

Merton Bank Primary School Languages Whole School Overview

| Term | Stage 1 (Y3) | Stage 2 (Y4) | Stage 3 (Y5) | Stage 4 (Y6) |
|----------|--|--|---|---|
| Autumn 1 | A new start 1a Getting to know you 1b Numbers 1c Colours | Welcome to school Super learners 1 Welcome to school super learners | My school, my subject 1a Talking all about us 1b School subjects, my opinions 1c Witch at school (optional) | Everyday life 1a Revisiting me 1b Time - o'clock 1c Daily life of a Superhero |
| Autumn 2 | The calendar and celebrations 2a Bonfire night colours 2b Commands colours numbers 2c Calendar time 2d Christmas starry night | My local area, your local area 2a Bonfire night poem 2b Robots commands actions 2c Shops, signs and directions 2d Christmas sparkle | Time in the city 2a In the city 2b Christmas shopping | Where I live, where you live 2a Spooky house/ Space house 2b Hopes and roles 2c Paddington's Xmas sandwich |
| Spring 1 | Animals I like and don't like 1a Epiphany celebrations 1b Animals around us | Family tree and faces 1a Epiphany time again 1b Meet the alien family | Healthy eating - going to market 1a Happy New Year 1b Pantomime and verb to be 1c Going to the market 1d Healthy recipe 1e Jack & the Beanstalk | Playing and enjoying sport 1a Happy New year forfeit game 1b Investigating sports |
| Spring 2 | Carnival and playground games 2a Carnival & playground games 2b Easter celebrations | Celebrating carnival / body parts 2a Carnival of animals 2b Body parts and aliens 2c Alien family Easter Egg hunt | Clothes, colours, fashions show 2 Carnival clowns and clothes | This is me, hobbies and fun 2a All the fun of the Fair 2b Favourites |
| Summer 1 | Breakfast, fruit nouns, hungry giant 1 The Hungry Giant | Feeling unwell / Jungle animals 1a I don't feel well 1b Walking through the jungle | Out of this world 1 Out of this world | Cafe culture and restaurants 1a Cafe culture 1b Eating out |
| Summer 2 | Going on a picnic 2a Map Explorers Gingerbread men 2b Going on a Picnic | Summertime 2a Weather 2b Ice creams | Going to the seaside 2 Going to the seaside | Performance time 2a Tour de France 2b Class Performances 2c Year 6 Presentations 2d Create a class newspaper |

Merton Bank Primary School Languages Curriculum

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------|---------------------------------------|---------------------------------------|--|---|---|---|--|
| Listening | Listen attentively to spoken language | Listen attentively to spoken language | <p>Appreciate stories, songs, poems and rhymes in Spanish (or other language)</p> <p>Understand some words</p> <ul style="list-style-type: none"> - Greetings - Colours - Numbers | <p>Listen to and follow simple instructions</p> <ul style="list-style-type: none"> - Class routines - Teacher instructions <p>Understand the meaning of familiar words and phrases</p> <ul style="list-style-type: none"> - greetings - days of week - numbers - colours - words in a song <p>Listen and respond to the language with actions, songs, symbols and pictures</p> | <p>Listen to and understand a series of short sentences on a familiar theme (may need repetition)</p> <p>Listen to information and respond in English to questions</p> <p>Develop a wider understanding of the key distinguishing phonics of the language</p> | <p>Understand the main points from a spoken passage made up of familiar language</p> <p>Understand longer sentences with some unfamiliar words.</p> <p>Listen to a short message, dialogue, set of instructions or story and note the main points.</p> <p>Respond to a range of questions.</p> <p>Make links between some phonemes, sounds and spellings.</p> | <p>Understand several longer sentences on a familiar theme with some unfamiliar language.</p> <p>Listen to a range of longer texts of different types and note the main points and some details.</p> <p>Listen and respond to a wide range of spoken language.</p> |

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| Speaking | <p>Respond to spoken language</p> <p>Explore patterns and sounds of language in songs and rhymes</p> | <p>Respond to spoken language</p> <p>Explore patterns and sounds of language in songs and rhymes</p> | <p>Engage in conversations by answering questions and beginning to ask questions</p> <p>Join in with spoken language</p> <p>Rote counting</p> <p>Repeating key words</p> | <p>Present simple personal information in word and phrase form e.g. Tengo...anos, Mi color favorito es,</p> <p>Communicate orally using words and simple phrases-making a polite request.</p> <p>Perform a song or rhyme in a group.</p> <p>Ask and answer simple questions about myself (eg ¿Como te llamas? ¿Cuantas anos tienes? ¿Donde vives?)</p> <p>Ask and answer simple questions about a topic e.g. what is your favourite animal?</p> <p>Express likes and dislikes (Me gusta/No me gusta...)</p> <p>Communicate understanding or lack of (No entiendo, lo siento)</p> <p>Understand that sounds are different in another language.</p> <p>Understand that it is important to pronounce words accurately.</p> <p>Demonstrate accuracy in pronunciation with 10-20 words and phrases.</p> | <p>Express a simple opinion (me encanta, me gusta, no me gusta)</p> <p>Ask for a simple clarification eg something to be repeated or to speak more slowly.</p> <p>Give a series of simple instructions.</p> <p>Begin to pronounce some new words using my knowledge of phonemes</p> <p>Communicate orally using several simple phrases</p> <p>Ask and answer a range of questions about myself (have you? I have, I haven't)</p> <p>Aware of the use of intonation in Spanish and can copy intonation in spoken language.</p> <p>Develop a wider understanding of the key distinguishing phonics of the language, and identify the links with pronunciation.</p> <p>Ask others simple questions and understand the reply (have you? I have, I haven't)</p> <p>Prepare and perform a simple conversation or roleplay</p> | <p>Respond to a range of questions.</p> <p>Hold simple conversations on themes I have been learning about.</p> <p>Express and justify an opinion (Me gusta...porque...)</p> <p>Ask for help or clarification eg for the meaning of a word in English or Spanish.</p> <p>Use phonic knowledge to pronounce a range of unfamiliar words.</p> <p>Make links between some phonemes, sounds and spellings.</p> <p>Begin to develop and apply intonation independently when reading aloud.</p> <p>Give a spoken presentation using sentences on a given topic.</p> <p>Retell a story using drama and spoken language to an audience.</p> | <p>Communicate orally linking together several sentences (y, pero, porque)</p> <p>Hold simple conversations and initiate different themes of conversation.</p> <p>Express and justify an opinion on a range of themes (Me gusta... porque pero no me gusta ... porque)</p> <p>Understand and agree or disagree with another opinion.</p> <p>Ask for clarification using a range of phrases (I'm sorry, I don't understand/What do you mean?)</p> <p>Use phonic knowledge to pronounce known and unknown language with more confidence and accuracy.</p> <p>Use intonation in spoken language confidently and with increasing accuracy.</p> <p>Give spoken presentations using longer and more complex sentences on a wider range of topics, either from memory or reading aloud</p> |

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|---------|---|--|--|--|---|---|--|
| Reading | <p>Enjoy reading a range of books</p> <p>Link sounds to letters</p> <p>Read words and begin to read sentences</p> | <p>Link spelling, sounds and meanings of words</p> | <p>Link spelling, sounds and meanings of words</p> | <p>Read and understand a short list of familiar words and phrases</p> <ul style="list-style-type: none"> - labels around class - date - animals - colour words - number words <p>Read simple sentences to find the information asked for.</p> <p>Participate in stories, songs, poems and rhymes, explaining the main points put across (recognising some familiar words)</p> <p>Use visual clues to help when reading e.g. similarities between words in English and Spanish (cognates)</p> <p>Identify sounds and sound patterns in words</p> | <p>Use a bilingual dictionary to find out the meaning of unfamiliar words.</p> <p>Use a variety of strategies to help work out the meaning of new words.</p> <p>Sort and categorise words according to gender, spelling patterns and other features.</p> <p>Read and understand a wider range of familiar phrases and find out key information.</p> <p>Read and understand familiar language in stories, songs, poems and rhymes.</p> <p>I can present information about myself using a wider range of phrases.</p> | <p>Read and understand different short texts noting the main points.</p> <p>Read a range of stories, songs, poems and rhymes and express an opinion in English.</p> <p>Find out the meaning of an unfamiliar word using a range of sources or strategies.</p> <p>Recognise that words do not always have a direct equivalent in English and vice versa.</p> <p>Begin to understand the conjugation of verbs when reading Spanish.</p> | <p>Read and understand texts with some unfamiliar language with appropriate grammatical complexity.</p> <p>Decode a text using my vocabulary, grammatical knowledge and a dictionary.</p> <p>When reading, show awareness of regularly occurring verbs in the present tense.</p> <p>Analyse a text and identify the key features and explain how they are different to English.</p> |
| Writing | | <p>Link spelling, sounds and meanings of words</p> | <p>Write or copy simple words</p> <ul style="list-style-type: none"> - numbers - colours - family members <p>Match some word labels to pictures</p> <p>Select a word to complete a short phrase or sentence</p> | <p>Accurately copy familiar words with developing awareness of punctuation eg accents, special characters.</p> <p>Write 5-10 words from memory with mostly accurate spelling eg labelling numbers, colours, days of the week</p> <p>Start to write a simple sentence with support e.g. using a model, filling in words in a form</p> <ul style="list-style-type: none"> - shopping list - holiday greeting on a postcard - personal information on a form <p>Begin to spell some words Correctly.</p> | <p>Write two or three simple sentences from memory.</p> <p>Complete a short gapped text with familiar missing words eg completing an id card or a Christmas gift list.</p> <p>Copy and adapt short phrases using familiar words.</p> | <p>Write longer compound sentences using basic connectives (y, o, pero)</p> <p>Copy and adapt longer, more complex sentences using a writing frame.</p> <p>Start to adapt short texts.</p> <p>Use a dictionary, glossary and phonic knowledge to support the accurate spelling of new words.</p> | <p>Write a simple text from memory (4-5 sentences).</p> <p>Adapt a previously written text to demonstrate increased grammatical awareness (eg switch from 1st person to 3rd person).</p> <p>Use a dictionary, glossary or online tools with increasing accuracy to help redraft and further develop a piece of writing.</p> <p>Prepare a short powerpoint or presentation to deliver.</p> |

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| Intercultural Understanding | <p>Recognises and describes special times or events for family or friends.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p>Know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions.</p> | <p>Understand and respect that there are people and places in the world that are different to where I live.</p> <p>Understand that some people speak a different language to my own.</p> <p>Understand that people have festivals and traditions that are different to my own.</p> | <p>Understand and respect that there are people and places in the world that are different to where I live.</p> <p>Understand that some people speak a different language to my own.</p> <p>Understand that people have festivals and traditions that are different to my own.</p> | <p>Understand and respect that there are people and places in the world that are different to where I live.</p> <p>Understand that some people speak a different language to my own.</p> <p>Understand that people have homes, schools, routines, festivals and traditions that are different to my own.</p> | <p>Identify similarities and different in my culture to that of another.</p> <p>Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.</p> | <p>Respect and understand cultural diversity.</p> <p>Understand how symbols, objects and pictures can represent a country.</p> | <p>Talk about, discuss and present information about a particular country's culture.</p> <p>Begin to understand more complex issues which affect countries in the world today e.g. poverty, famine, religion, war</p> |