

Modern Foreign Languages			
National Curriculum Aims			
<p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• Understand and respond to spoken and written language from a variety of authentic sources</li> <li>• Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</li> <li>• Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</li> <li>• Discover and develop an appreciation of a range of writing in the language studied.</li> </ul>			
Key Concepts			
<p><b>During each languages lessons pupils explore the following key concepts:</b></p> <ul style="list-style-type: none"> <li>• Pupils learn about the patterns and sounds of language through a variety of resources and activities.</li> <li>• Engaging in conversations with staff and peers through asking and answering questions, expressing opinions and responding to those of others.</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>• Reading carefully and showing an understanding of words, phrases and simple writing.</li> <li>• Showing an appreciation towards stories, songs, poems and rhymes in the language.</li> <li>• Broadening their vocabulary through the use of resources such as dictionaries.</li> <li>• To describe people, places, things and actions orally and in writing.</li> <li>• To understand how to apply basic grammar and how to apply these such as feminine, masculine and neuter forms.</li> </ul>			
KS1 Specific knowledge within the lessons			
Year R+1	Autumn	Spring	Summer
	<p>Pupils learn basic greetings to initiate conversation such as 'hello' and 'how are you? Pupils learn the first 6 numbers and begin the skills of counting. Pupils begin to learn the main parts of the body such as head, hands, feet, legs and arms.</p>	<p>Pupils begin to learn the basic colours such as red, yellow, blue, green and orange. Through the story <i>Brown Bear</i> by Eric Carle, pupils begin to learn the animals from the story and recap their previous learning of colours. Pupils continue learning numbers by counting up to 10. Pupils learn a selection of fruits and vegetables such as apples, bananas and potatoes.</p>	<p>Pupils learn the plants that are growing outside such as grass, trees and sunflowers. Pupils learn what minibeasts they can find outside such as ladybirds, butterflies and flowers. Pupils learn about things they may see at the seaside such as the sea, the sand and umbrellas.</p>
Year 2	<p>Pupils recap counting up to 10 and use this knowledge to identify amounts. Pupils move their learning of counting on by learning to count to 15. Pupils recap and progress in their learning of the main parts of the body such as nose, mouth, eyes and hair.</p>	<p>Pupils recap and progress in their learning of the colours such as pink, purple, brown and black. Pupils continue their learning of animals through the story of Noah's Ark. Pupils begin to learn basic shapes such as square, circle and rectangle. Pupils learn about how Easter is celebrated in Spain</p>	<p>Pupils begin to learn about objects around the classroom such as pencils, rubbers, rulers and sharpeners. Pupils explore the differences between the British and Spanish flag, using their knowledge of colours to help them. Pupils learn about the traditional Spanish dance flamenco, where it originated and what they wore.</p>

		by exploring what they eat and their traditions.	
<b>KS2 Specific knowledge within the lessons</b>			
<b>Year 3/4</b>	Pupils recap and progress their learning of greetings to develop their conversational skills. Pupils learn to ask questions about a person such as age, where they are from and how they are feeling. Pupils learn to count up to 30 and use this learning to say their age. Pupils begin to learn the days and months of the year in order to state their birthday.	Pupils recap and progress their learning of colours and shapes and apply these to describe the properties of the shapes given. Pupils learn about the animals that live on a farm such as cows, pigs, sheep and chickens. Pupils learn a range of feelings to describe how they and other people are feeling. Pupils learn about the animals that live in a zoo such as lions, tigers, elephants and hippos.	Pupils continue their learning of objects around the classroom and developing their understanding of using 'el' and 'la' before a noun. Pupils progress their learning of parts of their body and learn a range of adjectives to describe their features such as long/short hair. Pupils begin to learn a range of foods and to describe whether they like or dislike certain foods. Pupils learn the key phrases needed to order food or drinks at a cafe.
<b>Year 5/6</b>	Pupils learn to describe their family tree such as how many siblings they have and whether they have any pets. Pupils learn the main places in a town such as the library, church, school and shops. Pupils learn a range of sports and hobbies and use this learning to describe their favourite pastimes.	Pupils learn a range of different weather types and use this learning to give a weather report. Pupils learn a range of different transports and use this to explore how different children travel to get to school. Pupils continue their learning of numbers to count up to 100. Pupils begin to learn to conjugate the verb 'to go' and use this in a range of different contexts.	Pupils learn to tell the time and apply this in their writing. Pupils explore the past and present tenses of given verbs and how to apply these in a sentence. Pupils explore a range of Spanish music such as salsa, bachata and regaetton and how it compares to British music. Pupils are able to use all of their learning throughout the years to create a presentation of a topic of their choice to present to the class.
<b>Deepening Understanding</b>			
When learning during the languages projects, pupils will deepen their knowledge in:			
<ul style="list-style-type: none"> <li>• Pronunciation and intonation of the language when speaking.</li> <li>• Showing an understanding of what is being said and answering back accordingly.</li> <li>• Exploring different ways and phrases to ask and answer questions both formally and informally dependent on the audience.</li> <li>• Speaking in full sentences, using the correct tenses.</li> <li>• Giving an oral presentation to the class, speaking confidently and with accurate pronunciation.</li> <li>• Showing a deep understanding of a text and asking and answering questions about the text accordingly.</li> <li>• Using their growing understanding of the language to explore new words and phrases, their meanings and their application.</li> <li>• Using their deepened understanding to write phrases from memory and use these to create new sentences and express ideas clearly.</li> </ul>			
<b>Year Group Learning Expectations</b>			
Year 1	<ul style="list-style-type: none"> <li>• Join in with songs and rhymes</li> <li>• Verbally greet their peers</li> <li>• Count to ten</li> <li>• To learn key words and phrases through roleplay.</li> </ul>		

Year 2	<ul style="list-style-type: none"> <li>• Ask peers basic questions such as their name and how they are</li> <li>• Repeat words and phrases</li> <li>• Name body parts</li> <li>• Count to 20</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Describe the colour and size of an object</li> <li>• Follow simple classroom instructions</li> <li>• Communicate with others using simple words and phrases</li> <li>• Identify the country/countries where the language is spoken</li> <li>• Recognise and understand some familiar words</li> <li>• Write some familiar words from memory</li> <li>• Express their likes and begin to express their dislikes</li> <li>• Write 2 or 3 sentences using a writing frame and word bank</li> <li>• Begin to understand how to form a negative</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Name and describe people, a place and an object</li> <li>• Have a short conversation, saying 3 to 4 things</li> <li>• Give response using a short phrase</li> <li>• Start to speak, using a full sentence</li> <li>• Read and understand a short passage using familiar language</li> <li>• Explain the main points in a short passage</li> <li>• Read a passage independently</li> <li>• Use a bilingual dictionary or glossary to look up new words</li> <li>• Write phrases from memory</li> <li>• Write 2-3 short sentences on a familiar topic</li> <li>• Write what they like/dislike about a familiar topic</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Recognise patterns in simple sentences</li> <li>• Apply knowledge of rules when building sentences</li> <li>• Develop accuracy in pronunciation</li> <li>• Understand and use negatives consistently</li> <li>• Pronounce/read aloud unknown words</li> <li>• Ask someone to clarify or repeat</li> <li>• Use simple conjunctions</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Hold a simple conversation with at least 4 exchanges</li> <li>• Use knowledge of grammar to speak correctly</li> <li>• Understand a short story or factual text and note the main points</li> <li>• Use the context to work out unfamiliar words</li> <li>• Write a paragraph of 4-5 sentences</li> <li>• Substitute words and phrases</li> <li>• Read aloud with confidence</li> </ul>