

Overview of Unit 3: Time to Eat

This Time to Eat unit uses an easy-to-follow story as its inspiration and is designed to pick up and develop your class's learning from the previous Year 3 Spanish units. By joining in with the story, your class will learn the vocabulary for a range of food, to express likes and dislikes, to count and use plural nouns and to modify adjectives to describe colours. To support non-specialists, there are sound files of all key vocabulary plus extra teacher guidance at the end of each lesson plan.

New language introduced in this unit

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| <ul style="list-style-type: none"> • Una manzana [an apple], dos peras [two pears], tres ciruelas [three plums], cuatro fresas [four strawberries], cinco naranjas [five oranges], un pastel [a cake], un helado [an ice cream], un bocadillo [a sandwich], un trozo de queso [a piece of cheese], una salchicha [a sausage], una piruleta [a lollipop], una magdalena [a cupcake], jamón [ham], pan [bread], un trozo de sandía [a piece of watermelon]. • Me gustaría... [I would like], por favor [please], un/una [a - masculine/ feminine], unos/unas [some - masculine/ feminine], aquí tienes [here you are], gracias [thank you], de nada [you are welcome]. • Me gusta [I like – singular], no me gusta [I don't like – singular], me gustan [I like – plural], no me gustan [I don't like – plural], el/la/los/las [the – masc. sing./fem. sing./ masc. plur./fem. plur.] ¿Qué te gusta? [What do you like?] | <ul style="list-style-type: none"> • Claro [light], oscuro [dark], brillante [bright], ¿De qué color es? [What colour is it?], Es de color... [It's...], azul [blue], blanco [white], rojo [red], negro [black], amarillo [yellow], verde [green], gris [grey], naranja [orange], rosa [pink], violeta [purple], marrón [brown]. • Dulce [sweet], salado [savoury], delicioso [delicious], horrible [horrible], sano [healthy], malsano [unhealthy], es [it is], son [they are]. • Abre [open], corta [cut], el agua [water], el jabón [soap], la espuma [foam], la servilleta [towel/ napkin]. |
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Expectations at the end of this unit:

All children should be able to:	<ul style="list-style-type: none"> • Follow a story and join in the repeated parts; • Say what foods from a set they like/dislike; • Describe the colour of an object; • Ask politely for something.
Most children will be able to:	<ul style="list-style-type: none"> • Predict a repeated phrase; • Make a range of simple statements by substituting vocabulary; • Modify a colour adjective; • Respond appropriately to a polite request
Some children will be able to:	<ul style="list-style-type: none"> • Recognise the correct determiner depending on gender/number; • Select adjectives based on gender/number of nouns.



Medium Term Plan

Lesson	Lesson Breakdown	Learning Objectives	Resources Required
1 The Greedy Mouse	To appreciate stories, songs, poems and rhymes in the language in the context of food.	<ul style="list-style-type: none"> To recognise and repeat key vocabulary about food. 	<ul style="list-style-type: none"> Lesson Plan Pack
2 Please May I Have?	To understand key features and patterns of basic grammar in the context of food.	<ul style="list-style-type: none"> To use determiners for identifying quantities in making polite requests. 	<ul style="list-style-type: none"> Lesson Plan Pack Mini whiteboards
3 Preferences	To understand key features and patterns of basic grammar in the context of stating preferences about food.	<ul style="list-style-type: none"> To give a preference for or against things. 	<ul style="list-style-type: none"> Lesson Plan Pack
4 What Colour Is It?	To describe people, places, things and actions orally and in writing in the context of describing food by colour.	<ul style="list-style-type: none"> To describe the colour(s) of an object by modifying adjectives. 	<ul style="list-style-type: none"> Lesson Plan Pack Colourful magazines, leaflets, fabric, paint charts, etc. Glue and scissors Mini whiteboards
5 Describing Food	To describe people, places, things and actions orally and in writing in the context of describing objects using adjectives.	<ul style="list-style-type: none"> To use adjectives accurately to describe food items. 	<ul style="list-style-type: none"> Lesson Plan Pack Mini whiteboards
6 I'm Hungry!	To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of preparing, eating and talking about food.	<ul style="list-style-type: none"> To have short conversations about food. 	<ul style="list-style-type: none"> Lesson Plan Pack Mini whiteboards Additional adults



			<ul style="list-style-type: none">• Real food examples from the El ratón glotón story• Food-friendly cleaning materials• Paper towels/plates• Chopping boards and butter knives (this lesson in each set)
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