

Year 3
Los animales

PoS Attainment

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

Key Vocabulary and Grammar

Vocabulary-

Masculine

Un caballo- a horse

Un ratón- a mouse

Un cerdo- a pig

Un león- a lion

Un pájaro- a bird

Un mono- a monkey

Feminine

Una oveja- a sheep

Una vaca- a cow

Soy- I am

Los animales- The animals

Adivina qué soy- guess what I am

Grammar-

Indefinite articles- a/an

Un- masculine nouns

Una- feminine nouns

The noun must be taught with the article so it is always un caballo and it is never just caballo.

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p>Key Knowledge: Children will know at least 3 animals with the correct article</p> <p>Song</p> <p>Listening- Slides 9-15 Whole class</p> <p>Speaking- slides 16-22 Pair work</p> <p>Reading- not on slides Whiteboard/pair work</p> <p>Writing- not on slides Children draw animals in books and label in Spanish</p> <p>Optional- bingo</p>	<p>Key Knowledge: Children will know at least 3 new animals with the correct article</p> <p>Song</p> <p>Listening- slides 11-16 Hands up</p> <p>Speaking- slides 19- 35 Whiteboards/Pair work</p> <p>Reading- Slides 36- 42 Active learn for answers (eg different area of room/different action)</p> <p>Writing- not on slides Children draw next 5 animals in books and label</p> <p>Optional- bingo</p>	<p>Key knowledge: Children will know at least 7 animals with the correct article</p> <p>Song</p> <p>Speaking- slides 17-27 Hands up/pair work/choral</p> <p>Listening- no set task (optional extension)</p> <p>Reading- slides 42-53 Whiteboards/pair work</p> <p>Writing- not on slides Sheet- writing task gap fill (differentiated)</p> <p>Optional- bingo</p>	<p>Key knowledge: Children will know there are more indefinite articles in Spanish compared to English</p> <p>Song</p> <p>Grammar- slides 13-16 Whole class</p> <p>Speaking- no set task</p> <p>Reading- slides 17-19 Whiteboards/in books</p> <p>Listening- slides 20-30 Hands up/whole class repeat</p> <p>Writing- not on slides Sheet (differentiated) games</p>
Lesson 5	Lesson 6	All lessons start with listening and speaking and recap the previous lesson.	
<p>Key Knowledge: Children will be able to say 'I am' in Spanish.</p> <p>Song</p> <p>Listening- Slides 18-29 Whiteboards</p> <p>Speaking- slides 30-51 Choral repeats/hands up/pair work</p> <p>Reading- not on slides game- whiteboards</p> <p>Writing- not on slides Writing task</p>	<p>Assessment</p> <p>There are self-assessment sheets for pupils and an end of unit assessment which covers all 4 skills.</p>	<p>Tasks can be done on whiteboards/paper/pair work/sheets.</p> <p>Lesson can be done over more than one session each week. Use the first session to focus on speaking/listening and the second session to focus on reading/writing. If it says reading/writing isn't on the slides, please make sure you still cover these skills in your lesson with the task suggested.</p> <p>Please start R/W sessions with a S/L recap.</p> <p>Feel free to spend longer on a skill if you feel you need to. All lessons have extra games which can be used for this purpose.</p>	

