

## WYMAGANIA EDUKACYJNE / STATUTORY REQUIREMENTS

### Język hiszpański/ Spanish Language

#### Klasa 3/ Year 3

Ditsanush Babayan/ Magdalena Matuszewska

Wymagania edukacyjne wg podręcznika Lola y Leo 1, nivel A1,

wydawnictwa Difusión, I etap edukacyjny

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Contents – Academic Year 2025-2026

Unit 0 Welcome/¡Bienvenidos!					
Month	Communication	Vocabulary	Grammar	Sounds	Artcrafts
IX/X	<p>*Greetings (1): saying hello and goodbye: “<i>Hola/ ¿qué tal?/ buenos días, buenas tardes/buenas noches/ adiós/ hasta luego</i>”</p> <p>*Presentation of the book characters: Lola, Leo and their families in Spain and México.</p> <p>*Alphabet spelling</p>	<p>* Greetings (1): “<i>Hola/¿qué tal?/ buenos días, buenas tardes/buenas noches/ adiós/ hasta luego</i>”</p> <p>*Family members: “<i>mama, papa, hermano/a, abuelo/a, tío/a, primo/a.</i>”</p> <p>*Nationalities: “<i>español, mexicano, francés, estadounidense, alemán, polaco</i>”.</p>	<p>*My name is..., his/her name is...: “<i>Me llamo / se llama</i>”</p> <p>*Verb: “<i>ser</i>” <i>Soy español/a, soy mexicano/a.</i></p>	<p>*Recognize and practice Spanish sounds and basic words.</p> <p>*The alphabet</p>	Initial letter artcraft.

Unit 1 Hello/¡Hola!					
Month	Communication	Vocabulary	Grammar	Sounds	Artcrafts
X/XI	<p>*Greetings (2): saying hello and goodbye: "Hola/ ¿qué tal?/ buenos días, buenas tardes/buenas noches/ adiós/ hasta luego"</p> <p>*Personal introduction.</p> <p>*Identification of objects</p>	<p>* Greetings (2): "Hola/¿qué tal?/ buenos días, buenas tardes/buenas noches/ adiós/ hasta luego"</p> <p>*Colors: "rojo, azul, blanco, verde, morado, amarillo, negro, gris, rosa, crema, naranja/anaranjado..."</p>	<p>*Verb: "llamarse" (singular form) "Me llamo.../¿Cómo te llamas?"</p> <p>*Indefinite articles: "un/una"</p> <p>* Masculine and feminine nouns in Spanish: "El perro/La casa"</p> <p>*Asking what is it?. "¿Qué es? Es un... / una..."</p> <p>*Concordance of nouns and adjectives: "La casa roja/ El perro negro"</p>	<p>*Letter ñ</p> <p>*Interrogative phrases.</p>	Spanish vocabular y box

Unit 2 Leo's birthday/ El cumpleaños de Leo					
Month	Communication	Vocabulary	Grammar	Sounds	Artcrafts
XI/XIII/I	<p>*Ask for someone's age.</p> <p>*Telling your age.</p> <p>*How to wish "Happy birthday" in Spanish.</p> <p>*Possessive adjectives .</p> <p>*Speaking about one's family.</p> <p>*Ask and answer about nationality.</p>	<p>*Family members</p> <p>*Numbers 1-15.</p> <p>*Birthday presents.</p> <p>*Expressions: ¡Feliz cumpleaños!, ¡Felicidades!, ¡Qué bonito!, ¡Qué bien!...</p>	<p>*Verb: "Tener"</p> <p>*Preposition "de"</p> <p>*Definite article: "el/la"</p> <p>*Possessives: "mi/tu/su"</p>	<p>*Letter "r"</p> <p>*Exclamative phrases.</p>	*Make a "piñata de cumpleaños"

Unit 3 Music class/ La clase de música					
Month	Communication	Vocabulary	Grammar	Sounds	Artcrafts
I/II	<p>*Asking about something's existence.</p> <p>*Expressing quantity</p> <p>*Asking for a particular object.</p> <p>*Talking about daily routine and school activities.</p>	<p>*School supplies: "el lápiz, el estuche, la mochila..."</p> <p>*Objects of the class: "la pizarra, la silla, la mesa, el borrador..."</p> <p>*Numbers 15-30.</p> <p>*Daily routine and school activities.</p>	<p>*Verb: haber.</p> <p>*Present tense of AR verbs: "HABLAR"</p> <p>*Definite and indefinite articles: "los/las, unos/unas".</p> <p>*Concordance of plurals and singulars (adjectives).</p> <p>*Countables: ¿Cuántos/as...? Pocos/muchos.</p>	<p>• La letra "l"</p>	<p>*Make "maracas"</p>

Unit 4 Leo's house/ La casa de Leo					
Month	Communication	Vocabulary	Grammar	Sounds	Artcrafts
II/III	<p>*House description</p> <p>*Daily activities description</p> <p>*Placing objects</p>	<p>*Parts of the house: "La cocina, el baño, el dormitorio, el salón, la terraza, el patio..."</p> <p>*Furniture: "la cama, la mesa, el sofá, la nevera..."</p> <p>*Days of the week: "lunes, martes, miércoles..."</p>	<p>*Present tense of verbs ending in: "ar, -er, -ir".</p> <p>*Verb: "estar".</p> <p>*Prepositions of place: "dentro, fuera, debajo, encima..."</p> <p>*"De + el= del".</p> <p>*Descriptive adjectives: "grande, pequeño, bonito..."</p>	<p>*Letter "j"</p>	<p>Make a mosaico.</p>

Unit 5 Lola "Minichef"					
Month	Communication	Vocabulary	Grammar	Sounds	Artcrafts
III/IV	<p>*Expressing wishes.</p>	<p>*Food and drink: "la leche, el pan, la tarta, el zumo..."</p>	<p>*Present tense; first person of plural. "nosotros"</p>	<p>*Letter "z"</p>	<p>*Give/receive instructions to prepare a</p>

	<p>*Expressing likes and dislikes on food and drink.</p> <p>*Expressing needs</p> <p>*Recipes.</p>	<p>*Fruits: <i>"la manzana, las uvas, el melocotón, la papaya..."</i></p> <p>*Flavours: <i>"salado, dulce, amargo, agrio..."</i></p> <p>*Cutlery and Kitchen furniture: <i>"la nevera, la mesa, la cuchara, el plato, el vaso..."</i></p> <p>*Kitchen related verbs.</p>	<p>*Use and forms of the verb: <i>"gustar"</i> and <i>"encantar"/Me gusta(n) / no me gusta(n)/Me encanta(n).</i></p> <p>*Use of verb: <i>"Querer"/"Quiero / no quiero"</i></p> <p>*Negation</p> <p>*Use of uncountables: <i>"Poco/mucho, más/ menos".</i></p>		fruit shake'
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Unit 6					
The pet shop/ La tienda de mascotas					
Month	Communication	Vocabulary	Grammar	Sounds	Artcrafts
V/VI	<p>*Asking and expressing likes and preferences when talking about animals.</p> <p>*Explaining and arguing.</p> <p>*Description of animals.</p>	<p>* Pets: <i>"el perro, el gato, el loro, el conejillo de indias, el conejo..."</i></p> <p>* Adjectives to describe pets: <i>"grande, pequeño, amigable..."</i></p> <p>*Review of previous units' vocabulary.</p>	<p>*Questions to identify an object/person/animal: <i>"¿Cuál es...?"</i></p> <p>*Verb <i>"tener"</i>.</p> <p>*Asking why and answering: <i>"¿Por qué? / Porque..."</i></p> <p>*Talking about pets: <i>"Mi mascota favorita es..."</i></p> <p>*The use of the verb: <i>"Preferir"</i>. <i>"Yo prefiero"</i></p> <p>*Verbs to describe.</p>	Letter "ch"	Make a mobil to hang.

			*Demonstratives: “este/ estos/esta/estas”.		
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### Assessment in Grades 1-3

School assessments are part of the educational practice in force at school, and descriptive assessment is one of the forms of assessing students' school achievements and progress. It takes the form of extensive written information with commentary on the learning process and the effects (results) of the child's educational activity.

In order to prepare a descriptive assessment, the teacher collects information about the student: he systematically observes him, analyses the tasks he performs and his progress in development, as well as the attitude and effort put into completing the tasks. In addition, it constructs guidelines aimed at supporting the student's school career, thus adapting educational and upbringing activities to the student's individual capabilities and learning results. Descriptive assessment is based mainly on student observation, but may include information on the results of testing specific knowledge and skills. The basic function of descriptive assessment is to create appropriate conditions at school for the child's individual development.

The mid-year and annual descriptive assessment of educational activities takes into account the level and progress in the student's mastery of knowledge and skills in relation to the educational requirements specified in the core curriculum of general education and the requirements resulting from the implemented teaching programs.

Ongoing assessment of educational activities is intended to monitor the student's work and provide the student with information about his or her educational achievements. This information is intended to assist the student in learning by indicating what the student does well, what needs improvement and how, and how he or she should continue to learn.

In grades 1-3, ongoing assessment uses descriptive assessment and graphic and text markings in the form of stamps supplemented with teacher comments.

## **Accepted stamp designations:**

### **EXCELLENT**

- The work was carried out flawlessly, carefully and in accordance with the instructions.

### **GOOD JOB**

- The work is done well, with minor errors.

### **KEEP TRYING**

- The work is done partially correctly, requiring additional consolidation.

### **NEEDS IMPROVEMENT**

- The work contains a large number of errors, requiring correction, repetition and memorisation of the material.

## **Additional stamps:**

### **MAKING PROGRESS**

- The student shows progress in his or her work, the student's efforts are visible.

### **PAY MORE ATTENTION**

- The student should read the instructions carefully and focus on the mistakes made.

### **FOCUS**

- The student has problems concentrating.

Students can also receive motivational stickers to encourage them to work hard.

In order to prepare students for the assessment system in KS2, i.e. in grades 4-8, the following grades will be introduced in the second semester for grade 3 students:

**A+** EXCELLENT, WSPANIALE

**A** VERY GOOD, BARDZO DOBRZE

**B** GOOD, DOBRZE

**C** SATISFACTORY, PODEJMUJE PRÓBY

**D** NEEDS IMPROVEMENT, WYMAGA PRACY

**A+ is awarded to a student who:**

- has knowledge and skills that go far beyond the curriculum of the subject in a given class, independently develops his or her own talents;
- is fluent in using acquired knowledge to solve theoretical or practical problems from the curriculum of a given class;
- achieves success in subject competitions, sports competitions and others.

**A is awarded to a student who:**

- has fully mastered the scope of knowledge and skills specified in the curriculum of the subject in a given class;
- uses acquired knowledge efficiently, independently solves theoretical and practical problems included in the curriculum, is able to apply acquired knowledge to solve tasks and problems in new situations.

**B is awarded to a student who:**

- has mastered the knowledge and skills specified in the curriculum in a given class;

- applies knowledge correctly, and solves typical theoretical or practical tasks independently.

**C is awarded to a student who:**

- has difficulties in mastering the knowledge and skills specified in the curriculum,
- solves (performs) typical theoretical or practical tasks of medium difficulty, sometimes with the help of a teacher.

**D is awarded to a student who:**

- has not mastered the knowledge and skills specified in the curriculum;
- solves theoretical and practical tasks of low difficulty, most often with the help of a teacher.

**Grading scale**

100% A+

86% - 99% A

80% - 85% B+

66% - 79% B

60% - 65% C+

59% - 41% C

40% - 0%

**ASSESSMENT RULES**

**Assessed material:**

- Written work (class works on language knowledge, works on literature knowledge, tests, quizzes, dictations);
- Work in class;

- Student's homework;
- Oral and written statements;
- Student's workbooks;
- Student's notebooks.

### **Methods and frequency of checking students' achievements:**

1. Ongoing questioning – at the teacher's discretion.
2. Exercises for students to complete - at the teacher's discretion.
3. Classwork.
4. Dictations - minimum 2 per semester.
5. Reading comprehension tests.
6. Quizzes - from current material - at the teacher's discretion.
7. Subject notebook - at least twice a semester.
8. Baseline test to assess students' knowledge level - second week of September.
9. Monthly tests.

### **Ways to document student achievements**

Students' achievements are recorded in the Librus electronic journal, in the subject notebook or in exercise books.

Assessment areas:

#### *A. Written work:*

- Tests
- Short tests
- Quizzes

*B. Oral statements:*

- Activity (creativity) during lessons;
- Oral statements on a given topic;
- Retelling and creative storytelling;
- Participation in discussions (arguing, drawing conclusions, speaking).

*C. Practical tasks:*

- Creative preparation for lessons;
- Group work;
- Staging;
- Presentation of projects/posters prepared independently.

Semester grades take into account partial grades with the following hierarchy:

- Quizzes
- Oral answers
- Participation

**Additional information**

1. Student work is not always graded.
2. Students' achievements are recorded in the Librus electronic journal / subject books / workbooks.
3. The teacher copies the student's marked work at the parent's request.
4. If the student receives an unsatisfactory grade for class work has the right to correct it once, and these two grades are recorded in the Librus electronic journal.

## **Student's rights and obligations**

1. The student carefully and systematically keeps a subject notebook.
2. The form of notes in the notebook is determined by the teacher.
3. Tests, classwork and exams are mandatory and announced a week in advance.
4. A student who is absent from class work should complete it by the deadline set by the teacher.
5. A quiz is a form of checking current knowledge. It is not announced.
6. The teacher is obliged to check and return the graded work within two weeks.
7. The student is obliged to do his homework carefully and systematically.
8. The student has the right to obtain additional grades for extra-curricular work assigned by the teacher or undertaken on his or her own initiative.
9. The student is obliged to actively participate in the lesson and follow the rules.
10. The student is obliged to make up any gaps resulting from absence from school within one week of returning to school.