

## Year 3 Overview

Songs, rhymes, picture representation and actions play a major part in children's learning during these early stages. When listening to stories, children are encouraged to join in with repetitive, familiar phrases. Key sounds are introduced as they arise in new vocabulary, so that children can begin to make a connection between pronunciation and the written word. Punctuation in English and Spanish is compared through questions, exclamations and the absence of capital letters in days of the week/months of the year.

### Autumn 1: Finding Spain on the map, greetings, numbers 1-10

At the beginning of Key Stage 2 children learn how to identify the shape and location of Spain and its surrounding countries. They become aware that Spanish is spoken in other countries. Simple greetings and farewell phrases are introduced, and children discover how to ask and answer the basic questions, 'What is your name?' and 'How are you?'. Responses are kept simple at this stage, with a wider variety being met in Year 4 Autumn 1, followed by more complex constructions at Year 6. Numbers 1-10 are taught both in and out of sequence, and the writing of all vocabulary is modelled clearly.

### Autumn 2: Colours, how old are you? Days of the week, Christmas in Spain

During this half term the children learn how to read, write and say the colours in isolation, together with the question, 'What colour is it?'. They will progress to describing nouns with colours in Spring 1 Pets and Summer 2 We're Going on a Picnic. They practise asking and answering the question, 'How old are you?', reinforcing numbers already learnt in Autumn 1. Days of the week are introduced and spellings practised via anagrams. As the half term comes to an end, Christmas family celebrations in Spain are discussed and the children sing simple Christmas songs.

### Spring 1: Epiphany, Happy New Year, months of the year, classroom instructions

Children learn how to say, 'Happy New Year', and discuss Epiphany celebrations in Spain. The months of the year are learnt, and some common classroom instructions are introduced. Spanish songs are sung to reinforce them. A wider range of instructions is introduced at Year 4 where adverbs will also be applied, together with the use of directions to move around the school.

## Spring 2: Mardi Gras Carnival, describing pets with colours, Easter poem

Here we look at the Mardi Gras Carnival and the reason for celebrating it, comparing the onset of Lent in England and in Spain. Masculine and feminine nouns are introduced through the topic Pets, together with the indefinite article (a). The position of adjectives is explored when describing animals with colours, reinforcing colour vocabulary. At this point, singular nouns are described without the need for adjectival agreement which will be addressed in Classroom Objects at Year 4 Autumn 2. This learning is supported by the Spanish version of the story Brown bear, brown bear, what do you see? *Oso pardo, oso pardo. ¿Qué ves ahí?* The children are introduced briefly to a bilingual dictionary and join in with a simple Easter poem.

## Summer 1: Fruit, likes and dislikes, The Very Hungry Caterpillar

Through the topic Fruit, the definite article (the) is introduced, and a connection is made between the masculine and feminine forms of the words *a* and *the* in Spanish. Children learn how to express a simple opinion about fruits, which entails the formation of plural nouns and an understanding of the plural definite article. This learning is supported by the Spanish version of the story, The Very Hungry Caterpillar, *La Oruga Muy Hambrienta*, which also reinforces the days of the week and numbers. Children are then challenged to make their own simple version of the book.

## Summer 2: Going on a Picnic, describing locations with colours, numbers 11-15

Through the story, *Vamos de Picnic* (Let's go on a Picnic), numbers 11-15 are learnt, and children are encouraged to look at their distinct pattern. Describing each location with a colour reinforces previous work on description with adjectives in Spring 2, and paves the way for adjectival agreement to be explored in Year 4. The story also provides the opportunity to learn a new question and reply, 'Where are you?', 'I'm in...' Picnic foods are learnt, leading to practice and further understanding of the simple preference phrases introduced in Summer 1, and the introduction of the plural indefinite article (some). To complete the year, children find out about the festival of *La Tomatina* which takes place at the end of August in Valencia.