



JOURNEY CURRICULUM

Modern Foreign Languages

Our Ultimate End Goal:

What will our linguists be able to do when they leave us?

- By the end of their time at Sharley Park Community Primary School, our pupils will have developed a respect for other languages and cultures. They will have a good understanding of Spanish phonology and be able to use their phonic knowledge to read and spell many words in Spanish accurately. Pupils will be equipped with the necessary skills to understand and communicate in Spanish, to a basic level, using the four pillars of language learning: speaking, listening, reading and writing. They will have enjoyed exploring the Spanish language through songs, rhymes, stories and everyday speech, providing them with a range of experiences in some of the different forms communication in a foreign language can take.
- They will have learnt basic Spanish vocabulary across a range of frequently-encountered topics which can be built upon in their future learning of the language. They will have an understanding of basic Spanish grammar required to develop their own sentences to convey ideas, including noun genders, noun-adjective agreement and high-frequency verb conjugations. All pupils will be able to make some links and comparisons between the English and Spanish languages which will aid them in their further study of Spanish in KS3 and any future learning of a second foreign language.

Curriculum Coverage (NC):

What are the most basic requirements from the National Curriculum?

- 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 2 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

Procedural Knowledge:

What skills do we want our linguists to have?

	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none">➤ Participate in short exchanges➤ Understanding and responding to questions➤ Listen to and follow simple commands➤ Read familiar words with accurate punctuation➤ Listen and respond to rhymes➤ Find links between some sounds and spellings	<ul style="list-style-type: none">➤ Ask and answer questions➤ Listen to and follow short songs and stories using visual clues➤ Know how to say the five vowel sounds in Spanish➤ To be familiar with the layout of a bilingual dictionary➤ Write simple sentences adapting a model➤ Reorder words to form a short simple sentence	<ul style="list-style-type: none">• Make simple sentences and manipulate them by changing an element• Understand and use negatives• Recite a short text with accurate pronunciation• Recognise similarities and differences between Spain and England• Identify the position of adjectives in a sentence	<ul style="list-style-type: none">➤ Initiate and sustain conversations➤ Re-use previously learned language in a new context➤ Discuss language learning and reflect on how to memorise and recall language➤ Produce own piece of writing, adapting a model➤ Use a dictionary as appropriate

	<ul style="list-style-type: none"> ➤ Watch mouth of speaker, noticing accents and recognising the question form ➤ Imitate pronunciation of a native speaker, focusing on specific key sounds and letter strings ➤ Notice how punctuation may vary between English and Spanish – e.g. upside down question mark ➤ Recognise how accents alter pronunciation – ñ ➤ Letter strings – ua, ie, ei, ll ➤ Make Spanish sounds and practising new letters – rr, j 	<ul style="list-style-type: none"> ➤ Recognise plural nouns and understand simple rules for converting singular nouns into plurals ➤ Scan a text to identify key words ➤ Understand that all nouns have a gender ➤ Work co-operatively in groups to plan and prepare a language activity 	<ul style="list-style-type: none"> • Memorise and present two or three sentences describing a high street • Manipulate language by changing an element in a sentence ➤ Find words in a bi-lingual dictionary ➤ Take part in a conversation expressing likes/dislikes ➤ Listen to and understand a native speaker expressing likes and dislikes ➤ Develop accuracy in pronunciation and intonation ➤ Use spoken language spontaneously ➤ Look and listen for visual and aural clues in an audio recording 	<ul style="list-style-type: none"> ➤ Understand the formation of a basic negative sentence ➤ Understand details including opinions from spoken passages ➤ Construct a short paragraph by adapting a model ➤ Attempt accurate spellings when writing individual new words from memory ➤ Understand the main points and simple opinions expressed in a short, written text and respond by answering true/false questions ➤ Follow a story as it is read aloud, demonstrating understanding ➤ Identify the sounds of some letters of the alphabet
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Prepositional Knowledge:

- What key concepts or knowledge will our scientists have?
- What knowledge do we want to emphasise?
- How will knowledge be built on what went before and prepare our children for what is coming next?

	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Numbers 0-10 • Greetings, asking and saying how you are • Classroom instructions • Ask for and give name • Ask for and state age • Colours • Verb – es (is) 	<ul style="list-style-type: none"> • Parts of the body • Adjectives • Asking for Spanish translation • Zoo animals • Hay • Some letters of the alphabet; introduction of vowels • Family members 	<ul style="list-style-type: none"> • Hay • Buildings on the high street • Revision of connectives – y, también • Revision of adjectives – grande, pequeño • Direction • Asking where places are 	<ul style="list-style-type: none"> • Classroom routines: (Answering the register, Saying the date, Describing the weather, Asking for classroom objects, Following instructions) • No tengo • ¿Tienes...?

<ul style="list-style-type: none"> • Connective – y (and) • Fruit • Food items • Days of the week • Months of the year 	<ul style="list-style-type: none"> • Possessive adjective: mi • Asking about family members • Pets • Tengo/no tengo/y/tambien • Quantifier: Bastante/mucho/un poco • Hobbies • ¿Te Gusta? • Transport • Two weather expressions: Hace calor, hace frío • Clothes items for packing a suitcase 	<ul style="list-style-type: none"> • Times of day : mañana, tarde, noche, a las diez, a las cuatro y media • Numbers 0-50 • Breakfast foods • ¿Quieres? • Revision of days of the week/months of the year • Weather • Seasons • Saying where you live 	<ul style="list-style-type: none"> • Clothing • Opinions (with justification) • Revision of family members • Rooms of the house • Types of housing • Revision – Where do you live? • ¿Cómo se dice en español...? • Furniture vocabulary
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Vocabulary:

What key vocabulary will our linguists need? Vocabulary is important because it embodies and communicates concepts

	Year 3	Year 4	Year 5	Year 6
	<p>Numbers 0-10 Numero, cero, uno, dos, tres, cuatro, cinco, seis, siete, nueve, diez</p> <p>Greetings, asking and saying how you are Hola, Buenos dias, Buenos tardes, adios, hasta luego, Excelente, Bien regular, mal, muy ?Que tal? Soy...</p> <p>Classroom instructions Miradme, Escuchadme, Levantaos, sentaos, silencio Estoy aqui</p> <p>Ask for and give name ?Como te llamas? Me llamo...</p> <p>Ask for and state age ?Cuantos anos tienes? Tengo....anos</p> <p>Colours Rojo, naranja, Amarillo, verde, azul, rosa, negra, blanco, gris</p> <p>Verb – es (is)</p>	<p>Parts of the body Cabeza, ojos, nariz, boca, brazo, mano, pierna, pie</p> <p>Adjectives grande, pequeño, gordo, largo, puntiagudo</p> <p>Asking for Spanish translation: ¿Cómo se dice... en español?</p> <p>Zoo animals Leon, mono, jirafa, pinguino, cebra, serpiente, elephante</p> <p>Hay</p> <p>Some letters of the alphabet: introduction of vowels</p> <p>Family members Madre, padre, hermano/a, abuelo/a, tio/a, primo/a</p> <p>Possessive adjective: mi</p> <p>Asking about family members ?Como se llama tu...?</p>	<p>Hay</p> <p>buildings on the high street banco, supermercado, Mercado, tienda, cafeteria, resteraunte, cine</p> <p>Revision of connectives y, también</p> <p>Direction Siga recto, izquierdo, derecha, ?Donde esta?</p> <p>Asking where places are</p> <p>Times of day mañana, tarde, noche, a las diez, a las cuatro y media</p> <p>Numbers 0-50</p> <p>Breakfast foods El desayuno Pan, tostadas, huevo, cereales, mermelada, fruta, yogur, te, leche, zumo,</p> <p>¿Quieres?</p>	<p>Classroom routines: (Answering the register, Saying the date, Describing the weather, Asking for classroom objects, Following instructions) Estoy aqui, la fecha, tiempo,</p> <p>No tengo</p> <p>¿Tienes...?</p> <p>Clothing Ropa, pantalones, camido, camiseta, vestido, zapatos, abrigo, chaqueta,cortos</p> <p>Opinions (with justification) En mi opinion.... Porque....</p> <p>Rooms of the house Casa, dormitorio, bano, cocina, sala, garaje, escaleras, planta, jardin</p> <p>Types of housing Piso, casa, caravana</p>

	<p><u>Connective – y (and)</u></p> <p><u>Fruit</u> Manzana, platano, naranja, fresa, peras, uvas, pina</p> <p><u>Food items</u> Comida Leche, pan, huevos, bocaldillo, queso, jamon, ensalada</p> <p><u>Days of the week</u> Dias de la semana Lunes, Martes, Miercoles, Viernes, Jueves, Sabado, Domingo</p> <p><u>Months of the year</u> Meses del ano Enero, Febrero, Marzo, Abril, Mayo, Junio, Julio, Agosto, Septiembre, Octubre, Noviembre, Diciembre</p>	<p>?Tienen...?</p> <p><u>Pets</u></p> <p><u>Tengo/no tengo/y/tambien</u></p> <p><u>Quantifier</u> Bastante/mucho/un poco</p> <p><u>Hobbies</u> Perro, gato, hamster, conejo, pez, cobaya, Tortuga, serpiente</p> <p><u>¿Te Gusta?</u></p> <p><u>Five means of transport:</u> en barco, en coche, en autocar, en tren, en avión</p> <p><u>Two weather expressions:</u> Hace calor, hace frío</p>	<p><u>Weather</u> ?Que hace tiempo? Hace.... Tiempo, Frio, calor, bien, mal Sol, llueve, nieve, nublado, viento</p> <p><u>Seasons</u> Estaciones Primavera, verano, otono, invierno</p> <p><u>Saying where you live</u> ?Donde vive? Vivo en...</p>	<p><u>¿Cómo se dice en español...?</u></p> <p><u>Furniture vocabulary</u> Mesa, silla, sofa, camo, banero, ducha, nevaro</p>
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Appendix 1 – Curriculum Maps per year group

Key:

- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- listen attentively to spoken language and show understanding by joining in and responding
- 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
- 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

Year 3			
	Autumn 2	Spring 2	Summer 2
Content	<ul style="list-style-type: none"> • Numbers 0-10 • Greetings, asking and saying how you are • Classroom instructions • Ask for and give name 	<ul style="list-style-type: none"> • Revision of numbers 0-10 • Ask for and state age • Colours • Verb – es (is) • Connective – y (and) 	<ul style="list-style-type: none"> • Fruit • Food items • Days of the week • Months of the year
Key skills & activities	<ul style="list-style-type: none"> ➤ Letter strings – ua, ie, ei ➤ Links between some sounds and spellings ➤ Recognise number of syllables in words ➤ Watch mouth of speaker ➤ Listen and respond to rhymes ➤ Imitate pronunciation ➤ Notice accents ➤ Notice how punctuation may vary between English and Spanish – e.g. upside down question mark ➤ Participate in a short exchange ➤ Auditory discrimination between un/una 	<ul style="list-style-type: none"> ➤ Participate in chorusing a finger rhyme ➤ Understand and respond to a question ➤ Make links between some sounds and spellings and recognise familiar words in written form ➤ Recognise how accents alter pronunciation – ñ ➤ Perform actions to a Spanish song ➤ Know how to pronounce the letter j in Spanish ➤ Read familiar words with accurate pronunciation ➤ Respond to a question; able children may give an extended answer ➤ Experiment with writing by producing short sentences using verb, adjective and connective 	<ul style="list-style-type: none"> ➤ Recognise singular and plural items and how they affect the verb – gusta/gustan ➤ Match phonemes to graphemes ➤ Listen for specific words as they occur in a song ➤ Reflect on healthy eating habits ➤ Join in reading a story ➤ Match sound to the written word ➤ Re-arrange familiar sentences into the correct word order ➤ Copy correctly ➤ Imitate pronunciation of a native speaker focusing on specific key sounds and letter strings

	<ul style="list-style-type: none"> ➤ Enjoy making Spanish sounds and practising new letters – rr, ➤ Listen to and follow simple commands ➤ Recognise a question form ➤ Practise the pronunciation of the letter string – ll ➤ Perform a simple communicative task 		<ul style="list-style-type: none"> ➤ Listen to a sequence of words and provide the next word in the sequence ➤ Identify social conventions at home and in other cultures
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Year 4

	Autumn 1	Spring 1	Summer 1
Content	<ul style="list-style-type: none"> • Revision of colours • Parts of the body • Adjectives (grande, pequeño, gordo, largo, puntiagudo) • Asking for Spanish translation: ¿Cómo se dice... en español? • El hombre and La Rodilla (song) • Zoo animals 	<ul style="list-style-type: none"> • Hay • Some letters of the alphabet; introduction of vowels • Family members • Possessive adjective: mi • Asking about family members • Pets • Tengo/no tengo/y/tambien 	<ul style="list-style-type: none"> • Quantifier: Bastante/mucho/un poco • Bilingual dictionary work • Hobbies • ¿Te Gusta? • Five means of transport: en barco, en coche, en autocar, en tren, en avión • Two weather expressions: Hace calor, hace frío • Clothes items for packing a suitcase
Key skills & activities	<ul style="list-style-type: none"> ➤ Listen to and follow a short story ➤ Identify adjectives in a text and recognise that they can change spellings ➤ Listen for specific words and phrases ➤ Pronounce some words accurately ➤ Understand that all nouns have a gender ➤ Ask how to say something in Spanish ➤ Listen to and join in singing a Spanish song, devising actions to accompany the lyrics ➤ Follow a story using visual clues ➤ Scan a text to identify key words 	<ul style="list-style-type: none"> ➤ Recognise some letters of the alphabet ➤ Ask and answer questions ➤ Work co-operatively in groups to plan and prepare a language activity ➤ Present a short role play introducing family members, asking and answering questions ➤ Acquire cultural knowledge about family life in Spain ➤ Perform a South American song ➤ Re-order words to form a short, simple sentence ➤ Recognise plural nouns ➤ Understand simple rules for converting singular nouns into plurals ➤ Ask and answer questions about pets 	<ul style="list-style-type: none"> ➤ Know how to say the 5 vowel sounds in Spanish ➤ Write simple sentences, adapting a model ➤ Be able to sort words into dictionary order by first/ second letter ➤ Become familiar with the layout of a simple bilingual dictionary ➤ Follow and understand an interview between two speakers talking about hobbies ➤ Conduct a short interview in Spanish, asking and answering questions ➤ Understand different possibilities for travelling abroad ➤ Pack an imaginary suitcase for a holiday, labelling a drawing

Year 5

	Autumn 2	Spring 2	Summer 2
Content	<ul style="list-style-type: none"> • Hay • buildings on the high street • Revision of connectives – y, también • Revision of adjectives – grande, pequeño 	<ul style="list-style-type: none"> • Numbers 0-50 • Food items – revision and new vocabulary • Breakfast foods • ¿Quieres? 	<ul style="list-style-type: none"> • Revision of days of the week/months of the year • Weather • Seasons • Saying where you live

	<ul style="list-style-type: none"> • Direction • Asking where places are • Times of day : mañana, tarde, noche, a las diez, a las cuatro y media 		
Key skills & activities	<ul style="list-style-type: none"> • Make simple sentences and manipulate them by changing an element • Understand and use negatives • Recite a short text with accurate pronunciation • Appreciate similarities and differences between Spanish and English high streets • Identify the position of adjectives in a sentence • Memorise and present two or three sentences describing a high street • Manipulate language by changing an element in a sentence • Use a dictionary • Recap pronunciation of ñ 	<ul style="list-style-type: none"> ➤ Recap pronunciation of rr and j ➤ Revision of connectives: y, pero, también ➤ Find words in a bi-lingual dictionary ➤ Take part in a conversation expressing likes/dislikes of certain foods, using stalling strategies as appropriate ➤ Listen to and understand a native speaker expressing likes and dislikes ➤ Design a balanced meal, with foods labelled in Spanish ➤ Consider different types of breakfast food at home and abroad ➤ Develop accuracy in pronunciation and intonation ➤ Use spoken language spontaneously during a breakfast role play 	<ul style="list-style-type: none"> ➤ Identify the date from an audio recording ➤ Use short sentences to give a description of the weather ➤ Look and listen for visual and aural clues in an audio recording ➤ Recap pronunciation of letters c and ll in Spanish ➤ Use knowledge of pronunciation to make up a short rap using phrases for weather conditions ➤ Use simple sentences to present a mini weather report in Spanish ➤ Write two or more sentences describing the weather in each season in Spanish ➤ Recognise similarities and differences between places; understand that the climate in Spain is very varied

Year 6

	Autumn 1	Spring 1	Summer 1
Content	<ul style="list-style-type: none"> Classroom routines: (Answering the register, Saying the date, Describing the weather, Asking for classroom objects, Following instructions) No tengo ¿Tienes...? Clothing Opinions (with justification) Revision of family members 	<ul style="list-style-type: none"> Rooms of the house Types of housing Revision – Where do you live? ¿Cómo se dice en español...? Furniture vocabulary 	<ul style="list-style-type: none"> Revision <ul style="list-style-type: none"> Alphabet Days of the week/month of the year Weather Clothes Transport Plan a holiday – vamos!
Key skills & activities	<ul style="list-style-type: none"> Initiate and sustain conversations Re-use previously learned language in a new context Discuss language learning and reflect on how to memorise and recall language Understand the formation of a basic negative sentence Revise pronunciation of ll and Understand details including opinions from spoken passages Construct a short paragraph by adapting a model Attempt accurate spellings when writing individual new words from memory Understand the main points and simple opinions expressed in a short, written text and respond by answering true/false questions Follow a story as it is read aloud, demonstrating understanding Listen for clues to meaning – e.g. tone of voice 	<ul style="list-style-type: none"> Match sound to individual word in a list of sentences Work out how to pronounce unknown words Identify the sounds of some letters of the alphabet Be aware of cultural differences in housing at home and abroad Contribute to a shared writing task, describing an ideal home Consolidate understanding of the position of adjectives Produce own piece of writing, adapting a model 	<ul style="list-style-type: none"> Understand that Spanish is spoken in many countries throughout the world Use the internet to research climate Choose a country for the holiday and select dates Make predictions about meaning based on existing knowledge Write short sentences, using a model Use the internet to research different types of accommodation Write a short letter to book accommodation, adapting a model Use a dictionary as appropriate