



Curriculum

Modern Foreign Languages - Spanish

CARE **ACHIEVE** **BELIEVE**





Curriculum

Modern Foreign Languages - Rationale

CARE ACHIEVE BELIEVE

Through an immersive journey, our children will build their knowledge, skills and passion for languages that inspire them to lead a remarkable life. Our children live in a globally oriented and highly interconnected world, a world that is technology and information rich and characterised by increasing linguistic and cultural diversity and the growing interdependence of people, communities, and nations. Learning languages develops particular capabilities in cognition, cultural understanding and communication that support students today and into the future.

Intent:	The Modern Foreign Languages curriculum at Peover aims to foster children's curiosity and deepen their understanding of the world. Throughout their MFL teaching, children will be taught to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and writing. We want our pupils to be able to communicate in French for practical purposes such as buying a drink in a shop or saying hello or describing themselves, but also to learn new ways of thinking and expose children to great literature in another language. Throughout the children's learning in French, opportunities are made to link to other European languages such as Spanish, to provide a foundation for learning future languages, equipping children to study and work in other countries in the future.
Implementation:	Throughout Key Stage 2, children follow a cycle of similar themes allowing for planned revisiting of knowledge and concepts each year e.g. About me is taught at the beginning of both Year 3 and Year 4, recapping on previous learning and introducing new content in a familiar context. Through each cycle the children will develop their knowledge of key vocabulary and an understanding of grammatical concepts in French which progress year on year and also encourage them to apply their new knowledge to each theme. The design of the curriculum enables opportunity for bridging back to knowledge previously taught, spaced repetition and over learning throughout KS2.
Impact:	Support children to understand and respond to spoken and written language from a variety of authentic sources with an appropriate balance between spoken and written French across KS2. 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. Enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters such as school, home, food and holidays using their knowledge of phonology, grammatical structures and vocabulary. Provide opportunities for children to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. Discover and develop an appreciation of a range of writing in the language studied



Curriculum Map

Modern Foreign Language - KS2

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LKS2 Yr3/4	Languagenut Level 2 Unit 7	Languagenut Level 2 Unit 8	Languagenut Level 2 Unit 9	Languagenut Level 2 Unit 10	Languagenut Level 2 Unit 11	Languagenut Level 2 Unit 12
UKS2 Yr5/6	Languagenut Level 4 Unit 19	Languagenut Level 4 Unit 20	Languagenut Level 4 Unit 21	Languagenut Level 4 Unit 22	Languagenut Level 4 Unit 23	Languagenut Level 4 Unit 24



Curriculum Map

Modern Foreign Language - KS2

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LKS2 Yr3/4	Languagenut Level 1 Unit 1	Languagenut Level 1 Unit 2	Languagenut Level 1 Unit 3	Languagenut Level 1 Unit 4	Languagenut Level 1 Unit 5	Languagenut Level 1 Unit 6
UKS2 Yr5/6	Languagenut Level 3 Unit 13	Languagenut Level 3 Unit 14	Languagenut Level 3 Unit 15	Languagenut Level 3 Unit 16	Languagenut Level 3 Unit 17	Languagenut Level 3 Unit 18



Curriculum Map

Modern Foreign Languages - Overview LKS2

Cycle B

Level 1 of Linguagenut's online learning platform allows learners to explore the basics of their new target language. There are six units covering a variety of topics, such as greetings, food and drink, hobbies, and family. Whilst users are introduced to a range of new vocabulary, they are also encouraged to formulate simple phrases and sentences to further develop their knowledge and use of the language. Grammar points are included throughout and in this first level, learners will become familiar with concepts such as masculine and feminine nouns (in the languages where this occurs), negatives, and various verb conjugations

Autumn 1 Linguagenut Level 1 Unit 1	Autumn 2 Linguagenut Level 1 Unit 2	Spring 1 Linguagenut Level 1 Unit 2	Spring 2 Linguagenut Level 1 Unit 4	Summer 1 Linguagenut Level 1 Unit 5	Summer 2 Linguagenut Level 1 Unit 6
<p>All About Me</p> <p>Grammar points in this unit include introduction to the subject pronoun I and the first person forms of the following verbs in the present tense: to be, to be called, to speak, to have. The second person subject pronoun you is also briefly touched upon. In languages where this occurs, a distinction between the formal and informal version of this pronoun can be explored, e.g. French tu vs vous. Basic adjectives also appear in this unit. Where appropriate, learners will identify masculine and feminine nouns and the necessary changes to adjective endings</p>	<p>Hobbies and Pets</p> <p>Unit 2 introduces learners to how to construct simple negative verb form I do not... and also presents more verbs in the first person singular, including, for example: to understand, to like, to play, to read, to watch The verbs here and in Unit 1 can be examined to find similarities and differences in their conjugation.</p>	<p>Where I Live</p> <p>In Unit 3 learners continue to come across new verbs. Here the verb to live is explored in terms of geographical location as well as types of dwelling. As well as recapping parts of the verb to be, other verbs in this unit include: to eat, to watch (TV etc) Learners also come across the construction there is/there are in order to describe what can be found in their house. The negative is also revisited.</p>	<p>How I Look</p> <p>Unit 4 extends learners' knowledge of adjectives in order to describe themselves and other people. Nouns for body parts are introduced and the verb to have is recapped, along with an introduction to the second and third person singular conjugations of the verb to be. The possessive pronouns my, yours, his and hers are also presented.</p>	<p>Animals, Colours and Sizes</p> <p>Unit 5 does not address any new grammar points. Instead, learners are presented with a range of new vocabulary, including animals and adjectives for size and colour. At this stage it is useful to revisit earlier grammar points (and vocabulary if necessary) to allow learners to explore sentence building of their own using the verbs and phrases they have already encountered. Any learning gaps or problems can be identified and revised at this stage.</p>	<p>Food and Drink</p> <p>This unit introduces further expressions of likes and dislikes, as well as the following new verbs: to like, to love, to hate, to drink, to eat, to buy It also presents the conditional phrase I would like... and introduces a basic question phrase in the form of how much is...?</p>



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Modern Foreign Languages - Overview LKS2

Cycle A

Level 2 As users of Languagenut progress to Level 2 they will continue to find out more about how their chosen language works and will discover more useful vocabulary from areas such as jobs and professions, going on holiday, and healthy lifestyles. Again, sentence building will form an integral part of users' learning as they encounter new phrases and start to link them together. Other grammar points include the introduction of reflexive verbs and demonstrative pronouns, as well as comparatives and superlatives. By the end of this level, learners will be able to tell the time, talk about their morning routine and discuss weather and holidays.

Autumn 1 Languagenut Level 2 Unit 7	Autumn 2 Languagenut Level 2 Unit 8	Spring 1 Languagenut Level 2 Unit 9	Spring 2 Languagenut Level 2 Unit 10	Summer 1 Languagenut Level 2 Unit 11	Summer 2 Languagenut Level 2 Unit 12
<p>Going to School</p> <p>Unit 7 introduces verbs that help learners describe their daily routine and include: to get up, to brush (hair/teeth), to shower, to get dressed, to eat, to pack (a bag), to walk, to go, to catch (the bus/train), to learn, to prefer, to like. In some languages, these will be reflexive verbs, so it will be necessary to introduce the reflexive pronoun myself in this instance and to compare it to the first person subject pronoun I which has been used so far. Some basic prepositions of place are included. The simple conjunction because is also presented in order to allow learners to develop more complex sentences which include a clause expressing a reason or an explanation.</p>	<p>Going to Work</p> <p>In this unit, students learn how to talk about jobs and professions. The key grammar points are centred on using the verbs to work (in) and to be. In languages where this is appropriate, distinctions around the masculine and feminine forms of the indefinite article will need to be pointed out. Similarly, nouns which change their endings to indicate masculine or feminine will also need to be highlighted. In English, the appropriate use of a vs an should be investigated. Other verbs introduced here include: to earn (money), to save, to buy, to spend (money), to wake up, to go to bed, to go to sleep. Again, some languages will need to refer back to the use of reflexive verbs. A recap of numbers is also advisable at this stage before moving on to telling the time. Numbers 21-30 are also included, as are time phrases</p>	<p>Around the World</p> <p>Unit 9 introduces more countries around the world so at this point it might be a good idea to revise the I live in... grammar points introduced in Unit 3. The verb to speak is revised, and the following new verbs are introduced: to come from, to fly, to sleep</p>	<p>Healthy Lifestyle</p> <p>In Unit 10 learners come across verbs which help them talk about sports and being outside. These include: to ride (a bicycle), to go for a walk, to jog, to explore, to run. Expressing likes and dislikes is also recapped as students talk about their food and eating preferences, and similarly negatives are revised. Comparatives and superlatives are introduced in order to extend students' capacity to express their likes, dislikes and preferences</p>	<p>Clothes and Shopping</p> <p>Unit 11 uses the topic of clothes and shopping to introduce new vocabulary and extend learners' grasp of changes to adjective endings to reflect masculine, feminine or plural in languages where this applies. The verb to get dressed is revised and the following new verbs are included: to get undressed, to wear, to try on, to hang up (clothes), to fold, to put away. Students are also introduced to demonstrative pronouns in both their singular and plural forms: This, that, those, these</p>	<p>Weather</p> <p>Through the topic of weather, students are introduced to more question formats using the pronoun what. They are provided with a scaffold to answer questions about weather conditions and temperatures and are also presented with more numbers (31-40).</p>



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Modern Foreign Languages - Overview UKS2

Cycle B

Level 3 Languageut's third level extends learners' target language capacity by introducing question words and phrases and possessive pronouns, amongst other grammar points. Again, an interesting array of topics such as food and cooking, music and sounds, around the house, and travel all present key vocabulary. In addition, learners can familiarise themselves with the construction of longer phrases and sentences through the use of connectives and by the end of the unit will be in a position to comfortably discuss the topics offered here alongside those from previous levels.

Autumn 1 Languageut Level 3 Unit 13	Autumn 2 Languageut Level 3 Unit 14	Spring 1 Languageut Level 3 Unit 15	Spring 2 Languageut Level 3 Unit 16	Summer 1 Languageut Level 3 Unit 17	Summer 2 Languageut Level 3 Unit 18
<p>Useful Phrases</p> <p>Unit 13 extends students' knowledge of question formats, introduces simple pairs of opposites and provides further knowledge of connecting words which can be used to build longer and more complex sentences. In addition, learners encounter the simple future tense as well as possessive pronouns.</p> <p>New verbs in this unit include: to understand, to repeat, to know</p>	<p>Food and Mealtimes</p> <p>Unit 14 extends students' knowledge of telling the time so it may be useful at this point to also recap some of the vocabulary and structures from Unit 8 before moving onto the more complex sentences offered here. It also continues with the question formats introduced in the previous unit. New verbs helpful for this grammar point are: to start and to finish. A further range of new verbs is also providing to help students talk about cooking, growing, preparing and eating food, such as: to cook, to help, to chop, to stir, to grow, to dig, to water, to plant, to taste, to bite, to chew</p> <p>Again, question forms are included and learners are provided with scaffolds to construct answers.</p>	<p>Around the House</p> <p>Unit 15 guides learners to talk about their houses, including what is in each room and what they do around the house. It returns to the structure there is/there are and encourages learning a range of new vocabulary to describe what is in the house. New verbs include: to clean, to tidy, to wash up, to vacuum. Other verbs previously introduced and revisited here include: to wash, to eat, to watch (TV), to play</p>	<p>Music and Celebrations</p> <p>In this unit learners come across different ways of expressing opinions, which builds upon what they have learned in Units 6 and 10. It also introduces further ways of expressing negatives, using the forms not, no one, and never. The verbs to love, to prefer and to hate are recapped and new verbs in this unit include: to listen, to clap, to sing, to whistle, to celebrate</p>	<p>Way to School</p> <p>Unit 17 presents sections on directions and travel. It allows learners to discover the imperative forms of verbs such as to turn and to go and introduces new verbs such as to leave, to travel and to arrive. It also provides opportunities to incorporate previous learning such as telling the time and time phrases, as well as question formats. Other verbs introduced include to cross (over), to look and to be lost.</p>	<p>Seasons and Holidays</p> <p>Unit 18 develops learners' knowledge of time phrases and enables them to talk about different times of the year, including birthdays and spending time with family. It also recaps some of the weather vocabulary presented in Unit 12 and the conditional I would like presented in Unit 6. Additionally, the simple future tense first encountered in Unit 13 can be practised with some of the time phrases. New verbs in this unit include: to invite, to give, to receive, to spend time, to visit</p>



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Cycle A

Level 4 The fourth and final level of the Languageut system provides a wider range of adjectives, prepositions, and a glimpse into using the past tense. A more advanced range of topics is also offered, including technology, the environment, and healthcare. By the end of this level, learners will be able to draw upon a wide range of target language vocabulary and understand a number of key grammar features. By combining these into more complex sentences and developing the ability to talk about topic areas in more detail, they will be able to interact confidently in their chosen language.

Autumn 1 Languageut Level 4 Unit 19	Autumn 2 Languageut Level 4 Unit 20	Spring 1 Languageut Level 4 Unit 21	Spring 2 Languageut Level 4 Unit 22	Summer 1 Languageut Level 4 Unit 23	Summer 2 Languageut Level 4 Unit 24
<p>More about School</p> <p>Unit 19 briefly recaps the use of demonstrative pronouns as seen in Unit 11. It also introduces prepositions of place, provides revision of the first person singular form of a range of present tense verbs and encourages students to expand their sentences by using an array of connectives. New verbs include to study and to do.</p>	<p>Our World</p> <p>Unit 20 recaps some of the grammar points introduced in previous units, including some question forms and the conditional structure I would like + infinitive. It also presents new verbs to sunbathe and to swim.</p>	<p>People and Things</p> <p>Students' knowledge of adjectives is extended in Unit 21 through the use of a variety of words to describe people, hairstyles, patterns, colours and characteristics. It is a good point to recap changes to adjective endings in masculine, feminine and plural forms in languages where this occurs. This unit also introduces vocabulary and phrases used to express quantities.</p>	<p>Technology</p> <p>Unit 22 introduces a range of vocabulary for talking about different types of technology. A range of new verbs is presented, including: to call (someone), to win, to lose, to download, to record, to stream</p>	<p>The Environment</p> <p>Unit 23 introduces students to verbs and phrases used for talking about the environment. The present continuous form of some verbs is presented, such as the weather is changing. In addition further numbers from 41-50 are introduced. New verbs include: to recycle, to reuse, to rise, to melt, to change, to pollute, to contaminate, to be green, to protect, to prevent</p>	<p>Hygiene and Healthcare</p> <p>Unit 24 introduces words and phrases to help students talk about health and hygiene. The expressions to feel sick/unwell/better are presented, as well as the following new verbs: to wash, to shave, to be ill, to vomit, to fall over, to crash, to break (something) This unit also introduces the past tense to allow students the opportunity to talk about something that has happened to them or others.</p>