



Key Stage 2 Modern Foreign Languages Unit Overview

| Modern Foreign Languages Overview | | | | |
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| | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn Term 1 | Unit 1 YO (All About Me) <ul style="list-style-type: none"> Why learn languages? Greeting and classroom instructions Numbers 1-10 Phonics Colours Family | Unit 1 YO (All About Me) <ul style="list-style-type: none"> 1-20 Introductions Classroom instruction Use numbers to describe clothes Describing myself Clothing Where do you live? Days of the week | Unit 1 YO (All About Me) <ul style="list-style-type: none"> Describing myself and others Daily routine Feelings Birthdays | Unit 1 YO (All About Me) <ul style="list-style-type: none"> Time Daily routines using days and times About me speech and written work Body parts |
| Autumn Term 2 | Unit 2 Food <ul style="list-style-type: none"> Fruit and vegetables Colours Meals Counting food items Christmas | Unit 2 Food <ul style="list-style-type: none"> Fruit and vegetables Meals Describing preferences Giving our opinion Snacks Describing food Christmas | Unit 2 Food <ul style="list-style-type: none"> Fruit and vegetables snack Meats and fish Meal times and daily routine Describing foods Recipes Christmas | Unit 2 Food <ul style="list-style-type: none"> Snacks Recipes Ordinal words In a café role play Daily routines and meal times Christmas |
| Spring Term 1 | Unit 3 Hobbies and Home <ul style="list-style-type: none"> I like / don't like Describing my house | Unit 3 Hobbies and Home <ul style="list-style-type: none"> Rooms in a house Linking family and numbers to home | Unit 3 Hobbies and Home <ul style="list-style-type: none"> Chores Daily routine Describing my house Who, what, when, where, how? | Unit 3 Hobbies and Home <ul style="list-style-type: none"> Hobbies Describing my home Daily routine Time, hobbies, chores |
| Spring Term 2 | Unit 4 Animals <ul style="list-style-type: none"> Pets Describing animals: colours, numbers, sizes | Unit 4 Animals <ul style="list-style-type: none"> Re-cap pets Zoo animals | Unit 4 Animals <ul style="list-style-type: none"> Re-cap pets and zoo animals In the jungle I like/don't like – because | Unit 4 Animals <ul style="list-style-type: none"> Re-cap Intro to Under the Sea animals descriptions |

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| | <ul style="list-style-type: none"> Linking food with animals | <ul style="list-style-type: none"> Describing physical appearance of animals I like/don't like I love/hate | <ul style="list-style-type: none"> What is it like? Is it... Descriptions | |
| Summer Term 1 | <p>Unit 5 My Town</p> <ul style="list-style-type: none"> Basic directions Describing my town Shop vocabulary My school | <p>Unit 5 My Town</p> <ul style="list-style-type: none"> Exploring emotions Timelines travelling back in time Exploring props Freeze framing Comic strips Digging for artefacts | <p>Unit 5 My Town</p> <ul style="list-style-type: none"> Descriptions Linking numbers / colours to shops in a town My school | <p>Unit 5 My Town</p> <ul style="list-style-type: none"> Link daily routine to places in a town My school Board games linked to places in a town |
| Summer Term 2 | <p>Unit 6 The World Around Me</p> <ul style="list-style-type: none"> Countries Holidays Body parts | <p>Unit 6 The World Around Me</p> <ul style="list-style-type: none"> Weather Countries Seasons Holidays | <p>Unit 6 The World Around Me</p> <ul style="list-style-type: none"> Spanish speaking countries Holidays Travel Transport People | <p>Unit 6 The World Around Me</p> <ul style="list-style-type: none"> Holidays Travel British Council Spanish challenge |



Spanish Skills Progression in Key Stage 2

The table below shows what pupils should know and be able to do in each aspect of languages by the end of the each year group. These are used to support planning and the ongoing assessments of pupils' work.

A foreign language is taught through Key Stage 2 but prior to this, pupils will have some opportunities to be exposed to another language.

| | Grammar | Speaking and Listening | Reading | Writing | Understanding |
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| KS1 | | <ul style="list-style-type: none">Can recognise a few familiar spoken wordsCan repeat a few words and simple phrases | <ul style="list-style-type: none">Can read out a few familiar words using their knowledge of English/Spanish phonics | <ul style="list-style-type: none">Can copy simple familiar words | <ul style="list-style-type: none">Locate Spain and South America on a mapDiscussion about countries where Spanish is spokenUse videos and songs to hear native Spanish |
| Year 3 | <ul style="list-style-type: none">Start to recognise that nouns have a plural form which may changeRecognise that nouns can have a genderStart to recognise imperativesDevelop an understanding of present tense in first and second personsDevelop an awareness of simple negativesHave an awareness of basic sentence structureRecognise that words are spelt differently and might have accents and different punctuation | <ul style="list-style-type: none">Listen and understand familiar wordsListen and respond to the language with actions, symbols and picturesListen to the language and follow simple instructionsCommunicate using simple words and phrasesAsk and answer simple questionsExpress simple like and dislikeCommunicate understandingKnow that sounds are different in another languageUnderstand that pronunciation is importantDemonstrate accuracy in pronunciation of key wordsCan present simple personal informationCan join in a song or rhyme in a group | <ul style="list-style-type: none">Read and understand a short list of familiar words/phrasesParticipate in stories, songs, poems and rhymesUse a simple word list to find out meaningsFind similarities between English and Spanish | <ul style="list-style-type: none">Accurately copy familiar wordsWrite 5-10 words from memoryStart to build a personal word bankProduce own vocabulary lists | <ul style="list-style-type: none">Increase awareness of linguistic and cultural diversityIdentify some of the countries where the language is spokenKnow some facts about one country e.g. climate, main towns, famous landmarks, produceHave contact with a native speakerView a video or media resource about the countrySend an e-mail, letter or postcard to a partner school |
| Year 4 | <ul style="list-style-type: none">Start to use possessive pronounsRecognise that adjectives can change and influence word orderStart to use imperativesExtend understanding of present tense to third personRecognise commonly used verbs | <ul style="list-style-type: none">Listen and understand short phrases on familiar themesListen for information and answer questions about itListen to the language and respond to instructions and simple questionsCommunicate using several simple phrases | <ul style="list-style-type: none">Read and understand a wide range of familiar phrasesRead and understand familiar language in stories, songs, poems and rhymes | <ul style="list-style-type: none">Copy and adapt short phrasesWrite 3-5 simple sentences from memoryComplete a short-gapped text with familiar missing words | <ul style="list-style-type: none">Learn how children of different cultures celebrate special daysIdentify similarities and differencesLearn simple phrases to celebrate festivals |

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| | <ul style="list-style-type: none"> Have an awareness of pattern of negative structures Sort and categorise words according to gender Understand how connectives can lengthen sentences Recognise that questions can help formulate responses Write down dictated words Use alphabet to spell out words in speaking and writing | <ul style="list-style-type: none"> Ask and answer a range of questions and understand the reply Express simple opinion and understand others Ask for simple clarification Have a widening understanding of phonics Pronounce some new words Understand and copy intonation Present information about themselves using a range of phrases Give simple instructions to others | <ul style="list-style-type: none"> Use glossary / simple dictionary to find out meanings Use clues to work out meanings of new words | <ul style="list-style-type: none"> Write descriptions of self using a writing frame Complete simple written tasks from memory | <ul style="list-style-type: none"> Compare pastimes of children of different cultures and countries Exchange information with a partner school e.g. hobbies, sports Compare characteristics of simple stories between cultures Look at the writing system of the language Revise the location of the country / countries where the language is spoken Identify a route from own locality to specified destination |
| Year 5 | <ul style="list-style-type: none"> Use appropriate form of verb to address different people Use adjectives correctly by changing word order and endings Start to conjugate simple regular and irregular verbs Understand how form negatives in present tense Start to understand how words relate to each other Understand simple ways of conveying future intent Start to apply rules of word order in simple sentences Start to understand how to form questions Know that common letter strings can help to extend vocabulary | <ul style="list-style-type: none"> Listen and understand sentences with unfamiliar words Listen for information and note main points Listen and respond to instructions and a range of questions Communicate using a range of sentences Hold simple conversations on specified themes Express and justify opinion Ask for an opinion Ask for help or clarification Make links between phonemes, sound and spelling Use intonation when reading aloud with increasing accuracy Present information on a given topic using sentences Retell a story | <ul style="list-style-type: none"> Read and understand increasingly complex texts Compare and contrast a range of stories, songs, poems and rhymes and express an opinion Know how to find out meanings of unfamiliar words using a range of sources and strategies | <ul style="list-style-type: none"> Accurately copy a short text Write compound sentences from memory Copy and adapt complex sentences using a writing frame Start to adapt short texts Use own or other dictionary and phonic knowledge to help spell words | <ul style="list-style-type: none"> Consider aspects of everyday life of children in their own and different countries Reflect on cultural issues using empathy and imagination to understand other people's experiences Identify geographical features of contrasting locality Learn about buildings and places in different countries Learn about symbols representing their own country |
| Year 6 | <ul style="list-style-type: none"> Understand use of appropriate form of verb to address different people Use adjectives consistently by changing word order and endings Start to use adverbs Develop use of regularly occurring modal verbs Start to recognise past tense Develop basic understanding of conditional tense Use negative sentences accurately | <ul style="list-style-type: none"> Listen and understand longer sentences with unfamiliar language Listen to a range of longer texts and note main points Listen and respond to wide range of spoken language Communicate by linking several sentences Express and justify an opinion on a range of themes Understand and agree/disagree with another opinion | <ul style="list-style-type: none"> Read and understand increasingly complex texts with appropriate grammatical complexity Make and explain reading preferences Decode texts using knowledge of grammar and vocabulary | <ul style="list-style-type: none"> Write a simple text from memory using complex sentences Adapt text to show grammatical awareness Produce extended piece of writing Use a dictionary, glossary or other | <ul style="list-style-type: none"> Recognise similarities and differences in attitudes amongst children in different cultures Learn about role models for children in different cultures Discuss similarities and differences between the cultures they have learnt about Recognise and challenge stereotypes |

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| | <ul style="list-style-type: none"> • Develop an understanding of word families • Produce oral or written work that demonstrates grammatical understanding • Analyse a text and identify key grammatical features | <ul style="list-style-type: none"> • Ask for clarification using a range of phrases • Use intonation in spoken language confidently • Give spoken presentations using longer sentence and answer simple questions about them | | online tools to develop a piece of writing | <ul style="list-style-type: none"> • Perform songs, plays and dances • Use ICT to present information |
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