

National Curriculum Scheme of Work

Foreign Languages



Statutory Requirements
and school curriculum

	NC Programme of study	Additional school curriculum & photos
ARC		The ARC class watched a video of flamenco dancing. The children joined in and copied the lady dancing using castanets.
Nursery		<p>Spanish themed day (5th November 2017) On the morning the children sang some Spanish songs and counted to 5 in Spanish. They also made flags. In the afternoon we tried some Spanish rice and Spanish bread. They all tried something and told us if they liked it or not. We talked about the smell and if it tasted the same as the rice they have at home (Squirrels) See photographs appendix 1</p> <p>Lingotots (9th January 2018) Lingotots visited Nursery and delivered a 30 minute Spanish session. The children were introduced to counting, naming parts of the body and singing songs (Hedgehogs) See photographs appendix 2</p>
Reception		<p>Spanish themed day (5th November 2017) Reception talked about Spain and if any children had visited the country. The children then came up with Dora the Explorer speaking Spanish during the programme so we watched an episode to listen for Spanish</p>

		words. They learned how to say hello, thank you and excellent!
Y1		<p>Spanish themed day (5th November 2017)</p> <p>Year 1 practised saying different food names and matching them to the English name. They looked at colours and painted a rainbow using the Spanish names. They counted to 20 and recorded the number of objects with Spanish written word. They looked at 'day of the dead' image, and coloured using the colours in Spanish.</p>
Y2		<p>Spanish themed day (5th November 2017)</p> <p>Year 2 taught Spanish greetings. "Good morning", "Good evening", "good night" etc. As well as 'my name is'. We linked this into geography, namely Mexico. We also discussed the tradition of Los Dias de Los Muertes and drew parallels between it and Halloween. They created Los Dias de Los Muertes masks and decorated them in traditional Mexican patterns.</p>
Y3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<p>Spanish themed day (5th November 2017)</p> <p>Year 3 looked at the Artist Antonio Gaudi and created some mosaic pictures in his style of work. They sang Spanish songs and completed some of the games that Jessica (MFL teacher) delivers in her lessons that the children are familiar with.</p>

	<ul style="list-style-type: none"> 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. <p>The starred (*) content above will not be applicable to ancient languages.</p>	
Y4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<p>Photographs of Yr4 Spanish display- See appendix 3</p> <p>Spanish themed day (5th November 2017)</p> <p>Year 4 classes worked in the art/DT room together. They created mosaic animals in the style of Gaudi.</p> <p>They also tasted a selection of foods for example patatas bravas, olives, chorizo sausage, bread and tomato, churros and drank fruit sangria.</p> <p>The children also discussed some famous cities in Spain.</p> <p>See appendix 4</p>

	<ul style="list-style-type: none"> ▪ 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. <p>The starred (*) content above will not be applicable to ancient languages.</p>	
Y5	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 	<p>Spanish themed day (5th November 2017) The Giraffe class decorated 'day of the dead' masks and discussed the Spanish culture surrounding it. They spoke familiar Spanish phrases throughout the day. For example they would greet anyone who came to class in Spanish that day.</p>

	<ul style="list-style-type: none"> 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. <p>The starred (*) content above will not be applicable to ancient languages.</p>	
Y6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<p>Spanish themed day (5th November 2017)</p> <p>During Spanish day Yr6 looked at which countries speak Spanish and located them on a map. They tasted Spanish foods and discussed making comparisons. They made Mexican mirrors that are now displayed in the art room. At Christmas, the children learnt a selection of Spanish Christmas songs.</p>

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Appendix 1

Nursery- Squirrels (Spanish day)



Appendix 2

Nursery – Hedgehogs (Lingotots)



Appendix 3

Year 4 Spanish display



Appendix 4

Year 4 (Spanish day)

