

Leintwardine Endowed CE Primary School Learning Journey Itinerary

'Letting Our Light Shine'

SUBJECT : Spanish

YEAR : B

TERM : Spring I

YEAR GROUPS : 3-4

Key Question : How do I talk about activities I enjoy?

Previous Knowledge – The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1. • Language introduced from units like 'Animals', 'Instruments', 'Fruits' and 'Vegetables'. • Vocabulary from the 'I Am Learning Spanish' unit. • What a verb is in English.

END OF UNIT OBJECTIVES

Some children will not yet have met what is expected and will show that they are **emerging** because they can:

- I can attempt to name up to 5 action verbs in Spanish but will need to look at the vocabulary sheet first if/when attempting the spellings. • I can match these verbs to their picture easily if I have a word and picture bank to help me. • I can say/write a short phrase using the verb 'sé' (I know how) and 'no sé' (I do not know how) plus an action verb in Spanish but may need to look at the vocabulary sheet first for support.

Most children will show that they have reached the **expected** level because they can:

- I can attempt to name up to 10 verbs in Spanish but may need to look at the vocabulary sheet first if/when attempting all the spellings.
- I can match most of these verbs to their picture easily from memory and attempt more if I have time to remind myself of the language first.
- I can say/write at least one short phrase using the verb 'sé' (I know how) and 'no sé' (I do not know how) plus an action verb in Spanish.

Some children will have gone beyond the expected level and will show that they are **exceeding** because they can:

- I can name and spell all 10 verbs in Spanish from memory and with high accuracy. • I can match these verbs to their pictures easily. • I can say/write 10 phrases using the verb 'sé' (I know how) and 'no sé' (I do not know how) plus each action verb in Spanish. I can put these structures together to form a more complex sentence with the conjunctions 'y' (and) & 'pero' (but), describing what I know and do not know how to do in Spanish.











ASSESSMENT OPPORTUNITIES – End of unit assessment or conversation

ENRICHMENT OPPORTUNITIES

Helping children to remember more

Drama and roleplay to aid conversations.

SUBJECT SPECIFIC VOCABULARY

Nombre		Clase	
Unit Glossary			
Spanish	English	Spanish	English
Sé...	I know how...	 tocar un instrumento	to play an instrument
No sé...	I do not know how...	 patinar	to ice-skate
 bailar	to dance	 dibujar	to draw
 cantar	to sing	 nadar	to swim
 saltar	to jump	 hablar español	to speak Spanish
 cocinar	to cook	y	and
 montar en bicicleta	to ride a bike	pero	but

CROSS-CURRICULAR LINKS

Links that we can make to help children make sense of what we want them to know and be able to do.