

CYCLE A Modern Foreign Languages

	Autumn	Spring	Summer
Years 3 and 4	<p>Pupils start with the phonics, learning the vowels first. They practise these using a variety of activities. They learn the numbers 1-10 and how to ask and give their age. Then they learn the other key phonic sounds. They also learn some nouns (pencil case items). They use the verb forms 'tengo – I have', 'es – it is' and implicitly encounter the negative forms of these.</p>	<p>The theme is animals and colours. The linguistic focus is gender, articles (definite & indefinite), plurals and adjectives (position & basic agreement). The grammatical concepts are all based around a core vocabulary of 9 animal nouns and 6 colours so nothing so becomes too difficult.</p> <p>The key verbs are 'es' (he/she/it is), 'son' (they are), hay (there is/are). The negative is revisited and there is also a subtle introduction to 'también' (also/too/as well), 'pero' (but).</p>	<p>This unit focuses on memory and performance in that it asks pupils to retell a familiar story – The Very Hungry Caterpillar – in Spanish. Pupils are first introduced to useful vocabulary from the story – numbers, days of the week, fruits, foods – and then introduced to the story in video and audio format.</p>
Years 5 and 6	<p>Pupils start with simple calculations based on the five times table, and leads into learning how to ask for and give the time. Learners also extend their food and drink vocabulary. They learn how to say when mealtimes are and what they usually have, comparing with eating habits in Spain. They learn how to give their opinions of different food and drink and complete a simple food / drink diary in Spanish.</p>	<p>This unit focuses on sports and opinions. Pupils pronounce cognate and other sports accurately from text, applying their phonics knowledge from previous years. They practise using a dictionary to look up unknown words. They describe sports, using simple sentences with 'tiene', 'es' and 'hay' for their peers to guess. They learn how to say which sports they like/dislike doing, using 'me gusta' + infinitive verb.</p>	<p>In this unit pupils use dictionaries to look up different instruments. They use opinions in the context of different types of music, and to give reasons why, using 'porque' (because). Giving opinions can be tricky in Spanish because of the nature of using these verbs of opinion 'gustar' (to like) & 'encantar' (to love) and the fact that the adjectives used to describe things must match the number & gender of the thing they describe. They use the language they have learnt to create short raps or songs about food, sports or music.</p>