

Spanish Level 3

Knowledge Organisers

Spanish L3 - Unit 1: Verbs & Questions

Course Evaluation Criteria

Y5: We would expect all children in Y5 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.

Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils can conjugate the verb 'to have' in the present tense in the first person and in the third (singular and plural) person.
2. Pupils can conjugate the verb 'to be' in the present tense in the first person and in the third (singular and plural) person.
3. Pupils can say the infinitive for at least half of the verbs covered.
4. Pupils can conjugate all regular verbs covered in the first person present tense.
5. Pupils can answer familiar questions in at least short, accurate sentences.
6. Pupils can consistently conjugate some of the irregular verbs covered correctly in the first person present tense.
7. Pupils can say the infinitive for most of, if not all, of the verbs covered.
8. Pupils can conjugate regular verbs for multiple pronouns in the present tense.
9. Pupils can accurately conjugate most of the irregular verbs covered correctly, in the first person present tense.
10. Pupils can accurately and mostly consistently conjugate regular verbs in the present tense for all pronouns.

Learning Outcomes

Course Objectives: Pupils will learn about common verbs and how they are conjugated. They will form simple sentences and learn how to change verbs in order to talk about events which happened in the past. They will learn some common time words to help with this, such as yesterday, today and last week.

Learning Outcomes: Pupils will be able to conjugate a range of common verbs. Pupils will learn to ask and answer questions to add to those they already know. These will include asking about hobbies, family members and physical attributes.

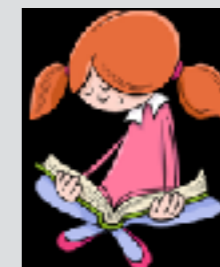
Keywords - Unit 1

Cómo te llamas?	<i>What's your name?</i>
Me llamo	<i>My name is</i>
Cuál es tu animal/color favorito?	<i>What's your favourite animal/colour?</i>
Dónde vives?	<i>Where do you live?</i>
Vivo en...	<i>I live in...</i>
Haces...?	<i>You do...?</i>
Sí, hago...	<i>If I do...</i>
No, no hago...	<i>No, I don't</i>
Juegas...?	<i>You play...?</i>
Sí, juego...	<i>Yes, I play...</i>
No, no juego...	<i>No, I don't play</i>
Cuántos años tienes?	<i>How old are you?</i>
Tengo...años	<i>I am ... years old</i>
Tienes	<i>Have</i>
Tenemos	<i>We have</i>
Estoy	<i>I'm</i>
Estamos	<i>We're</i>
Dormir	<i>Sleep</i>
Decir	<i>Tell</i>
Escuchar	<i>Hear</i>



Keywords - Unit 1

Gestar	<i>Like</i>
Hacer	<i>Do</i>
Jugar	<i>Play</i>
Cantar	<i>Sing</i>
Escucho	<i>Listening</i>
Miro	<i>Look</i>
Me gusta	<i>I like it</i>
Canto	<i>Singing</i>
Digo	<i>Say</i>
Voy	<i>Go</i>
Hago	<i>Make</i>
Estoy	<i>I'm</i>
Duermo	<i>Sleep</i>
Tengo	<i>Have</i>
Comer	<i>Eat</i>
Vivir	<i>Live</i>
Leemos	<i>Read</i>
Leéis	<i>See</i>



Spanish L3 - Unit 2: TV, Music & Movies

Course Evaluation Criteria

Y5: We would expect all children in Y5 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.

Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils can say some examples of TV programme genres, music genres and musical instruments.
2. Pupils can say most (if not all) of the film genres covered.
3. Pupils can give opinions on the programme, music and film genres and musical instruments covered and give reasons for their opinions.
4. Pupils can say the phrase "I play the..." when talking about instruments.
5. Pupils can answer questions pertaining to buying CDs and going to the cinema.
6. Pupils can say most of the TV programme genres, musical genres and musical instruments.
7. Pupils can give their opinions and reasons for those opinions in extended, grammatically correct sentences.
8. Pupils can improvise conversation about going to the cinema or buying music with some support.
9. Pupils can spontaneously hold conversations about going to the cinema or buying music without any support.
10. Pupils can say every one of the TV programme genres, musical genres and musical instruments covered.

Learning Outcomes

Course Overview: Pupils will learn how to describe and converse about TV programmes, music/musicians and films they like or dislike, along with giving reasons for their preferences.

Learning Outcomes: Pupils will be able to speak and write at length about TV, films and music, talking about their preferences and the reasons for their preferences. They will also role play real-life scenarios such as going to the cinema.

Keywords - Unit 2

Me gusta		<i>I like it</i>
Me gusta mucho		<i>I like it very much</i>
Me encanta		<i>I'm loving it</i>
No me gusta		<i>Dislike</i>
Odio		<i>Hate</i>
Una película de acción		<i>Action movie</i>
Una película de terror		<i>Terror movie</i>
Una película de ciencia-ficción		<i>Science movie</i>
Una película del oeste		<i>Western movie</i>
Una comedia romántica		<i>Romantic comedy</i>
Una película de animación		<i>Animated comedy</i>
Una comedia		<i>Comedy</i>
Un musical		<i>Musical</i>
Una película policíaca		<i>Police musical</i>
Es basura		<i>It's rubbish</i>
Es genial		<i>It's great</i>
Es aburrido		<i>It's boring</i>
Es divertido		<i>It's fun</i>
Es terrible		<i>It's awful</i>
Es conmovedor		<i>It's moving</i>
Un concurso		<i>A contest</i>

TV & Music - Unit 2

Un programa musical	<i>A musical program</i>
Un documental	<i>A documentary</i>
Las noticias	<i>News</i>
Un programa deportivo	<i>A sports program</i>
Un anuncio	<i>An advert</i>
Un programa de jardinería	<i>A garden program</i>
El tiempo	<i>Time</i>
Un programa de bricolaje	<i>A DIY program</i>
La música pop	<i>Pop</i>
La música rock	<i>Rock</i>
La música jazz	<i>Jazz</i>
La música clásica	<i>Classical</i>
La música indie	<i>Indie</i>
El violín	<i>Violin</i>
La guitarra	<i>Guitar</i>
La flauta	<i>Flute</i>
La trompeta	<i>Trumpet</i>
La batería	<i>Drumkit</i>
El piano	<i>Piano</i>
El arpa	<i>Harp</i>
El trombón	<i>Trombone</i>
El clarinete	<i>Clarinet</i>

Spanish L3 - Unit 3: Around the House & School

Course Evaluation Criteria

Y5: We would expect all children in Y5 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.

Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils can say up to half of the household furniture covered in the unit.
2. Pupils can say around half of the rooms of the house covered in the unit.
3. Pupils can write a somewhat accurate description of their house using using the phrase "In my house there is..." followed by the rooms and furniture they know.
4. Pupils can say most, if not all, of the school furniture covered in the unit.
5. Pupils can say at least half of the stationery covered.
6. Pupils can say over half of the household furniture covered in the unit.
7. Pupils can say most of the rooms covered in the unit.
8. Pupils can say most, if not all, of the stationery covered in the unit.
9. Pupils can say all of the furniture covered in the unit.
10. Pupils can write a comprehensive description of their houses with accurate spelling and grammar using phrases like "In my house there is... and in the... there is..." followed by the rooms and furniture they know.

Learning Outcomes

Course Overview: Pupils will learn how to talk about the place they live (not just their home, but where it is situated and some of the features of the city, town or village they live in).

Learning Outcomes: Pupils will talk about their home in more detail and list its features, comparing it to their friends' homes. Pupils will talk about furniture and objects they would find both at home and at school.

Keywords - Unit 3

La cama		<i>Bed</i>
El armario		<i>Cabinet</i>
La silla		<i>Chair</i>
La estantería		<i>Shelf</i>
La lámpara		<i>Lamp</i>
El ordenador		<i>Computer</i>
El escritorio		<i>Desk</i>
El juguete		<i>Toy</i>
El salón		<i>Living room</i>
El jardín		<i>Garden</i>
El balcón		<i>Balcony</i>
El ático		<i>Attic</i>
La cocina		<i>Kitchen</i>
El cuarto de baño		<i>Bathroom</i>
La sala de juegos		<i>Playroom</i>
El comedor		<i>Dining room</i>
El dormitorio		<i>Bedroom</i>
El sofá		<i>Couch</i>
En mi casa hay...		<i>In my house there is...</i>
La pizarra		<i>Blackboard</i>
El armario		<i>Cabinet</i>

School & Home - Unit 3

La alfombra		<i>Carpet</i>
La cama		<i>Bed</i>
La casita del perro		<i>Dog house</i>
La casa de muñecas		<i>Dolls house</i>
La valla		<i>Fence</i>
El congelador		<i>Freezer</i>
La lámpara		<i>Lamp</i>
El césped		<i>Grass</i>
El microondas		<i>Microwave</i>
El espejo		<i>Mirror</i>
El horno		<i>Oven</i>
La radio		<i>Radio</i>
La nevera		<i>Fridge</i>
La cocina		<i>Kitchen</i>
La mesa		<i>Table</i>
El teléfono		<i>Phone</i>
La tele		<i>TV</i>
El jarrón		<i>Vase</i>
El cuaderno		<i>Notebook</i>
El estuche		<i>Case</i>
El bolígrafo		<i>Pen</i>
El rotulador		<i>Marker</i>

Spanish L3 - Unit 4: Food & Eating Out

Course Evaluation Criteria

Y5: We would expect all children in Y5 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.

Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils can name around ten of the new food, drinks and dishes.
2. Pupils can say if a food is healthy or unhealthy.
3. Pupils can say a small range of reasons why familiar foods are healthy or unhealthy.
4. Pupils can name categories of food and place the foods they know accurately in those categories.
5. Pupils can have a basic conversation as if at a restaurant by asking for food, a drink and the bill.
6. Pupils can say up to twenty foods, drinks and dishes.
7. Pupils can give multiple reasons for each food as to why it is healthy or unhealthy.
8. Pupils can have an extended conversation as if they are at a restaurant including asking for food, drink, the bill, give opinions on food and comment on whether the food is healthy or unhealthy.
9. Pupils can name over 20 foods, drinks and dishes covered in the unit.
10. Pupils will have an advanced conversation as if they are at a restaurant by ordering several dishes of different courses, order drinks, ask for the bill and have a wider conversation around healthy food and opinions.

Learning Outcomes

Course Overview: Pupils will add new foods to their current vocabulary. Pupils will also further their knowledge of how to order food and in addition will learn useful phrases such as asking for the bill, complaining or complimenting the food.

Learning Outcomes: Pupils will learn a large range of foods and meals native to the country. They will be able to communicate effectively in restaurants and cafes. Pupils will also be able to talk about healthy and unhealthy foods.

Keywords - Unit 4

Las judías verdes		<i>Green beans</i>
La manzana		<i>Apple</i>
Los churros		<i>Churros</i>
Las rosquillas		<i>Donuts</i>
La crema catalana		<i>Cream</i>
El cordero		<i>Lamb</i>
La barra de pan		<i>Loaf of bread</i>
La tarta de queso		<i>Cheesecake</i>
Los guisantes		<i>Peas</i>
El helado		<i>Ice cream</i>
El pollo asado		<i>Roast chicken</i>
La coliflor		<i>Cauliflower</i>
La col		<i>Cabbage</i>
La paella		<i>Paella</i>
El bistec		<i>Steak</i>
El pan integral		<i>Whole bread</i>
Las bebidas		<i>Drinks</i>
Los postres		<i>Desserts</i>

Food - Unit 4

La tostada		<i>Toast</i>
El limón		<i>Lemon</i>
El flan		<i>Flan</i>
El salmón ahumado		<i>Smoked salmon</i>
La pera		<i>Pear</i>
Las gambas à la plancha		<i>Grilled prawns</i>
El atún asado		<i>Grilled tuna</i>
La chuleta de cerdo		<i>Pork chop</i>
Las zanahorias		<i>Carrots</i>
El panecillo		<i>Bun</i>
La fresa		<i>Strawberry</i>
El té		<i>Tea</i>
El café		<i>Cafe</i>
El agua		<i>Water</i>
El zumo de naranja		<i>Orange juice</i>
Las frutas		<i>Fruits</i>
Las verduras		<i>Vegetables</i>
La carne		<i>Meat</i>
La panadería/pastelería		<i>Bakery/Pastry shop</i>

Spanish L3 - Unit 5: Leisure, Sports & Time

Course Evaluation Criteria

Y5: We would expect all children in Y5 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.

Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils can say up to half of the sports covered in the unit.
2. Pupils can say up to half of the leisure activities covered in the unit.
3. Pupils can say the verbs covered in order to mostly accurately say when events take place.
4. Pupils can accurately tell the time to the minute.
5. Pupils can confidently form sentences, giving reasons for their opinions on sports and activities.
6. Pupils can say most of the leisure activities covered in the unit.
7. Pupils can say most of the sports covered in the unit.
8. Pupils can form longer sentences about the time, including phrases that specify morning, afternoon and evening.
9. Pupils can say all the leisure activities covered and are confident using them in accurate sentences involving opinions and times.
10. Pupils can say all the leisure activities covered and are confident using them in accurate sentences involving opinions and times.

Learning Outcomes

Course Overview: Pupils will learn the vocabulary for a range of sports and free time through crafts, games and reading activities. They will learn the correct verb to use for which sports they play and which sports they like or dislike. Pupils will practise this new vocabulary by writing about what sports and leisure activities they like and dislike, the reasons for their opinions, and what time the activities start and finish.

Learning Outcomes: Pupils will use knowledge from this and other units to be able to talk in detail about what activities they do, what they like the most and what time these activities take place.

Keywords - Unit 5

Qué te gusta hacer?		What do you like to do?
Jugar		Play
Hacer		Do
Juego		Play
Hago		Make
Al fútbol		Football
Al rugby		Rugby
Al tenis		Tennis
Al críquet		Cricket
Al baloncesto		Basketball
Al vóley		Volleyball
Al golf		Golf
Al hockey		Hockey
Equitación		Horse riding
Bailar		Dance
Gimnasia		Gymnastics
Tocar la guitarra		Play the guitar
Cocinar		Cook
Dibujar		Drawing
Pintar		Paint
Ir de compras		Shopping
Salir con mis amigos		Out with my friends
ir al cine		Go to the movies
jugar los videojuegos		Play video games
jugar a las cartas		Play cards

Sports & Leisure - Unit 5

Ciclismo		Cycling
Boxeo		Boxing
Natación		Swimming
Judo		Judo
Karate		Karate
Por qué?		Why?
Porque		Because
Es basura		It's rubbish
Es aburrido		It's boring
Es genial		It's great
Es interesante	It's interesting	
Es divertido	It's fun	
Es guay	It's cool	
Qué hora es?	What time is it?	
A qué hora sale/llega el tren?	What time does the train arrive/leave?	
A qué hora abre/cierra la tienda?	What time does the store open/close?	
A qué hora termina/empieza el colegio?	What time does school open/close?	
A qué hora te levantas?	What time do you get up?	
Y cuarto	And a quarter	
Y media	And a half	
Menos cuarto	A quarter to	
Mañana	Morning	
Tarde	Late	
Noche	Night	
Escuchar música	Listen to music	
Bailar	Dance	
Cantar	Sing	

Spanish L3 - Unit 6: Friendships & Personalities

Course Evaluation Criteria

Y5: We would expect all children in Y5 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.

Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

1. Pupils can say up to half of the sports covered in the unit.
2. Pupils can say up to half of the leisure activities covered in the unit.
3. Pupils can say the opposite verbs covered in order to mostly accurately say when events take place.
4. Pupils can accurately tell the time to the minute
5. Pupils can confidently form sentences, giving reasons for their opinions on sports and activities.
6. Pupils can say most of the leisure activities covered in the unit.
7. Pupils can say most of the sports covered in the unit.
8. Pupils can form longer sentences about the time, including phrases that specify morning, afternoon and evening.
9. Pupils can say all the leisure activities covered and are confident using them in accurate sentences involving opinions and times.
10. Pupils can say all the leisure activities covered and are confident using them in accurate sentences involving opinions and times.

Learning Outcomes

Course Overview: Pupils will learn how to describe physical and non-physical characteristics such as hair, eye colour, height, weight, clothing and personalities. Pupils will practise conjugating familiar verbs in the present tense in order to describe themselves, someone they are talking to, and someone they are talking about. Pupils will practise what they learn in this unit through writing tasks and a big, active game.

Learning Outcomes: Pupils will describe their friends, give reasons for why they like their friends and be able to ask and answer questions to describe themselves and other people in depth.

Keywords - Unit 6

Ser		<i>To be</i>
Tener		<i>Have</i>
Blanco		<i>White</i>
Negro		<i>Black</i>
Rojo		<i>Red</i>
Naranja		<i>Orange</i>
Amarillo		<i>Yellow</i>
Verde		<i>Green</i>
Azul		<i>Blue</i>
Morado		<i>Purple</i>
Rosa		<i>Pink</i>
Gris		<i>Grey</i>
Marrón		<i>Brown</i>
Los zapatos		<i>Shoes</i>
El jersey		<i>Sweater</i>
La camiseta		<i>T-shirt</i>
La falda		<i>Skirt</i>
La sudadera		<i>Sweatshirt</i>
Los calcetines		<i>Socks</i>
La blusa		<i>Blouse</i>
El pantalón		<i>Pants</i>
La camisa		<i>Shirt</i>
La corbata		<i>Tie</i>
Simpático/a		<i>Nice</i>
Soy		<i>Am</i>
Eres		<i>Are</i>
Es		<i>You are</i>

Appearance & Personality - Unit 6

El pelo		<i>Hair</i>
Los ojos		<i>Eyes</i>
El bigote		<i>Mustache</i>
La barba		<i>Beard</i>
Las gafas		<i>Glasses</i>
Bajo/a		<i>Down to</i>
De estatura mediana		<i>Medium height</i>
Gordo/a		<i>Fat</i>
Delgado/a		<i>Thin</i>
Musculoso/a		<i>Muscular</i>
En una silla de ruedas		<i>In a wheelchair</i>
Rastas		<i>Dreadlocks</i>
Rizado		<i>Curly</i>
My		<i>Very</i>
Bastante		<i>Quite</i>
Deportivo/a		<i>Sporty</i>
Divertido/a		<i>Funny</i>
Activo/a		<i>Active</i>
Tímido/a		<i>Shy</i>
Hablador/a		<i>Chatty</i>
Perezoso/a		<i>Lazy</i>