.g. <i>cinco, diez</i></p> <p>ll e.g. <i>me llamo</i></p> <p>n e.g. <i>años</i></p> <p>e e.g. <i>me, te</i></p> | <p>Unit overview and self-assessment sheet</p> <p>Word mat 1 <i>Me Presento</i> – introductions</p> <p>Evidence of conversation with others (tick grid)</p> <p>Reading comprehension with answers in English and some translation</p> <p>Short piece of writing to describe hobbies, likes and dislikes, including when they do them – read aloud to the class</p> <p>Self-assessment sheet at end of unit</p> |
| <p>Enrichment and culture suggestions</p> <p>Make a comic strip or a short video clip introducing yourself.</p> <p>Research 10 facts about Spain.</p> <p>Canciones Infantiles Song: ¡Hola! Canciones Infantiles Super Simple Español (youtube.com)</p> | <p>I can understand simple classroom commands.</p> <p>I can pronounce words, numbers and sentences correctly, with a clear Spanish accent.</p> <p>I can count to 10 with good pronunciation and identify key SSCs.</p> | | | |

| Year 3 Term 2 Topic (and cultural context) | Skills Progression and Success Criteria | Key Language/Structures | SSCs (new) | Learning Journey Evidence of progress and assessment in books |
|--|--|--|---|---|
| <p>¿Tienes hermanos?</p> <p>Family Brothers and Sisters Basic physical descriptions Personality adjectives Some colours (Hair, eyes)</p> | <p>I can say who is in my family.</p> <p>I can ask if others have siblings.</p> <p>I can describe my hair and eyes and personality.</p> <p>I can use masculine and feminine agreements of simple adjectives.</p> <p>I can understand the main points of short written sentences about self and family.</p> | <p>En mi familia hay cuatro personas - <i>In my family there are 4 people.</i></p> <p>mi padre - <i>my dad</i> mi madre - <i>my mum</i> mi hermana - <i>my sister</i> mi hermano - <i>my brother</i> mi abuelo - <i>my grandad</i> mi abuela - <i>my nan</i> mi tío - <i>my uncle</i> mi tía - <i>my aunt</i> mi primo - <i>my cousin</i></p> <p>Siblings Tengo... - <i>I have...</i> un hermano - <i>one brother</i> una hermana - <i>one sister</i> dos hermanos - <i>two brothers</i> tres hermanas - <i>three sisters</i> No tengo hermanos - <i>I don't have siblings</i> Soy hijo único - <i>I am an only child (boy)</i> Soy hija única - <i>I am an only child (girl)</i></p> | <p>ue e.g. abuela,</p> <p>u e.g. una, único</p> <p>Silent h e.g. hijo, hermano</p> <p>ca e.g. castaño</p> | <p>Unit overview and self-assessment sheet</p> <p>Word Mat 2, Mi Familia – my family</p> <p>Evidence of conversation with others (tick grid)</p> <p>Reading comprehension with answers in English and some translation sentences</p> <p>Short piece of writing about family</p> <p>Self-assessment sheet at end of unit</p> |
| <p>Enrichment and culture suggestions Describe a photo of a Spanish speaking personality.</p> <p>La canción de la familia: La canción de la familia - song in Spanish about Family Members (youtube.com)</p> <p>Make an imaginary family tree</p> | <p>I can recognise common sound patterns in written sentences.</p> <p>I can pronounce words, numbers and sentences correctly, with a clear Spanish accent.</p> <p>I can understand simple spoken descriptions of people.</p> <p>I can write sentences to describe people in my family.</p> | <p>Physical Descriptions Tengo el pelo rubio - <i>I have blonde hair</i> negro – <i>black</i> castaño - <i>brown</i> pelirrojo - <i>red/ginger</i> Tengo los ojos azules - <i>I have blue eyes</i> marrones - <i>brown</i> grises - <i>grey</i> verdes - <i>green</i> Soy alto/a - <i>I am tall</i> Soy bajo/a - <i>I am small</i> bastante - <i>quite</i> muy - <i>very</i></p> <p>Personality Soy - <i>I am</i> divertido/a - <i>funny</i> simpático/a – <i>nice</i> hablador/a – <i>chatty</i> listo/a - <i>intelligent</i> serio/a - <i>serious</i> contento/a - <i>happy</i></p> | | |

HIAS MFL

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