



## Rise Park Primary & Nursery School Medium Term Planning

### Subject: Spanish Year 3 Autumn Mi familia y yo – My family and I



Cross-curricular links will be highlighted for: Core / Foundation subjects Key grammar / phonics Cultural Awareness / International links Outdoor learning

**Skills key for MFL progression:** speaking, listening, reading, writing

Objectives	Prior Learning	Lesson <b>Starter and plenary activities will take the form of outdoor games where possible.</b>	Future Learning	Links to Rise Park key drivers
Lesson 1 and 2 To complete research about new class country		Introduce new class country; some presentation of facts from T and use of iPads to research key information.	Links to year group countries  Reinforce learning linked to RP key drivers of: Knowledge of the World (adding to their list of known places where Spanish is spoken), Diversity (how different people's lives are different from ours and how geographical factors affect this), Possibilities and Enquiries (research)	
Lessons 3,4,5,6 To recap key questions from Y2: ¿Cómo te llamas? ¿Cuántos años tienes? ¿Dónde vives?	<b>KQ: ¿Cómo te llamas? What is your name?</b> <b>¿Cuántos años tienes? How old are you?</b> <b>¿Dónde vives? Where do you live?</b> <b>Nouns – chico / chica words</b> <b>Numbers 1-10</b> <b>Verbs: LLAMARSE / TENER / SER / VIVIR 1<sup>st</sup> and 2<sup>nd</sup> person forms</b>	<b>Starter: Recap ¿Cómo te llamas? ¿Cuántos años tienes? ¿Dónde vives? ¿De dónde eres? and answers from Yr 2 through games in hall (circle, thinking cap and sombrero)</b> <b>Revise vowel sounds in Spanish a, e, i, o, u with actions (start to add consonants to vowels for common sounds e.g. ta, ga, ma, la)</b> Explain that our aim this half term is going to be to create a family album of ourselves and our families. Display key questions in written form on IWB, children practice speaking questions aloud. Each week focus on a new question: Week 1: ¿Cómo te llamas? What is your name? Week 2: ¿Cuántos años tienes? How old are you? Week 3 :¿Dónde vives? Where do you live? Games to reinforce questions as speaking and listening skill to boost children's confidence in speaking and listening to Spanish again. Once confident, take letters away but leave question prompts on board as visual clue. Play phonemic awareness games from listening to sounds to attempt to spell key graphemes. (Ila / mo etc) Children then have time to practice writing their answers on mini WBs before copying up. <b>Children create first page of their family album by making a profile of themselves, using a picture and answers to the key questions written in Spanish.</b>	Key questions to further expand what children can say about self (e.g. birthday)	Diversity / Emotional awareness – discuss how everybody's family looks different and some people may find it very easy to talk about their families, while others might not (for varying reasons).



## Rise Park Primary & Nursery School Medium Term Planning

### Subject: Spanish Year 3 Autumn Mi familia y yo – My family and I



Cross-curricular links will be highlighted for: Core / Foundation subjects Key grammar / phonics Cultural Awareness / International links Outdoor learning

**Skills key for MFL progression:** speaking, listening, reading, writing

<p>Lesson 7,8,9 To correctly say and remember numbers to 35 and months of the year To correctly say, remember and ask a new KQ: ¿Cuándo es tu cumpleaños? When is your birthday?</p>	<p>Numbers 1-10 Days of the week Verbs: SER 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person forms How to adapt verb form to change meaning</p>	<p><b>Starter:</b> Days of the week song from Yr 2, number games with numbers 1-10 (including counting in 2s, number sentences - using + más, - menos, x por, ÷ entre = es / es igual a) <b>Phonics:</b> cu-a not English qu for cuatro, ci, ei, si-e-te, ch, eve, ez, ce, qui, di-e-ci, v-ei Introduce key q: ¿Cuál es la fecha hoy? - Children use prior knowledge to give day - formalise KS1 learning in books as reference. Teach / recap numbers 11-31, using actions. Link to maths (show partitioning of numbers using part whole, tens and ones to show how Spanish numbers work 16-19 and 21-29) Counting together - miss out multiples of 2, play 31 (start from 11). Play bingo on mini WBs for practice. * <b>Phonics:</b> ua, ch, oy, er, z, ay, j, go, ti, bre, ci (linked to months of the year) Revisit key q: ¿Cuál es la fecha hoy? - Children add to answer (day and number). Use phonemic awareness to attempt to write on mini WBs to then write in books. Teach and drill months of the year - use VAK and 'These are the months of the year' song from KS1. Play vocab recall games (charades, Simon dice, Splat...) Revisit key q: ¿Cuál es la fecha hoy? - Children add to answer (month). Write in books. Complete a reading jumble activity to sequence months in the correct order. * <b>Starter:</b> counting activity to revise numbers. Words only. <b>Phonics:</b> cu-a, ei, qui, di-e-ci, v-ei, ua, ch, oy, er, z, ay, j, go, ti, bre, ci (to revise topic) Introduce key q: ¿Cuándo es tu cumple? Hot potato to practise pronunciation. T model conversation - pick a child to pose q, T gives response: Mi cumple es el number + month / SEND: Mi cumple es en + month Children practise on their tables in a time limit, asking key q and giving answers. Children complete class survey about birthdays. Model a written sentence on IWB for children to write responses about others: e.g. Señora H - Su cumpleaños es...'. Children write examples sentences in books. <b>Resources:</b> Jotters/blank bingo grids, months of the year listening jumble, class survey worksheet <b>Vocabulary:</b> Days of week, numbers, months, key qs and responses</p>	<p>Extend knowledge of self and apply to family members. Introduce family members.  Demonstrate how to combine existing knowledge to add detail more independently.</p>	<p>Possibilities and enquiries – children have an opportunity to find out more about their class mates using Spanish qs</p>
<p>Lesson 10</p>	<p>Nouns – chico / chica words</p>	<p><b>Starter:</b> Who is it? Hot seating Children's names in a bag. Child pulls one out. Ch recap and use ¿Cómo te llamas? ¿Cuántos años tienes? ¿Dónde vives? to access information and guess who it is.</p>	<p>Extend knowledge of</p>	<p>Diversity – how families look</p>



## Rise Park Primary & Nursery School Medium Term Planning



### Subject: Spanish Year 3 Autumn Mi familia y yo – My family and I

Cross-curricular links will be highlighted for: Core / Foundation subjects Key grammar / phonics Cultural Awareness / International links Outdoor learning

**Skills key for MFL progression:** speaking, listening, reading, writing

<p>To correctly say, remember and ask a new <b>KQ</b>: ¿Tienes hermanos? Do you have a brother/sister? To understand that Spanish q can be formed with just a verb and noun</p> <p>To correctly say and remember words for family members</p>	<p>Numbers 1-10 <b>Verbs:</b> <b>LLAMARSE / TENER / SER 1<sup>st</sup> and 2<sup>nd</sup></b></p>	<p><b>Digraph sounds:</b> ie, es, er, en, go etc and h Introduce <b>key q</b>: ¿Tienes hermanxs? Explain that this question sounds/looks different to other key qs because there is no question word. Elicit meaning (model with family photo). Ch practise asking questions round tables, giving Sí / No response (or extending using known verb forms, if they can). Elicit correct fuller response from prior learning 'If tienes is the question form, what verb form do we need to answer?' (Link to prior learning ¿Cuántos años tienes?' → tengo). Introduce vocab for family members - start with brother / sister. Grammar activity: display pictures on SPANISH DISPLAY where a person has plural brothers / plural sisters / no brothers or sisters. To illustrate grammar rules: <b>Plural nouns in English and Spanish. Demonstrate how articles are replaced when using a number (e.g.) not 'a two brothers'. Negation of phrases (add 'no' before verb).</b> Ch practise <b>key q</b>: ¿Tienes hermanxs? and new grammatical knowledge to self-differentiate complete sentence answers. Interview friends on table, record responses as pictogram. <b>Resources:</b> Bag and children's photos, family album siblings profile worksheet <b>Vocabulary:</b> Days of week, numbers, months, key qs and responses</p>	<p>family members and start to apply 3<sup>rd</sup> person sentence structure.</p>	<p>different around the world</p> <p>Possibilities and enquiries – children have an opportunity to find out more about their class mates using Spanish qs</p>
<p>Lesson 11, 12 To understand, remember and know how to respond to adaptations of the <b>key questions</b> from Y2: ¿Cómo se llama? ¿Cuántos años tiene? ¿Dónde vive? ¿De dónde es?</p>	<p>Nouns – <b>chico / chica words</b> Numbers 1-10 <b>Verbs:</b> <b>LLAMARSE / TENER / SER 1<sup>st</sup> and 2<sup>nd</sup> and 3<sup>rd</sup> person forms</b> <b>How to adapt verb form to change meaning</b></p>	<p><b>Starter:</b> T model pair work example repeating activity from earlier in term with HA child. Pose key qs to each other and note responses on WB. Children complete activity with partner (MA pairs). <b>Introduce adapted forms of key qs on IWB (display original that children know, plus 3<sup>rd</sup> person adaptation). Ask children to identify what has changed and why it might have changed. Use noted answers from the T-modelled activity to aid understanding. Elicit the 3<sup>rd</sup> person verb forms the children need in order to talk about who they interviewed.</b> Children fill in a profile of their partner for record in their book, using adapted questions and verb forms. SEND: Complete gaps in sentences with the information from their partner. * Link to family members. Display on IWB all previous personal key qs in 3<sup>rd</sup> person (¿Cómo se llama? ¿Cuántos años tiene? ¿Dónde vive? ¿De dónde es? Add ¿Te gusta?) T models using picture of own brother / sister and ch pose questions. Record written answers whilst giving verbal responses.</p>	<p>Describe relationships with family members using verbs about like/dislike</p>	<p>Diversity – how families look different around the world</p> <p>Possibilities and enquiries – children have an opportunity to find out more about their class mates using Spanish qs</p>



## Rise Park Primary & Nursery School Medium Term Planning



### Subject: Spanish Year 3 Autumn Mi familia y yo – My family and I

Cross-curricular links will be highlighted for: Core / Foundation subjects **Key grammar / phonics** Cultural Awareness / International links Outdoor learning

**Skills key for MFL progression:** speaking, listening, reading, writing

	<p><b>Question format: inverted verb</b></p>	<p>Children create second page of their family album by making a profile of their siblings, using a picture and answers to the 3<sup>rd</sup> person key questions written in Spanish.</p> <p><b>Resources:</b> Ball, bean bags with key questions written on, 1-10 number cards, family album personal profile worksheet, partner profile sheet.</p> <p><b>Vocabulary:</b> Numbers, ¿Cómo se llama? → Se llama, ¿Cuántos años tiene? → Tiene X años, ¿Dónde vive? → Vive en, ¿De dónde es? → Es de... Vocab from Yr2 (key q and responses, countries)</p>		
<p>Lesson 13</p> <p>To correctly say, remember and ask a new KQ: ¿Tienes familia? Do you have family?</p> <p>To correctly say and remember words for family members</p> <p>To use bilingual dictionaries to research adjectives to describe family members</p>	<p>Nouns – chico / chica words</p> <p>Numbers 1-10</p> <p>Verbs: LLAMARSE / TENER / SER 1<sup>st</sup> and 2<sup>nd</sup> and 3<sup>rd</sup> person forms</p> <p>How to adapt verb form to change meaning</p> <p>Question format: inverted verb</p>	<p><b>Starter: Paired speaking:</b> ¿Tienes hermanos? + extra 3<sup>rd</sup> person questioning: ¿Cómo se llama? ¿Cuántos años tiene? ¿Dónde vive? ¿De dónde es? Note responses on mini WBs.</p> <p>Introduce <b>key q:</b> ¿Tienes familia? Remind about fuller sentence responses using verbs. Ch practise asking questions round tables, giving Sí / No response / extending using known tengo if they can.</p> <p>Introduce vocab for other family members using a family tree reading activity - mum / dad; grandma / granddad; aunt / uncle; cousin (m/f).</p> <p>Recap how to add detail: display on IWB all previous personal key qs in 3<sup>rd</sup> person (¿Cómo se llama? ¿Cuántos años tiene? ¿Dónde vive? ¿De dónde es? Add ¿Te gusta?) T models using picture of own mum / dad and ch pose questions. Record written answers whilst giving verbal responses.</p> <p>Children create third page of their family album by making a profile of their parents, using a picture and answers to the 3<sup>rd</sup> person key questions written in Spanish.</p> <p>T model extending ¿Te gusta? with response Me gusta porque es + adjective. Highlight adjectival agreement between masc/fem and plural nouns.</p> <p>Extension for more able: Bilingual dictionary activity: provide children with a list of adjectives about family members in Spanish and they must find English meanings.</p> <p>Children add to second and third pages of their family album by expressing their relationships with relatives and giving reasons.</p> <p><b>Resources:</b> Bag and children's photos, family album parents profile worksheet</p> <p><b>Vocabulary:</b> Key q and responses, family members, adjectives describing family members: (kind, funny, patient, generous, annoying, boring, nasty)</p>	<p>Apply knowledge of grammar in reading activities to find errors.</p> <p>Extend knowledge of family members and apply 3<sup>rd</sup> person sentence structure more independently.</p>	<p>Diversity – how our families look and are different and how we can share and celebrate our differences together</p> <p>Possibilities and enquiries – dictionary work; researching adjectives to describe family members</p>
<p>To read texts for proof-reading / error checking purposes to</p>	<p>Nouns – chico / chica words</p> <p>Numbers 1-10</p>	<p><b>Starter: Paired speaking:</b> ¿Tienes familia? + extra 3<sup>rd</sup> person questioning: ¿Cómo se llama? ¿Cuántos años tiene? ¿Dónde vive? ¿De dónde es? Note responses on mini WBs.</p> <p>WABOLL/DIRT activity: T provide a bad example of a page from their family album, using mistakes from the class' work so far.</p>	<p>Extend knowledge of family members to</p>	



## Rise Park Primary & Nursery School Medium Term Planning



### Subject: Spanish Year 3 Autumn Mi familia y yo – My family and I

Cross-curricular links will be highlighted for: Core / Foundation subjects Key grammar / phonics Cultural Awareness / International links Outdoor learning

**Skills key for MFL progression:** speaking, listening, reading, writing

<p>increase accuracy in writing</p> <p>To write about family members more independently</p>	<p><b>Verbs:</b>  <b>LLAMARSE / TENER / SER 1<sup>st</sup> and 2<sup>nd</sup> and 3<sup>rd</sup> person forms</b>  <b>How to adapt verb form to change meaning</b>  <b>Question format: inverted verb</b>  <b>Family member vocab</b>  <b>Expressing opinions</b></p>	<p>Provide a check list of all key grammar points we have covered including how many mistakes are in the text for each grammar point: <b>1<sup>st</sup> and 3<sup>rd</sup> person verb forms, plurals of nouns, negation of phrases, adjective agreement between nouns and adjectives.</b> LA: find all mistakes; MA: find all mistakes and correct verb forms; HA: find all mistakes, correct verb forms and negation.          Go over answers as a class,          Respond to marking on 2<sup>nd</sup> and 3<sup>rd</sup> family album pages and correct mistakes in green.  <i>Children make fourth / fifth pages of family album about grandparents and aunts/uncles/cousins, being mindful of the mistakes they made previously.</i>  <b>Resources:</b> WABOLL text, green pens, family album grandparents and aunts/uncles/cousins profile worksheet.  <b>Vocabulary:</b> 3<sup>rd</sup> person verb forms and grammatical terms</p>	<p>pets and apply 3<sup>rd</sup> person sentence structure more independently.</p>	
<p>EXTRA LESSON IF TIME</p> <p>To correctly say, remember and ask a new <b>KQ:</b> ¿Tienes mascotas? Do you have pets?</p> <p>To correctly say and remember words for pets</p>	<p><b>Nouns – chico / chica words</b>  <b>Numbers 1-10</b>  <b>Verbs:</b>  <b>LLAMARSE / TENER / SER 1<sup>st</sup> and 2<sup>nd</sup> and 3<sup>rd</sup> person forms</b>  <b>How to adapt verb form to change meaning</b>  <b>Question format: inverted verb</b></p>	<p><b>Starter:</b> Revise pronunciation of Spanish vowels and key graphemes (j/g, ll, qu, ñ). Use some unknown words for children to practise using their phonetic knowledge to read accurately.          Introduce <b>key q:</b> ¿Tienes mascotas? Remind about fuller sentence responses using verbs. Whole class hot potato.          Introduce vocab for pets. Play vocab recall games.          Word smash! Children to create an imaginary pet by blending words together (e.g.) tor-to (tortoise cat), ham-rro (hamster dog), ti-lefante (tiger elephant). Children will imagine this is their pet and write sentences about it using 3<sup>rd</sup> person verbs as draft in books.  <i>Children create pet page for their family album, creating their animal and writing about it.</i>  <b>Resources:</b> Family album pets profile worksheet  <b>Vocabulary:</b> Pets: el perro, el gato, el conejo, el pez, el ratón, el hamster, la tortuga, la serpiente, la gallina, el pollo, el cobayo/el conejillo de indias and la cobaya (for LA Spanish / Castillian Spanish)</p>	<p>Use speaking skills and phoneme-grapheme awareness of writing to present family album to peers.</p>	



# Rise Park Primary & Nursery School Medium Term Planning



## Subject: Spanish Year 3 Autumn Mi familia y yo – My family and I

Cross-curricular links will be highlighted for: Core / Foundation subjects Key grammar / phonics Cultural Awareness / International links Outdoor learning

**Skills key for MFL progression:** speaking, listening, reading, writing

To create a hybrid animal as a pet and write about it, using grammatical rules learned this term.	Family member vocab Expressing opinions			
---	--	--	--	--