Laycock Primary School

Whole School MFL Curriculum Overview 2023-2024

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn:					General review: -Greetings -Basic Vocabulary: colours, dates, numbers -Family -Phonics -transports Weather and Forecast	General review: -Greetings -Basic Vocabulary: colours, dates, numbers -Phonics -Weather -Hobbies Parts of the body and Descriptions
Spring:			Class Rules Greetings Colours and Numbers Dates Bigger Numbers and Phonics	General Review: -Greetings and Basic Vocabulary: colours, dates, numbers -Adjectives Places and Transports	Hobbies and Opinions	Food In the restaurant
Summer:			Animals and Descriptions	Fruits In the market	Summer Holidays: Places, countries, nationalities, family, clothes, transports and hobbies.	French Taster

Key Languages skills to develop from Y3 up to Y6	**Cultural topics**
• **LISTENING:** Listen attentively to spoken language, including songs, and show understanding by joining in singing and responding (e.g. with an action) Pick out known words in an 'authentic' conversation. Children can understand and respond to a range of familiar spoken words and short phrases. • **SPEAKING:** Use basic phrases and building up from role play in Y3, adding new learning up to Y6. Develop accuracy when pronouncing phrases, by listening to and repeating from songs and teacher. Children can perform short role plays on one topic, with few exchanges and secure pronunciation, including words from previous lessons in previous years. Children can produce short, prepared phrases on a familiar topic, with secure pronunciation. • **READING:** Begin to recognise simple written phrases and understand a range of familiar written phrases. Translate from Spanish into English. Identify new cognates. • **WRITING:** Write simple words and some short phrases from memory or with support. • **GRAMMAR:** Use indefinite and definite articles with singular and plural nouns. Can use prepositions of place and transports. Differentiate gender and number in nouns. Apply gender and number agreement. Use the 1st person in few verbs (to go, to have, to want..)	1. Day of the dead 2. Christmas vocabulary and Spanish Traditions

What the National Curriculum says:

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- 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
- can 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.

Pupils should be taught to:

- 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
- 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.