



Marsh Green Primary School

MODERN FOREIGN LANGUAGES CURRICULUM 2023-2024



Modern Foreign Languages Long Term Plans

Spanish will be taught in Autumn 1, Spring 1 and Summer 1 incorporating 2 lessons into an hour each week to ensure coverage of each unit is achievable.

Key Stage Two			
Year/Stage	Autumn	Spring	Summer
Year 3 (Stage 1)	<u>Autumn 1</u> Getting started <u>Autumn 2</u> Calendar and celebrations	<u>Spring 1</u> Animals I like and don't like <u>Spring 2</u> Carnival Time	<u>Summer 1</u> Fruits, vegetables <u>Summer 2</u> Going on a picnic Aliens in Spain Languages Puzzle
Year 4 (Stage 2)	<u>Autumn 1</u> Welcome to school Super learners <u>Autumn 2</u> My local area Your local area	<u>Spring 1</u> Family Tree Faces <u>Spring 2</u> Face and body parts	<u>Summer 1</u> Feeling unwell Jungle animals <u>Summer 2</u> The weather Ice creams Language puzzle
Year 5 (Stage 3)	<u>Autumn 1</u> Talking about us <u>Autumn 2</u> Time in the city	<u>Spring 1</u> Healthy eating and going to the market <u>Spring 2</u> Clothes, colours and fancy dress	<u>Summer 1</u> Out of this world <u>Summer 2</u> At the seaside Language puzzle
Year 6 (Stage 4)	<u>Autumn 1</u> Revisiting me Telling the time Everyday life <u>Autumn 2</u> Time in the city	<u>Spring 1</u> Investigating sports <u>Spring 2</u> At the funfair Favourite things Traditions	<u>Summer 1</u> Cafe culture <u>Summer 2</u> Performance Transition to KS3 Language Puzzle

Medium Term Plans – Modern Foreign Languages (Spanish)

Medium Term plan example for Year 3 (Stage 1). All other MTP's available on Primary Languages Network website.

Year 3 (Stage 1 Click2Teach) Autumn

Click2Teach Medium Term Plan: Stage 1 Autumn 2 Spanish



In this module:

During this half term the children will revisit colours with an Autumn and Bonfire Night theme. They will go on to learn the days of the week and months of the year. There will be an opportunity to check for learning with a Puzzle It Out assessment at the end of this unit.

Through songs, games, native speaker clips and independent tasks, they will explore the following content, topics and language:

2a - Bonfire Night colours

- Revisit and recall colours
- Learn new colours for Autumn/Bonfire Night

2b - Calendar Time

- Learn the names of days of the week
- Follow a story about days of the week
- Learn the months of the year
- Recognise the nouns written down
- Express their birthday month
- Opportunity to check for learning with Puzzle It Out assessment

Learning Objective for each lesson:

- 1) I can say some colours linked to Autumn
- 2) I can understand and say some days of the week in Spanish
- 3) I can remember and try to write some days of the week in Spanish
- 4) I can learn some months of the year
- 5) I can understand, say and try to write some months of the year
- 6) I can remember months and learn about how Christmas is celebrated in Spain

[Examples of other schools' work](#)

Key Performance Indicators

Can read and say adjectives of colour. Can recognise and say days of the week. Can attempt to copy-write accurately a day of the week. Can recognise and say most months of the year. Can attempt to write accurately an important month of the year.

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Click2Teach Medium Term Plan: Stage 1 Autumn 1 Spanish



In this module:

During this half term the children will look at Spain as a country, and start the early stages of conversation building to include greetings, feelings and names. The children will also be introduced to numbers and colours.

Through songs, games, native speaker clips and independent tasks, they will explore the following content, topics and language:

1a) Getting to know you

- Discover where Spain is in the world
- Learn how to say greetings in Spanish
- Learn how to ask and answer how they are feeling
- Learn how to ask somebody their name, and how to introduce their name in Spanish

1b) Numbers

- Learn to say and remember numbers from 1 to 10

1c) Colours

- Learn to say colours in Spanish

Learning Objective for each lesson:

- 1) I can say greetings in Spanish
- 2) I can ask and answer about feelings
- 3) I can introduce my name in Spanish
- 4) I can say some numbers between 1 and 10
- 5) I can recall numbers to 10
- 6) I can say 4 different colours in Spanish

[Examples of other schools' work](#)

Key Performance Indicators




Can say a greeting. Can respond to a question about feelings and name. Can attempt a question about name and feelings. Can remember and say most numbers from 1 to 10. Can say at least four colours.

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Year 3 (Stage 1 Click2Teach) Spring

Click2Teach Medium Term Plan: Stage 1 Spring 1 Spanish



In this module:
The children will start this half term with a topic on animals. This unit will introduce the children to nouns, and the concept of masculine and feminine. The children will learn to express opinions about animals, and will learn the plurals of animals.

The children will go on to follow a story about animals and use this as a model to write their own sentences.

Through songs, games, native speaker clips, independent tasks and a story, they will explore the following content, topics and language:

Animals I like and don't like

- Learn the nouns for animals
- Learn the two ways to say 'a' in Spanish
- Learn how to express opinions about animals and say their favourite animal
- Learn the plurals of animals
- Follow a story about animals
- Write sentences about animals using a model


Learning Objective for each lesson:

- 1) I can understand some animal nouns in Spanish.
- 2) I can ask the question "What is it?" and say an animal noun as an answer.
- 3) I can tell someone what my favourite animal is.
- 4) I can recognise some animal nouns in the plural.
- 5) I can listen and join in a story about animals.
- 6) I can use a model to write sentences about animals.




[Examples of other schools' work](#)

Key Performance Indicators
Can remember and say animal nouns. Can say a simple sentence to express their favourite animal.

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Click2Teach Medium Term Plan: Stage 1 Spring 2 Spanish



In this module:
This half term is a great opportunity to revisit some core language the children were introduced to in Autumn Term, and to introduce the children to an important celebration in Spain: carnival!

Through songs, games and independent tasks, they will explore the following content, topics and language:

Carnival and using numbers

- Cultural insight into Carnival in Spain
- Opportunity to design a carnival mask
- Revisiting numbers and playing number-themed games
- Introduce the age question and answer
- Revisit personal information
- Ask and answer a range of questions
- Revisit days and months to say and write the date
- Finish with an Easter-themed lesson


Learning Objective for each lesson:

- 1) I can learn about Spanish traditions and take part in carnival celebrations
- 2) I can say and write some numbers between 1 and 15
- 3) I can ask and answer 'how old are you?'
- 4) I can take part in a simple dialogue about myself using familiar questions
- 5) I can read and write dates in Spanish
- 6) I can understand and use Easter-related vocabulary

[Examples of other schools' work](#)

Key Performance Indicators
Can remember and use core language from Autumn Term. Can recall numbers to 10. Can express their age. Can recall some months of the year and days of the week. Can attempt to say and write the date.

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Year 3 (Stage 1 Click2Teach) Summer

Click2Teach Medium Term Plan: Stage 1 Summer 1 Spanish



In this module:

This half term the children will be introduced to our Hungry Giant story, and learning how to ask politely for something. The children will firstly learn the nouns for fruits and vegetables and revisit numbers with plural fruit and veg nouns. The unit goes on to introduce the polite request and the story of the Hungry Giant which includes an impolite giant (an opportunity for the children to correct using the polite request) and fruits the children have seen during the unit. The unit concludes with a board game to practise the polite request and finally some sentence construction.

Through a story, games and independent tasks, Stage 1 learners will explore the following content, topics and language:

1) Hungry Giant

- Nouns for fruits and vegetables
- Numbers to 15 and plural nouns
- Polite request – asking for something using the structure 'I would like... please'
- Story of Hungry Giant
- Board game to practise polite request and fruit and veg nouns
- Sentence construction (polite request)

Learning Objective for each lesson:

- 1) I can understand and say fruit and vegetable nouns
- 2) I can count fruits and vegetables in Spanish
- 3) I can understand and enjoy a story about fruits and vegetables
- 4) I can ask politely for a fruit or vegetables
- 5) I can remember fruit and veg nouns and play a board game
- 6) I can write a sentence using a model

[Examples of other schools' work](#)

Key Performance Indicators

Can say and write at least four fruit nouns accurately. Can make a good attempt at asking for an item politely. Can construct a polite request sentence.

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Click2Teach Medium Term Plan: Stage 1 Summer 2 Spanish



In this module:

This half term the children will start with a picnic theme, learning the nouns for picnic foods and drinks and possible locations for a picnic. The children will then follow a story about a picnic and use the structure to adapt and write their own story.

The children will go on to explore the map of Spain, learning the question 'where do you live?' and the response 'I live in...' in Spanish, and recapping other personal information questions and answers.

Finally, in the final lesson for Summer 2, the children will have an opportunity to use their language detective skills to experience a lesson learning another language! In Stage 1 the children will try a lesson of French.

Going on a picnic

- Explore nouns for picnic items
- Explore possible locations for a picnic
- Follow a story about a picnic, revisiting colours and numbers
- Build own picnic story

Aliens in Spain

- Explore map of Spain
- Ask 'where do you live?' and answer 'I live in...' in Spanish
- Revisit personal information questions and answers
- Experience a lesson in another language: French!

Learning Objective for each lesson:

- 1) I can name and label food and drink items to take to a picnic
- 2) I can listen to, read and understand a picnic story
- 3) I can write phrases to build my own picnic story
- 4) I can understand familiar vocabulary and use the phrase 'I live in...'
- 5) I can ask the question 'Where do you live?' and understand the answer
- 6) I can apply language detective skills to learn another language

[Examples of other schools' work](#)

Key Performance Indicators

Can remember, say and recognise 6 colours and numbers to 15. Can ask the question where do you live and give an answer.

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Vocabulary Overview Modern Foreign

Languages (Spanish)

Key Stage Two

Year/Stage

Autumn

Spring

Summer

Year 3

(Stage 1)

Autumn 1

Getting started

Hola – hello

Buenos días – Good morning

Buenas tardes - Good afternoon / evening

Buenas noches – Good night

Hasta luego – See you soon

Adiós – Good bye

¿Cómo estás? – How are you?

Estoy bien. – I am good.

Estoy muy bien. – I am really good.

Estoy así. – I am okay.

Estoy mal. – I am not good.

Estoy muy mal. – I am feeling really bad.

¿Cómo te llamas? - What are you called?

Me llamo... - I am called...

azul - blue

blanco - white

rojo - red

negro - black

amarillo - yellow

verde – green

naranja – orange

rosa - pink

¿Qué color es? - What colour is it?

cero - 0

uno - 1

dos - 2

tres - 3

cuatro - 4

cinco - 5

seis - 6

siete - 7

ocho - 8

nueve - 9

diez - 10

Autumn 2

Spring 1

Animals I like and don't like

un gato – a cat

un perro - a dog

un pez – a fish

un caballo - a horse

un conejo - a rabbit

una oveja – a sheep

una serpiente - a snake

un pájaro – a bird

una vaca - a cow

un ratón - a mouse

Spring 2

Using numbers to 15

once- 11

doce- 12

trece- 13

catorce- 14

quince- 15

Up to 20:

dieciséis - 16

diecisiete -17

dieciocho - 18

diecinueve - 19

veinte - 20

¿Cuántos años tienes? - How old are you?

Tengo ... años – I am years old

Summer 1

Fruits, vegetables

Una manzana – an apple

Un plátano- a banana

Un melocotón- a peach

Un tomate - a tomato

Una zanahoria - a carrot

Una naranja - an orange

Una pera- a pear

Un melon - a melon

Un pepino - a cucumber

Una sandía - water melon

Uvas - grapes

Summer 2

Going on a picnic

el picnic - the picnic

un zumo – a juice

un sándwich - a sandwich

una ensalada – a salad

agua - some water

un bocadillo – a baguette

fruta – fruit

el campo - the field

el río – the river

la montaña – the mountain

la arena – the sand

la playa – the beach

Hay ... - there is .../ there are ...

Aliens in Spain

Towns and cities:

Ourense

Barcelona

Madrid

Salamanca

Granada

Tenerife

¿Dónde vives? – Where do you live?

Vivo en... – I live in...

	<p><u>Calendar and celebrations</u> enero - January febrero - February marzo - March abril - April mayo - May junio - June julio - July agosto - August septiembre – September octubre – October noviembre – November diciembre - December ¿Cuándo es tu cumpleaños? - When is your birthday?</p> <p>lunes - Monday martes - Tuesday miércoles - Wednesday jueves - Thursday viernes - Friday sábado - Saturday domingo - Sunday</p> <p>¿Qué día es hoy? - What day is it today?</p>		
<p>Year 4 (Stage 2)</p>	<p><u>Autumn 1</u> <u>Welcome to school</u> el patio – the playground el comedor – the dinner hall la sala de profesores – the staffroom el aula de informática – the ICT room los baños – the toilets el despacho del director – the headteacher’s office (man) el despacho de la directora – the headteacher’s office (woman) la clase - the classroom una mochila – a rucksack un lápiz - a pencil un boli - a pen un libro - a book un sacapuntas – a sharpener una goma - a rubber una mesa - a table una silla - a chair una regla - a ruler unas tijeras - some scissors unas pinturas - some coloured pencils un pegamento – a gluestick</p>	<p><u>Spring 1</u> <u>Family Tree</u> El papá -the dad El hermano – the brother El bebé – the baby El abuelo – the grandad La mamá - the mum La hermana – the sister La abuela - the grandma</p> <p><u>Face</u> la nariz – the nose la boca - the mouth la cabeza - the head el pelo - the hair los ojos – the eyes las orejas - the ears Tengo... – I have ... Soy... - I am...</p> <p><u>Spring 2</u> <u>Face and body parts</u> el pie – the foot los pies - the feet la pierna - the leg</p>	<p><u>Summer 1</u> <u>Feeling unwell</u> ¿Qué te pasa? - What’s wrong? No me siento bien - I don’t feel well Me duele la muela - My tooth hurts Me duele la cabeza - I have a headache Me he cortado la rodilla - I have cut my knee Me duele el oído - I have earache Me duele la tripa - I have tummy ache</p> <p><u>Jungle animals</u> La selva- the jungle La jirafa- the giraffe La serpiente - the snake El loro - the parrot El mono - the monkey El tigre- the tiger El elefante - the elephant</p> <p>pequeño/pequeña - small grande - big alto/alta - tall largo/larga - long travieso/ traviesa - naughty</p>

	<p style="text-align: center;"><u>Autumn 2</u></p> <p style="text-align: center;"><u>Classroom Commands</u> mira - look escucha - listen repite - repeat levántate - stand up siéntate - sit down cuenta conmigo - count with me canta conmigo - sing with me encuentra - find enséñame - show me</p> <p style="text-align: center;"><u>My local area/Your local area</u> el cine - the cinema el restaurante - the restaurant el supermercado - the supermarket el estadio - the stadium la carnicería - the butchers la panadería - the bakers la cafetería - the café la pastelería - the cake shop la farmacia - the chemist la escuela - the school</p>	<p>las piernas - the legs el brazo - the arm los brazos - the arms el hombro - the shoulder los hombros - the shoulders la cabeza - the head la rodilla - the knee las rodillas - the knees mueve - move siente - think about tócate - touch levanta - lift baja - lower quédate quieto - stand still gira - turn estira - stretch</p>	<p>colorido/colorida - multicoloured terrible- fierce/frightening</p> <p style="text-align: center;"><u>Summer 2</u> <u>The weather</u> ¿Qué tiempo hace? - what's the weather like? Hace sol - It's sunny Hace viento - It's windy Hay niebla - It's foggy Hace calor - It's hot Hace frío - it's cold Está nevando - It's snowy Está lloviendo - It's raining</p> <p style="text-align: center;"><u>Ice creams</u> Me gustaría - I would like Un helado - an ice cream Un helado de chocolate - a chocolate ice cream Un helado de limón - a lemon ice cream Un helado de fresa - a strawberry ice cream Un helado de frambuesa - a raspberry ice cream Un helado de menta - a mint ice cream Un helado de vainilla - a vanilla ice cream Por favor - please</p>
<p>Year 5 (Stage 3)</p>	<p style="text-align: center;"><u>Autumn 1</u> <u>Talking about us</u> Estoy - I am feliz - happy triste - sad confundido / confundida - confused cansado / cansada - tired gracioso / graciosa - (feeling) silly fenomenal - (feeling) great</p> <p>Tengo hambre. - I am hungry. Tengo sed. - I am thirsty. Tengo calor. - I feel hot. Tengo frío. - I feel cold.</p> <p>Me gusta - I like No me gusta - I do not like Me encanta - I love ¿Te gusta...? - Do you like....? ¿Prefieres...? - Do you prefer...?</p>	<p style="text-align: center;"><u>Spring 1</u> <u>Healthy eating and going to the market</u> una manzana - an apple una cebolla - an onion un mango - a mango un pimiento - a pepper unas uvas - a bunch of grapes una sandía - a watermelon un plátano - a banana una lechuga - a lettuce una zanahoria - a carrot una patata - a potato ¿Te gusta...? - Do you like...? Me gusta. - I like. No me gusta. - I don't like ¿Cuál es tu fruta/verdura favorita? - what is your favourite fruit/vegetable? Mi fruta/verdura favorita es... - My favourite fruit/vegetable is ...</p> <p style="text-align: center;"><u>Spring 2</u> <u>Clothes, colours and fancy dress</u> un pantalón - trousers</p>	<p style="text-align: center;"><u>Summer 1</u> <u>Out of this world</u> Mercurio - Mercury Venus - Venus Plutón - Pluto Júpiter - Jupiter Marte - Mars Saturno - Saturn Urano - Uranus Neptuno - Neptune El Sol - the Sun La Luna - the Moon La Tierra - the Earth Los astronautas - the astronauts El planeta - the planet Las estrellas - the stars Espacio - Space El cohete - the rocket</p> <p style="text-align: center;"><u>Travellers ID</u></p>

	<p>Prefiero - I prefer porque - because y - and pero - but es - it is fácil - easy aburrido - boring interesante - interesting útil - useful</p> <p>Autumn 2 Time in the city la ciudad – the city el parque - the park el zoo - the zoo el museo - the museum el metro – the underground la galería de arte – the art gallery la estación – the station la piscina - swimming pool el estadio – the stadium el cine – the cinema</p>	<p>un jersey - a jumper un pantalón corto - shorts una camiseta - a tshirt un vestido - a dress una falda - a skirt una camisa - a shirt unos calcetines - socks unos zapatos - shoes unas zapatillas – trainers</p> <p>grande -big pequeño / a - small viejo/a – old bonito/a – beautiful</p> <p>llevar – to wear tener - to have</p> <p>¿Qué llevas? What are you wearing? Llevo... I am wearing/ I wear....</p>	<p>Nombre – first name Apellido – surname Edad - age Fecha de nacimiento - date of birth Dirección - address Número de teléfono - telephone number Nacionalidad - Nationality Color de ojos - colour of eyes</p> <p>Me llamo - I am called Vivo en - I live in.... Tengo años - I am years old Soy.... - I am No soy.... I am not Es... It is....</p> <p>Summer 2 At the seaside La playa - the beach Los helados - the ice creams Los castillos de arena – the sandcastles Las frutas - the fruits El sol - the sun(shine) La mochila – the rucksack Las gafas de sol - the sunglasses Las chanclas - the flip flops El sombrero – the hat La crema de sol - the sun cream El bañador - the swim suit</p> <p>Puedes / podemos – you can/we can Ven a – come along to.. Va a ser genial – it’s going to be .. tomar el sol – to sunbathe hacer - to make comer - to eat jugar (al fútbol/ al voleibol) - to play(football/volleyball) nadar - to swim</p>
<p>Year 6 (Stage 4)</p>	<p>Autumn 1 Everyday life</p> <ul style="list-style-type: none"> - ¿A qué hora te despiertas? - What time do you wake up? - Me despierto a las... - I wake up at ... 	<p>Spring 1 Investigating sports</p> <p>el cricket - cricket el tenis - tennis el fútbol - football</p>	<p>Summer 1 Cafe culture</p> <p>tortilla de patata – Spanish omelette gambas – prawns patatas bravas – fried potatoes with spicy sauce</p>

- **¿A qué hora te levantas?** – What time do you get up?
- **Me levanto a las ...** - I get up at ...
- **¿A qué hora te vistes?** – What time do you get dressed?
- **Me visto a las ...** - I get dressed at...
- **¿A qué hora desayunas?** - What time do you have breakfast?
- **Desayuno a las ...** – I eat my breakfast at ...
- **¿A qué hora te cepillas los dientes?** – What time do you brush your teeth?
- **Me cepillo los dientes a las...** – I brush my teeth at...
- **¿A qué hora te duchas?** – What time do you have a shower?
- **Me ducho a las...** – I have a shower at...
- **¿A qué hora vas a la escuela?** – What time do you go to school?
- **Voy a la escuela a las...** - I go to school at ...

Telling the Time

Es la **una en punto** – it is one o'clock

Son las - it is

dos en punto - two o'clock

tres en punto - three o'clock

cuatro en punto - four o'clock

cinco en punto - five o'clock

seis en punto - six o'clock

siete en punto - seven o'clock

ocho en punto - eight o'clock

nueve en punto - nine o'clock

diez en punto - ten o'clock

once en punto - eleven o'clock

doce en punto - twelve o'clock

Es mediodía. – it's midday.

Es medianoche. – it's midnight

Autumn 2

Time in the city

la casa - the house

la habitación - the bedroom

la cocina – the kitchen

el baño - the bathroom

el comedor - the dining room

el salón - the lounge/ living room

el garaje - the garage

el jardín - the garden

una mesa – a table

el baloncesto – basketball
el baile - dance
la gimnasia - gymnastics
el rugby - rugby
la natación - swimming
el ciclismo – cycling
el balonmano - handball

rápido - fast
genial - great
aburrido - boring
un reto - challenging
divertido – fun
basura - rubbish
difícil – difficult
guay - cool
tranquilo – calm/gentle
cansado - tiring

¿Te gusta...? - do you like.?

Me gusta ... porque es... - I like ... because it is...

No me gusta ... porque es... - I don't like ... because it is...

Me encanta ... porque es... - I love ... because it is...

Odio... porque es... - I loathe ... because it is...

Spring 2

At the funfair

la montaña rusa – the rollercoaster

las cataratas – the log flume

las tazas – the teacups

la mansión encantada– the haunted house

el tobogán – the helter-skelter

la noria – the ferris wheel

el barco pirata – the pirate boat

el tren fantasma – the ghost train

el tióvivo – the carousel

un crepe – a crepe

palomitas – popcorn

algodón de azúcar – candy floss

caramelos – sweets

patatas fritas – fries

helado – ice cream

Me gusta - I like

No me gusta - I don't like

es lento – it is slow

es alta – it is high

chorizo – spiced pork sausage
calamares – squid
pulpo – octopus
queso – cheese
croquetas – croquettes
agua – water
zumos – juice
fanta – fanta
coca-cola – coke
mosto – grape juice
un/una turista – a tourist
un camarero – a waiter
una camarera – a waitress

¿Qué querías? - What would you like?

Quiero ... - I would like

¡Claro! – of course!

Gracias - thank you

Por favor – please

el desayuno – the breakfast

churros – churros

tostada con mantequilla – toast with butter

tostada con mermelada – toast with jam

cereales – cereals

zumos – juice

café – coffee

colacao – chocolate drink

batido - milkshake

Mi desayuno favorito es... - my favourite breakfast is...

Summer 2

This half term is used to revisit prior learning so there is no new vocabulary.

una silla – a chair
una puerta – a door
una ventana – a window
una cama – a bed
una alfombra – a rug

da miedo – it is scary
da vueltas y vueltas– it goes round and round
es rápida – it is fast

Favourite things

Mi animal favorito es ... My favourite animal is

Mi libro favorito - my favourite book

Mi deporte favorito - my favourite sport

Mi película favorita - my favourite film

Mi verdura favorita– my favourite vegetable

Mi color favorito– my favourite colour

Mi equipo favorito– my favourite team

Autumn 1 – Skills Progression

<u>Stage 1 (Y3)</u>	<u>Stage 2 (Y4)</u>	<u>Stage 3 (Y5)</u>	<u>Stage 4 (Y6)</u>
Beginning to be language detectives and explore language learning skills.	Revisiting and developing language learning skills as “language detectives”.	Revisiting and extending language learning skills as “language detectives”	Revisiting and enhancing language learning skills as “language detectives”.
<u>Unit Title:</u> Greetings, numbers, colours	<u>Unit Title:</u> Welcome to school, super learners.	<u>Unit Title:</u> Talking about “us”. School subjects.	<u>Unit Title:</u> Revisiting “me”. Telling the time and the daily life of a superhero.
Begin to explore the target language: greetings, asking a name, and 10 numbers (1-10) and colours. Begin to explore sounds and spelling links in numbers and colours.	Recall familiar language from Stage 1 – personal information questions and answers, days of week, numbers, colours, sound spelling links, and to practise the language of the school environment. Opportunity to explore a target language school building and make comparisons with own school. Children revisit and extend understanding of nouns and how to use these in simple target language sentences about classroom objects.	Revisit and build upon prior learning of personal information. Begin to explore how to form and use 3rd person singular to introduce a friend Talking about feelings and generating extended sentences with reasons for feelings. Broadening of vocabulary, revisiting and practising expressing likes and dislikes with school subjects and extending sentences using conjunctions and opinions.	Recall, revisit and use familiar language in new contexts to talk about “It’s okay to be me”. Explore a poem and write a simple poem. Focus on the verbs to be (I am) and to have (I have) and extended feelings from stage 3. Revisit and practise numbers and apply to “o’clock” time sentences. Use “o’clock times in a spoken question and answer in 1st and 2nd person singular / and simple story cartoon about a “superhero school pupil’s daily routine

Autumn 2 – Skills Progression

<u>Stage 1 (Y3)</u>	<u>Stage 2 (Y4)</u>	<u>Stage 3 (Y5)</u>	<u>Stage 4 (Y6)</u>
Beginning to be language detectives and explore language learning skills.	Revisiting and developing language learning skills as “language detectives”.	Revisiting and extending language learning skills as “language detectives”	Revisiting and enhancing language learning skills as “language detectives”.
<u>Unit Title:</u> Colours, classroom commands, calendar, celebrations.	<u>Unit Title:</u> Bonfire Night poem, classroom commands, places in town and Christmas shopping	<u>Unit Title:</u> In the city, Shopping and Festive jumpers.	<u>Unit Title:</u> Homes and houses. Elf on the shelf.
Continue to practise greetings, feelings, and name. Make links with familiar and unfamiliar colour adjectives and bonfire night celebrations. Practise target language for days of the week and months of the year. Explore Christmastime in target language country.	Recall familiar language from Stage 1 – colours, sound spelling links, and understand/explore a simple target language Bonfire Night poem. Opportunity to explore a target language shops in town and make comparisons with own town. Asking where a place is. Shopping for presents. Children revisit and extend understanding of nouns and how to use these in simple target language questions and answers.	Revisit and build upon prior learning of shops. Begin to understand and develop simple descriptions of places. Explore the capital city and make comparisons Use nouns and adjectives in simple descriptive sentences about places to visit and reasons why. Revisit and extend shopping dialogues with a festive charity stall. Practise use of adjectives and understanding unfamiliar language in festive jumper descriptions.	Recall, revisit and use familiar language in new contexts to describe orally and writing a house and furniture. Listen, understand, and enjoy a spooky house story Practise nouns and adjectives with items of furniture. Explore famous castles in target language country. Ask and answer the questions “Where is” with prepositions of place. Practise language of the unit with “elf on the shelf”.

Spring 1 – Skills Progression

Stage 1 (Y3)	Stage 2 (Y4)	Stage 3 (Y5)	Stage 4 (Y6)
Beginning to be language detectives and explore language learning skills.	Revisiting and developing language learning skills as “language detectives”.	Revisiting and extending language learning skills as “language detectives”	Revisiting and enhancing language learning skills as “language detectives”.
<u>Unit Title:</u> Animals	<u>Unit Title:</u> Epiphany, Alien family tree and faces	<u>Unit Title:</u> Healthy Eating Going to the market Fruit salad recipe	<u>Unit Title:</u> Investigating sports
Animals we see around us First focus on nouns in the target language. Simple investigations of singular nouns used with indefinite articles. Expressing likes using “My favourite animal is...” Speaking and writing silly sentences about animals and habitats to practise use of nouns. Begin to explore use of bilingual dictionaries as word reference tools and find new animal nouns to create fantastical animals.	Cultural focus on target language Epiphany celebrations. Cultural similarities and differences. Members of a family. First proper introduction to the PLN alien family and pets. Practise asking and giving a name. Use of face part nouns to describe a face. Design an alien or monster face. Numbers and colours to describe face parts. Begin to explore position of adjectives. Use of bilingual dictionaries: adjectives.	Revisit fruit and vegetable nouns and extend with unfamiliar language. Revisit and practise shopping dialogue and extend with quantities and plural nouns. Revisit and practise classroom commands and explore and use unfamiliar verbs and commands to create own fruit salads as spoken and written descriptions. Use of bilingual dictionaries to find new language for individual creative writing.	Recall and revisit how to say and write an extended sentence about a like/dislike or preference with a conjunction and a reason and a sport noun. Cultural exploration of target language specific sports. Explore and practise use of verb to play in present tense in target language. Reading comprehension about sports and preferences. Revisit, recall and extend nouns for clothes and use of adjectives to create a school sports kit. Bilingual dictionary use.

Spring 2 – Skills Progression

Stage 1 (Y3)	Stage 2 (Y4)	Stage 3 (Y5)	Stage 4 (Y6)
Beginning to be language detectives and explore language learning skills.	Revisiting and developing language learning skills as “language detectives”.	Revisiting and extending language learning skills as “language detectives”	Revisiting and enhancing language learning skills as “language detectives”.
<u>Unit Title:</u> Carnival, using numbers, Easter time	<u>Unit Title:</u> Face and body parts	Unit Title: Clothes, colours, fancy dress	<u>Unit Title:</u> At the funfair, my favourite things, a tradition
Explore carnival with animals and fancy dress. Opportunity to revisit, practise language learning skills with familiar language and consolidate early stages of sound spelling links and core personal information. Revisit and extend numbers (11-15) and look for language links. Practise colours. and extended with rainbow. Begin to use bilingual dictionaries to find colour associated nouns. Go on an Easter egg hunt with colours and numbers.	Revisit and extend spoken and written descriptions of the faces of the alien family members. Apply sound spelling knowledge to new nouns for body parts, apply rules of position and begin to look at adjective agreement with adjectives of colour and size. Create an alien and its spoken and written description. Use of bilingual dictionaries: for extension activity to find body parts and adjectives.	Explore nouns for clothes and adjectives of colour, size to describe clothes. Use familiar and look for unfamiliar language. Use of bilingual dictionaries to find new language for individual creative writing. Design fancy dress for a carnival party. Practise the verb “to wear” in the present tense and create spoken and written descriptions.	Practise expressing likes and dislikes with funfair rides. Use language detective skills to understand funfair nouns and make links across languages and culture. Bilingual dictionary use. Revisit and compile prior learning across the four stages to generate a spoken and /or written personal descriptive piece about hobbies, sports, school, family, likes, dislikes. Have fun exploring a target language tradition.

Summer 1 – Skills Progression

Stage 1 (Y3)	Stage 2 (Y4)	Stage 3 (Y5)	Stage 4 (Y6)
Beginning to be language detectives and explore language learning skills.	Revisiting and developing language learning skills as “language detectives”.	Revisiting and extending language learning skills I as “language detectives”	Revisiting and enhancing language learning skills I as “language detectives”.
<u>Unit Title:</u> Fruits and vegetables	<u>Unit Title:</u> Feeling unwell. Jungle animals	<u>Unit Title:</u> Out of this World	<u>Unit Title:</u> Café culture and restaurants
Revisit and extend understanding of how to identify a noun in the target language. Explore fruits and vegetables. Look for cognates and semi cognates. Apply likes and dislikes and preferences from animals’ unit to new nouns of fruits and vegetables. Recognise and use numbers and colours in new descriptive contexts. Listen, read and join in with the Hungry Giant story. Practise polite requests. Participate in a hungry giant story performance.	Revisit and extend body parts in an unfamiliar context: the doctors surgery. Generate spoken performances at the doctors. Revisit use of nouns in a sentence with jungle animals. Look for cognates and semi cognates. Listen to, read and join in with jungle animal story Perform the story. Practise use of adjectives, position, and agreement in simple spoken and written sentences Create descriptive jungle animal shape sentences. Use of bilingual dictionaries: for extension activity to find body parts and adjectives.	Revisit and use personal information questions and answers, body parts and descriptive sentences and likes and dislikes in a new creative context – outer space and imaginary creatures. Practise and revisit days of the week, etymology of planets and descriptive sentences to describe planets using nouns, adjectives and the verb “to be”. Design and create a spoken/written description of a brand-new planet and retrieve and use prior learning un a new context. Use of bilingual dictionary	Revisit dialogues to buy items and apply to dialogues in a café or restaurant. Extend to unfamiliar and useful language when in a café or restaurant in the target language country. Explore the café culture of the target language country. Find out more about authentic dishes and foods. Make comparisons with own country or prior experience.

Summer 2 – Skills Progression

Stage 1 (Y3)	Stage 2 (Y4)	Stage 3 (Y5)	Stage 4 (Y6)
Beginning to be language detectives and explore language learning skills.	Revisiting and developing language learning skills as “language detectives”.	Revisiting and extending language learning skills as “language detectives”	Revisiting and enhancing language learning skills as “language detectives”.
<u>Unit Title:</u> Going on a picnic Aliens in the target language country	<u>Unit Title:</u> The weather Ice creams	<u>Unit Title:</u> Going to the seaside	<u>Unit Title:</u> Performance Time Read all about It- transition to KS3
Revisit and practise polite requests for items. Revisit numbers, fruits/ vegetables, practise and extend nouns for items of food and drink to take on picnic. Explore target language food and drink picnic items. Design a picnic basket and write a simple supported descriptive sentence about the items. Explore target language country with the aliens. Practise the personal information question and answer “where do you live?”. Listen to, read and join in with the target language story “Going on a picnic”.	Explore the question and simple sentences to describe the weather. Look for language links. Listen to and understand a simple weather forecast and temperatures- using familiar numbers and target language cities. Create a spoken weather forecast and perform. Practise the nouns for ice creams and look for prior knowledge/ recall fruits. Recall and practise polite requests and preference phrases. Design your own ice cream.	Practise beach bag nouns, Practise how to identify and use nouns and place with adjectives to describe items. Practise reading comprehension skills with text about the beach. Use of cognates to understand unfamiliar nouns, use of bilingual dictionaries to verify meaning. Explore extended sentences to describe time at the beach. Listen to, read and join in with “Let’s go to the beach” story. Use the language practised to build extended persuasive sentences to advertise in a spoken or written persuasive advert a trip to the beach	A celebration and reflection series of lessons. A simple sketch about a waiter. Over 3 lessons in teams, pupils listen to, practise, extend and prepare a performance, based on initial sketch Create a cocktail – explore reading comprehension, memory, and word reference tool skills. Produce a spoken or written recipe for a cocktail. A scavenger indoor or outdoor noun hunt. During each lesson there is a recall and retrieval activity of prior learning across the four stages to compile a record to share with KS3 of language learnt and skills acquired by each pupil.

Core Skills Progression (Stages 1-4 Years 3-6)

Core Skill	<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
<u>Stage 1</u> <u>(Year 3)</u>	Can understand a few familiar spoken words and phrases.	Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker.	Can recognise and read out a few familiar words and phrases.	Can write or copy a few simple words or symbols as an emergent writer of the target language.
<u>Stage 2</u> <u>(Year 4)</u>	2 Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.	Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.	Can understand simple written phrases. Can match sounds to familiar written words.	Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.

<p><u>Stage 3</u> <u>(Year 5)</u></p>	<p>Can understand the main points from a series of spoken sentences (including questions.) May require some repetition.</p>	<p>Can ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role plays</p>	<p>Can understand the main point(s) from a short, written passage in clear printed script. Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.</p>	<p>Can write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense</p>
<p><u>Stage 4</u> <u>(Year 6)</u></p>	<p>Can understand the main points and some detail from a short, spoken passage with comprising of familiar language.</p>	<p>Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker).</p>	<p>Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account. Can use a bilingual dictionary to access unfamiliar language.</p>	<p>Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary.</p>