

LANGUAGES

- National Curriculum
- Projects and Beacons



“Learn. Believe. Achieve.”
*Resilient, Persistent, Self-Motivated, Creative
 Risk Takers, Good Citizens, Entrepreneurial*

KS1 National Curriculum	KS2 National Curriculum
<p>Languages are not statutory for KS1.</p> <p>At Peartree, children in KS1 are gently introduced to Spanish and a variety of other languages through simple games and activities. Our aim is to make learning new words fun and to nurture enthusiasm for different places around the world.</p> <p>http://www.languageangels.com/schools</p> <p>U/N peartree P/W peartreesg2</p> <p>Espresso Primary:</p> <p>U/N student15977 P/W peartree234</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audiences • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally and in writing Languages • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Languages Curriculum Statement of Intent: We hope to instil a life-long love for languages within our children and to ignite their curiosity about cultures from around the world. Through engaging lessons, we aim to equip our children with the confidence to express themselves in Spanish. We have high ambition for our children to be able to communicate in Spanish for practical purposes. We wish to spark a desire to explore different places around the world and an interest in learning other languages in the future.

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Language Angels Scheme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Cultural Links
EFYS	Learning ‘hello’ in a different language every morning – through our music of the week focus. Learning about different cultures around the world						<ul style="list-style-type: none"> • European Languages Day • World Languages Day • Explore the language and culture of countries and people we learn about in class • Harvest Around the World • Easter Around the World • Chinese New Year • International Award
Years 1 and 2	Exploring languages and cultures from around the world through contextual links to topics – for example, learning a simple French song for music or simple words/phrases linked to learning in class						
Year 3 Early Language Unit	- Phonetics 1 (core vocab) - I’m learning Spanish	- Animals	- Fruits	- Musical Instruments	- Little Red Riding Hood OR - Ancient Britain	- I can...	
Year 4 Intermediate Language Unit	- Phonetics 2 (core vocab) - Presenting Myself	- My Family	- My Home	- Habitats	- Classroom	- Goldilocks OR - Tudors	
Year 5 Intermediate Language Unit	- Phonetics 3 (core vocab) - Do you have a pet	- What is the date	- The Weather	- Clothes	- Habitats OR - Romans	- The Olympics	
Year 6 Progressive Language Unit	- Phonetics 4 (core vocab) - At School	- Regular Verbs	- The weekend	- World War II OR - Habitats	- The Planets	- Me in the World	

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	Beacon 1	Beacon 2	Beacon 3
Speaking	<ul style="list-style-type: none"> • <i>Speak with others using simple words, phrases and short sentences</i> 	<ul style="list-style-type: none"> • <i>Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</i> 	<ul style="list-style-type: none"> • <i>Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience</i>
Listening	<ul style="list-style-type: none"> • <i>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</i> 	<ul style="list-style-type: none"> • <i>Listen for and identify specific words and phrases in instructions, stories and songs.</i> 	<ul style="list-style-type: none"> • <i>Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.</i>
Reading	<ul style="list-style-type: none"> • <i>Read aloud familiar words or short phrases in chorus.</i> 	<ul style="list-style-type: none"> • <i>Accurately read and understand a wide range of familiar written words, phrases and short sentences aloud</i> 	<ul style="list-style-type: none"> • <i>Read aloud with expression and accurate pronunciation, demonstrating understanding.</i>
Writing	<ul style="list-style-type: none"> • <i>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</i> 	<ul style="list-style-type: none"> • <i>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</i> 	<ul style="list-style-type: none"> • <i>Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank).</i>
Grammar	<ul style="list-style-type: none"> • <i>Begin to understand that words can have articles and genders.</i> 	<ul style="list-style-type: none"> • <i>Understand gender and use articles correctly with nouns</i> 	<ul style="list-style-type: none"> • <i>Identify and correctly use conjugated verbs and adjectives</i>

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Year 3 Outcomes

- Understand numbers 1-10 and be able to say, read and write them.
- Be familiar with the days of the week and be able to say them and recognise them in written form.
- Use simple greetings (e.g. saying hello and goodbye, saying how they are).
- Ask and answer simple questions about name and age.
- Understand and communicate familiar nouns (e.g. animals, musical instruments) including the correct article (dependent on gender).
- Use simple adjectives (e.g. colours).
- Use some simple verbs in the first person “I” form (e.g. I am and I play).
- Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus.

Year 3	Phonetics 1	I'm learning Spanish	Animals	Fruits	Musical Instruments	Little Red Riding Hood	Ancient Britain	I can...
Early Language Unit	Introduce the first set of phonics sounds / phonemes in Spanish. The sounds introduced in this lesson are: CH J Ñ LL RR	To find Spain on a map, say how you feel, learn 10 colours and count from 1-10 in Spanish	To remember and recall from memory 10 common animals in Spanish with the correct article/determiner	To say what fruit we like and do not like in Spanish.	To say what instrument you play in Spanish	To learn the parts of the body in Spanish via a traditional fairy tale in Spanish	To be able to create short sentences with tengo, soy and vivo	To say 'I can...' plus a range of activities in Spanish

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Year 4 Outcomes

- Understand numbers 1-100 (in multiples of 10) and be able to say, read and write them (e.g. in dates and other numeracy activities).
- Use a wider range of vocabulary to ask and understand questions in the classroom (e.g. asking for help, asking the time, simple classroom commands etc.)
- Understand and communicate using a wider range of familiar nouns (including the correct article) (e.g. classroom items, animals, musical instruments, food and drink).
- Understand and use adjectives to describe people, places, things and themselves (e.g. characters in a story or their family members, their age, nationality, where they live).
- Understand and use verbs in the first person “I” form (perhaps also have a look at a fully conjugated regular verb and show where the first person “I” form is).
- Write slightly longer phrases and basic sentences using a verb in the first person “I” form and a noun including the correct article. (NB: Be careful if introducing adjectives at this early stage as in most languages these will have to agree with the gender of the noun. Adjectival agreement should be covered in year 5 and in more detail again in year 6 as it requires a certain amount of linguistic maturity from the pupils).

Year 4	Phonetics 2	Presenting Myself	My Family	My Home	Habitats	Classroom	Goldilocks	Tudors
Intermediate Language Unit	Introduce the second set of phonics sounds / phonemes in Spanish. The sounds introduced in this lesson are: CA CE CI CO CU	To say your name, age and where you live in Spain.	To talk simply about your/a family in Spanish	To describe what rooms there are and are not in your home in Spanish	To speak and write about different habitats, plants and animals in Spanish	To say what you have and no not have in your pencil case in Spanish	To learn new language through picture, word and phrase cards.	To learn a range of language strategies to help decode unknown language in Spanish

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Year 5 Outcomes

- Understand and use the alphabet to assist in correct spelling and pronunciation.
- Follow and give simple instructions and descriptions (e.g. the date, the weather, what they are wearing).
- Be able to say, read and write the date including the day, number and month of the year. All numbers from 1-100 in multiples of 10 as well as all numbers from 1-31 should be familiar.
- Take part in conversations and be able to make simple statements and present information (e.g. weather, playing an instrument, the date, what they wear at different times of the year or on different occasions).
- Understand and communicate simple descriptions orally and in writing (e.g. of a scene, a person, a place, the weather).
- Be able to read longer passages of text and answer questions (orally or in writing) about the passage they have read (e.g. reading a short and simple story or completing a reading exercise about what different people are wearing on different days of the week for different occasions).
- Be able to listen to longer passages of text and answer questions (orally or in writing) about the passage they have heard (e.g. about what the weather is like on different days or in different areas of a country).
- Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form “I” but also third person forms “he”, “she”, “you” and plural forms “we” and “they”. This can be done using familiar verbs such as “to wear” regarding clothes and they can then build sentences about what they and their friends are wearing).

Year 5	Phonetics 3	Do you have a pet?	What is the date?	The Weather	Clothes	Habitats	Romans	The Olympics
Intermediate Language Unit	Introduce the third set of phonics sounds / phonemes in Spanish. The sounds introduced in this lesson are: GA GE GI GO GU	To say what pet you have and do not have in Spanish	To be able to say the date in Spanish	To be able to describe the weather in Spanish	To describe what clothes you are wearing by colour in Spanish	To speak and write about different habitats, plants and animals in Spanish	To describe what life was like as a child during Ancient Roman times in Spain	To be able to describe an Olympian by their sporting title and say what particular sport they play using the verb praticar

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Year 6 Outcomes

- Understand numbers 1-100 and be able to use them in context (e.g. the date, age, prices).
- Be able to identify and tell the time (in speaking, listening, reading and writing exercises). This includes all full hour times plus quarter past the hour, half past the hour, quarter to the hour.
- Understand, express and be able to justify opinions orally and in writing (e.g. school subjects they like and don't like, leisure activities they like, foods they don't like etc.)
- Be able to express a statement in the positive (e.g. I like cheese) and the negative (I do not like cheese).
- Understand and use transactional language (e.g. in a café role play “I would like”, “how much” etc.)
- Use adjectives (e.g. colour or size etc.) to make their sentences more descriptive. They must make sure the adjectives agree (where relevant) with the noun they are describing. Where agreement is necessary gender and plurality of the noun will determine the correct use, spelling and pronunciation of the adjective.
- Use connectives to make sentences more descriptive and fluent (e.g. “after”, “also”, “and”, “later on”, “finally” etc.)
- Be able to read or listen to longer passages of text and answer more detailed questions (orally or in writing) about the passage they have read (e.g. a reading exercise about what people eat to stay healthy, or a listening exercise about planets in the solar system stating what colour they are and how big or small they are).
- Study cross-curricular topics (e.g. habitats, planets or Romans) and use their subject knowledge to allow themselves to be challenged by longer passages of unknown text or language in the foreign language. They should now be able to use the language learning skills they have developed to help them decode meaning and gist from more complex passages.
- Understand what a fully conjugated verb looks like and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form “I” but also third person forms “he”, “she”, “you” and plural forms “we” and “they”). They should also be able to identify what is the stem of a verb, the ending of the verb in its infinitive form and how this enables the verb to be categorised and the impact this will have on the pattern of changes to the endings of the verb for each personal pronoun.

Year 6	Phonetics 4	At School	Regular Verbs	The Weekend	World War II	Habitats	The Planets	Me in the World
Progressive Language Unit	Introduce the fourth set of phonics sounds / phonemes in Spanish. The sounds introduced in this lesson are: V CC QU Z	To discuss what subjects you like and do not like at school and give a reason why in Spanish	To learn more about regular verbs in Spanish	To describe what activities I do at the weekend with a time and an opinion In Spanish	To be able to use decoding skills to understand better unknown language in Spanish	To learn more about different types of habitats and their plant and animal adaptations in Spanish.	To describe the planets in Spanish in terms of their size, colour and position.	To explore other Spanish speaking countries and cultures around the world.