

## THE CURRICULUM IN YEAR 1/2

### Modern Foreign languages (Linguists)

Children will be immersed in languages through different activities, songs, stories and rhymes. To include but not limited to: Saying hello and goodbye, counting and identifying the weather. This will be across a variety of different languages, drawing on any children's native languages.

## THE CURRICULUM IN YEAR 3/4

### Modern Foreign languages (Linguists)

#### YEAR 1 OF THE TWO YEAR CYCLE - Greetings

<b>People</b>	<p>Context: "Hello"</p> <p>National curriculum links: Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"><li>• Appreciate stories, songs, poems and rhymes.</li><li>• <b><u>Explore the patterns</u></b> and sounds of language through songs and rhymes and <b><u>link the spelling, sound and meaning of words.</u></b></li></ul>
<b>Places</b>	<p>Context: : Languages in the community</p> <p>National curriculum links: Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"><li>• <b><u>Appreciate</u></b> stories, <b><u>songs</u></b>, poems and <b><u>rhymes</u></b></li><li>• <b><u>Explore the patterns and sounds of language through songs and rhymes</u></b> and link</li></ul>
<b>Stories</b>	<p>Context: Story</p> <p>National curriculum links: Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"><li>• <b><u>Appreciate stories, songs, poems</u></b> and rhymes</li><li>• Explore the patterns and sounds of language through songs and rhymes s <b><u>and link the spelling, sound and meaning of words.</u></b></li></ul>

#### Key questions:

What languages do we speak?

What do people say to each other?

What songs do people sing?

**YEAR 2 OF THE TWO YEAR CYCLE – My daily life**

<b>People</b>	Context:: : Breakfast  Listen attentively to spoken language and show understanding by joining in and responding  Speak in sentences, using familiar vocabulary, phrases and basic language structures  Read carefully and show understanding of words, phrases and simple writing  Learning outcomes: <b><u>Read carefully and show understanding of words, phrases and simple writing</u></b>
<b>Places</b>	Context:: : Celebration  Listen attentively to spoken language and show understanding by joining in and responding  Speak in sentences, using familiar vocabulary, phrases and basic language structures  Read carefully and show understanding of words, phrases and simple writing  Learning outcomes: <b><u>Speak in sentences using familiar vocabulary, phrases and simple writing</u></b>
<b>Stories</b>	Context:: : Routines  Listen attentively to spoken language and show understanding by joining in and responding  Speak in sentences, using familiar vocabulary, phrases and basic language structures  Read carefully and show understanding of words, phrases and simple writing  Learning outcomes: <b><u>Listen attentively to spoken language and show understanding by joining in and responding</u></b>

Key questions:

What do people spend their time doing?

What do people celebrate?

What do people eat for breakfast?

**THE CURRICULUM IN YEAR 5/6**  
**Modern Foreign languages (Linguists)**

**YEAR I OF THE TWO YEAR CYCLE – The World**

<p>People</p>	<p>Context: Food</p> <p>National curriculum links:          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.          Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>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.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• 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.</li> </ul>
<p>Places</p>	<p>Context: Same languages, different countries.</p> <p>National curriculum links:          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.          Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>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.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Present ideas and information orally to a range of audiences.</li> </ul>
<p>Stories</p>	<p>Context: Holidays.</p> <p>National curriculum links:          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.          Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p>

	<p>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.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> <li>• Present ideas and information orally to a range of audiences.</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> </ul>
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Key questions:

How is our food different to others?

How do people speak in different places?

How do I spend the weekend?

<b>YEAR 2 OF THE TWO YEAR CYCLE – All about me</b>	
<b>People</b>	<p>Context:: Cafe</p> <p>National curriculum links:</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. 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.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>• Describe people, places, things and actions orally and in writing.</li> </ul>
<b>Places</b>	<p>Context: Travel agent</p> <p>National curriculum links:</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. 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.</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> </ul>
<b>Stories</b>	<p>Context: Autobiography</p>

National curriculum links:

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

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.

Learning outcomes:

- 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.

Key questions:

How could we order different food?

How could we travel in different ways?

How do I see myself in the future?