

# Curriculum Skills and Progression Modern Foreign Languages



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The Nebula Federation

Old Catton Junior School

## Age Related Coverage

FOREIGN LANGUAGES: AGE RELATED STATUTORY COVERAGE
LANGUAGES: STATUTORY PROGRAMME OF STUDY FOR KEY STAGE TWO ONLY
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• present ideas and information orally to a range of audiences</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally and in writing</li> <li>• 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.</li> </ul>

At Old Catton, the children study Spanish, German and French over the four years that they are with us. The long term plan for this can be found in Appendix 1. We use several resources to teach our MFL units, including (but not limited to) Felix und Franzi for German, Rachel Hawkes for Spanish and Rigolo for French. The details for these schemes are detailed in Appendix 2. Within these units, teachers have the freedom to supplement the lessons with their own knowledge and resources as they see fit for each class, adapting to their needs. However, they ensure that the lesson aims and key content for each lesson is always followed. Our schemes are followed to ensure that we hit the curriculum aims (as set out for the 2014 National Curriculum).

Due to the nature of our MFL lessons, a lot of the work completed is done so orally. As a result, we have a mixture of evidence used. Teacher's choose between videos (kept digitally) and intermittent written work to complete writing criteria.

In recent years, we have had more children enrolling at Old Catton with English as an additional language. We have therefore aimed to celebrate all the languages within our school. We have planned an International Day to take place, during which the children will have a taster of 4 brand new languages from around the world, in addition to a session in which they can explore the different cultures within their class even further. The plan for this can be found in Appendix 4. We also encourage the children to respond to the register in a different language, if they wish, and have signs around the school labelling key areas in the languages spoken by the children, in addition to the French, Spanish and German that we teach the children.

## Skills Maps

Skills Map – Modern Foreign Languages			
Year 3/4 – MFL			
Listening and Responding	Speaking	Reading and Responding	Writing Opportunities (pictures used to support)
<ul style="list-style-type: none"> <li>Do they understand a range of familiar statements already taught?</li> <li>Can they repeat and sing well-known songs in the required language?</li> <li>Do they understand instructions, messages and dialogues within short passages?</li> <li>Can they identify and note the main points and give a personal response on a passage?</li> </ul> <p><i>Spoken at near normal speed with no interference. May need items or short sections repeated.</i></p>	<ul style="list-style-type: none"> <li>Can they give short and simple responses to what they see and hear? e.g. Conversational languages including greetings, number responses, taught vocab, colours, what’s the date?</li> <li>Can they have a short conversation where they are saying 2-3 things? Conversational, visits, hobbies etc</li> <li>Can they name and describe people and places?</li> <li>Can they name and describe simple classroom objects/colours?</li> <li>Can they use (set) phrases?</li> </ul>	<ul style="list-style-type: none"> <li>Can they read and understand single words and short phrases and give a response? (true or false, multiple choice, answer simple retrieval questions)</li> <li>Can they read aloud single words and phrases independently?</li> <li>Can they use a bilingual dictionary or glossary to look up new words?</li> </ul>	<ul style="list-style-type: none"> <li>Can they copy a short familiar phrase?</li> <li>Can they write or word-process set phrases we use in class?</li> <li>Can they write 2-3 short sentences on a familiar topic?</li> </ul> <p><i>When they write familiar words from memory their spelling may be approximate. They write short phrases from memory and their spelling is readily understandable.</i></p>

<p><i>Short passages to retrieve information.</i></p>	<ul style="list-style-type: none"> <li>• Can they use short phrases to give a personal response?</li> </ul> <p><i>Pronunciation may still be approximate and delivery hesitant, but their meaning is clear. Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</i></p>		
<p><b>Key Stage 2 Year 3/4 Greater Depth</b></p>			
<p>Children are able to confidently use the language being studied. They would also be able to comfortably build on their prior knowledge and use it without prompt. They may combine knowledge learnt throughout the year to hold conversations and say longer statements.</p> <p><b>Deeper thinking (Cross-curricular links to PSHE):</b>  <i>Can you notice any similarities with the languages that we speak?</i>  <i>If everyone spoke the same language, what would happen?</i>  <i>If you could create your own language, what features would it have?</i></p>			

Within Lower School at Old Catton, Modern Foreign Languages (MFL) are taught on a 2 year rolling programme, whereby children learn an introduction to 2 main languages: Spanish and German. This method of teaching a short introduction on two different languages means that the children gain a rich insight into a variety of languages and increases their awareness of a few of the many differing languages of the world. As stated in the National Curriculum, the teaching of MFL should be “...a liberation from insularity and provide an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world”. The two short introductory years that we provide at Old Catton provide this and give the children a basis from which they can develop their understanding of future languages learnt.

Skills Map – Modern Foreign Languages			
Years 5/6 – MFL			
Listening and Responding	Speaking	Reading and Responding	Writing Opportunities (pictures used to support)
<ul style="list-style-type: none"> <li>Do they understand short passages made up of familiar language by responding to simple retrieval questions? Matching texts to images/speech bubbles</li> <li>Do they understand instructions, messages and dialogues within short passages?</li> </ul> <p><i>E.g. Matching texts to images/speech bubbles</i></p> <ul style="list-style-type: none"> <li>Can they identify and note the main points and give a personal response on a passage?</li> </ul> <p><i>Spoken at near normal speed with no interference. May need short sections repeated.</i></p>	<ul style="list-style-type: none"> <li>Can they have a short conversation where they are saying 3-4 things?</li> <li>Can they use their knowledge of vocabulary and grammar to adopt and substitute single words and phrases?</li> </ul> <p><i>Il, elle Pronouns, gender, words in wrong places Although they use mainly memorised language, they occasionally substitute items of</i></p>	<ul style="list-style-type: none"> <li>Can they read and understand short texts (including short stories) using familiar language already taught?</li> <li>Can they identify and note the main points and give a personal response?</li> <li>Can they read independently?</li> <li>Can they use a bilingual dictionary or glossary to look up new words?</li> <li>Can they use context to work out unfamiliar words?</li> </ul>	<ul style="list-style-type: none"> <li>Can they write what they like and dislike about a familiar topic?</li> </ul> <p><i>J’aime... J’adore... Je deteste... Je n’aime pas...</i></p> <p><i>They write short phrases from memory and their spelling is readily understandable.</i></p>

	<i>vocabulary to vary the questions or statements.</i>		
<b>Year 5/6 Greater Depth</b>			
<p>Children are able to confidently use the language being studied. They would also be able to comfortably build on their prior knowledge and use it without prompt. They may combine knowledge learnt throughout the year to hold conversations and say longer statements.</p> <p>Children can make links between languages learnt in previous years (Spanish and German) and French and easily recognise when similarities occur (e.g. <i>rosado(S), le Rose (F) and rosa (G) all meaning pink; lunes (S) and lundi (F) meaning Monday; febrero (S), Februar (G) and février (F) all meaning February</i>)</p> <p><b>Deeper thinking (Cross Curricular links to PSHE):</b>  <i>Why do different languages exist?</i>  <i>Would it be easier if everyone spoke the same language? Why/why not?</i>  <i>Could we ever class a language as 'superior'?</i></p>			

Within Upper School at Old Catton, we run a 2 year rolling curriculum within which the children learn a thorough understanding of French. They do this through following the scheme “Rigolo”, completing all 12 units over the two years. We group the units by similarity, to ease the retention of the knowledge taught in each year and also to aid in the building of the knowledge of the French language. This consistent, more in-depth study of French in Upper School also prepares the children for their transition to High School at the end of Year 6 as this is the language most commonly studied by the surrounding High Schools.

## Appendix 1: Long Term Plan (and unit overviews) for MFL

<b>Year 1</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 3/4 (German)</b>	Greetings and Goodbyes	Happy Christmas	Numbers and Birthdays	My family and Pets	More numbers and the alphabet	Where do you live and classrooms objects
<b>Year 5/6 (French)</b>	En classe	Mon corps	La famille	Encore!	Où vas-tu?	Le cirque
<b>Year 2</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 3/4 (Spanish)</b>	Greetings and numbers 1-10	Phonics and nouns; Spanish Christmas!	In the classroom; animals and colours	Songs, rhymes and other stories	Foods, fruits and days of the week (The Hungry Caterpillar)	Foods, fruit and in the café (Role Play)
<b>Year 5/6 (French)</b>	Bonjour!	Les animaux	Bon anniversaire!	Quelle heure est-il?	Les fêtes	On mange!

Please find full unit overviews in the attached documents

### Appendix 2: Resources used to teach Modern Foreign Languages

#### *Year 3/4 – German (Year 1)*

Resource used: “Deutsch mit Felix und Franzl” scheme of work

Lesson plans from document, found at <https://www.goethe.de/ins/gb/en/spr/unt/kum/dfk/dff.html>

Supporting PowerPoints, videos and songs also found at the above website address.

This scheme consists of a series of lesson plans, PowerPoints, songs and videos to introduce the children to a basic understanding of the German language. This scheme is created by the Goethe-Institut London, in cooperation with German native speakers and British primary school teachers. The scheme follows 2 puppets, a frog called Felix Frosch and a duck called Franzl Ente through a story, chapter by chapter. Each chapter explores different vocabulary and grammar lessons, which are accompanied by a wide range of activities.

#### *Year 3/4 – Spanish (Year 2)*

Resource used: Spanish scheme of work, found at <http://www.rachelhawkes.com/Resources/Yr3/Yr3.php>

Teachers follow the plans outlined on the website and teach following the PowerPoint presentations and other supplementing resources. The children then complete a workbook along with the lessons to supplement and secure their knowledge.

The scheme of work which we follow for our Spanish teaching has been collated by Rachel Hawkes, Director of International Education and Research for Comberton Academy Trust. It provides us with resources, ideas and strategies for promoting, teaching and learning languages, which support our teaching of Spanish. These resources come from the belief that the best ideas and resources are developed in collaboration, in an ongoing cycle of invention, development, experiment and reflection. The resources that have been collated have been developed by leading teachers in the field.

A copy of the workbook can be found at: [http://www.rachelhawkes.com/Resources/KS2/Y3-4\\_Spanish\\_StudentBooklet.pdf](http://www.rachelhawkes.com/Resources/KS2/Y3-4_Spanish_StudentBooklet.pdf)

#### *Year 5/6 – French*

Resource used: “Rigolo” scheme of work (written by Oxford University Press)

Units 2, 3, 5, 7, 10, 12 (Year 1)

Units 1, 4, 6, 8, 9, 11 (Year 2)

## Curriculum Skills and Progression Map

*Rigolo* is a flexible, award-winning resource that adapts to the individuals' teaching style and the class' needs. It is a comprehensive and highly interactive French course which gives our teachers all the support they need, and can be customised for teachers with a language specialism. It follows a family from England as they move to 'Châteaux Rigolo' in France and consists of stories, songs and interactive activity for the children to follow and enjoy.

Lesson plans, resources, videos and songs all found on program (loaded onto all staff laptops). More information found at <https://global.oup.com/education/content/primary/series/rigolo/?region=uk>



## Appendix 4: International Day plan

International Day – Provisional plan

	9:15 – 10:15	10:15 – 10:45		11:00 – 12:00			1:15 – 2:15	2:15 – 3:15
Year 3	JC/AE	JC/AE		TN/BC			GS/JS	KR/EE
Year 4	TN/BC	TN/BC		JC/AE			KR/EE	GS/JS
Year 5	GS/JS	GS/JS		KR/EE			JC/AE	TN/BC
Year 6	KR/EE	KR/EE		GS/JS			TN/BC	JC/AE

## Curriculum Skills and Progression Map



Italian

Japanese

Hindi

Swedish

Lessons format:

15 mins - Google Maps, where is this language spoken predominantly?

20 mins - Key language: Hello/Goodbye, Please/Thank you, Numbers 1-10

20 mins – Activity related to country (Japanese = simple paper folding, Hindi = henna designs, Italian = Opera music, Swedish = Northern Lights)

Half an hour slot

- In classes, finding out about the culture of children in the class. Marking on world map where everyone in the class is from and where they may have family living. Some children may want to teach the class how to say key phrases in languages they use at home.
- Then collate so we have 8 maps showing how OCJS spreads around the world.



### Overview - Order of Units for the first Year

1. Hello! (Greetings) (page 6-11)  
Story: Characters are introduced. They come from Zoo Berlin. They now live in a new dwelling, a letterbox (Briefkasten) in the UK. Cultural aspect: Shake hands, polite forms for Mr and Mrs/Ms
2. How are you? (Feelings) (page 11-15)  
Story: Felix is not well because he is homesick. A postcard arrives from his friends to cheer him up. Cultural aspect: Heimweh
3. Visitors from Germany (Animals and their characters) (page 15-23)  
Story: Felix's friends from Zoo Berlin are coming over to visit him. Cultural aspect: Animal noises Extension: Meaning / awareness of "false friends": Igel-Eagle
4. The painting (Colours) (page 24-30)  
Story: Felix and Franzi have drawn a picture of their friends' visit but only in black and white. The class helps to colour the picture in and the picture therefore becomes a painting. Cultural aspect: German flag Extension: Poem: Farbenfroh
5. Fruit salad (Fruit and expressing likes/dislikes) (page 30-38)  
Story: Felix and his friends like to play games, one of which is solving riddles or playing "Guess what it is". They want to make a fruit salad and look at their shopping. Making the salad is fun. Eating even more so! Cultural aspect: Tongue twisters Extension: Book: Essen kunterbunt, Leckerer für Bauch und Mund
6. The broken washing machine (Clothes) (page 38-45)  
Story: The washing machine is broken. So everyone has to help with the washing until the mechanic arrives to repair the machine. Cultural aspect: No school uniform in Germany Extension: Song: Hampelmannlied
7. Time for breakfast! (Food and Drink) (page 45-52)  
Story: Felix's tummy is rumbling. He hasn't had breakfast because he overslept. But his friends share with him. He invites them back for a typical German breakfast. Cultural aspect: A German breakfast Extension: Laying the table, cultural differences with meals
8. The work out (Body parts) (page 53-57)  
Story: Felix is being silly by putting his legs up in the air and moving in funny ways. It looks painful. He is shown how to exercise with a song. Franzi paints a picture of Felix. The children help with the missing body parts. When Felix is drawing a picture, he needs help from the children, too. Cultural aspect: Keep fingers crossed – Daumen drücken Extension: Sayings with body parts
9. Franzi's birthday (Numbers and birthdays) (page 58-64)  
Story: Felix is preparing a birthday party for Franzi with the help of everyone. At the party they play some games that are popular with German children. Cultural aspect: German birthday parties for children Extension: Numbers up to 31 (days of the month)
10. The parcel (Asking questions) (page 65-71)



## Curriculum Skills and Progression Map

Guten Tag	Good day
Guten Morgen	Good morning
Auf Wiedersehen	Goodbye
Tschüss	Bye
Bis bald	See you soon
Frau	Mrs/Ms
Herr	Mr
der Briefkasten	letterbox

Chapter 2: How are you? (2 lessons)

Story: Felix is not well because he is homesick. A postcard\* arrives from his friends to cheer him up.

What is the chapter about?

- How to ask someone how he/she is
- How to tell someone how you are
- Learning a song about feelings

The words needed:

Wie geht's?	How are you?
Hallo	Hi!
Danke, gut	Fine, thank you.
nicht gut	not well
schlecht	bad/not well
Es geht.	OK
wunderbar	wonderful
Es geht mir	
(nicht) gut.	I am (not) well.
Krank	ill

### Chapter 3: Visitors from Germany (3 lessons)

Story: Felix's friends from Zoo Berlin are coming over to visit him. Felix is happy.

What is the chapter about?

- German words for some animals
- How to talk about more than one animal
- Finding out that some German animal noises are different to English ones
- Some words to describe the animals and how they move
- Learning the German version of 'Old Macdonald had a Farm'\*

The words needed:

Wer ist das?	Who's that?
Das ist der/die/das ....	That's ...
viele	lots of
die Kuh macht .... (Pl. Kühe)	The cow goes: muh muh
der Hund (Pl. Hunde)	the dog: wau wau
die Katze (Pl. Katzen)	the cat: miau miau
die Biene (Pl. Bienen)	the bee: summ, summ
das Krokodil (Pl. Krokodile)	crocodile: schnapp, schnapp
das Pferd (Pl. Pferde)	the horse: hü-ü-ü
der Elefant (Pl. Elefanten)	the elephant: töröh, töröh
das Schaf (Pl. Schafe)	the sheep: mäh, mäh
das Schwein (Pl. Schweine)	the pig: grunz grunz
der Hahn (Pl. Hähne)	the cockerel: kikeriki
laut	loud/loudly
leise	soft/softly
schnell	fast/fast
langsam	slow/slowly
tanzen	to dance Stop! Stop!

### Chapter 4: The painting (3 lessons)

Story: Felix and Franzi are decorating their room and discuss colours. They have drawn a picture of their friends' visit but only in black and white. They would like to hang the picture up in their room. The class helps to colour the picture in and the picture becomes a painting.

What is the chapter about?

- Learn the names of the colours in German and the phrases: Welche Farbe ist / hat... (What colour is/ has... ) Meine Lieblingsfarbe ist..... (My favourite colour is... )
- (in some cases) Learn the plurals: Meine Lieblingsfarben sind....
- Learn the colours of the British and the German flag\*
- Recognise the flags amongst others
- Learn the countries in which German is spoken

The words needed:

blau	blue
rot	red
grün	green
schwarz	black
grau	grey
rosa	pink
gelb	yellow
lila	purple
weiß	white
gold	gold(en)
bunt	multicoloured
braun	brown
der Regenbogen	rainbow

### Chapter 5: Fruit Salad

Story: Felix and Franzi bring in a shopping bag with fruit inside. They say that fruit is healthy and they want to decide which fruit to use in a fruit salad. When they make the fruit salad, the children can join in and eat with them.

What is the chapter about?

- Some German words for fruit
- Short talk about healthy eating
- Riddles and how to guess what it is in German
- How to make a fruit salad
- A song about fruit: Ich habe eine Banane ...
- How to say 'thank you' and what you like
- Some German tongue twisters

The words needed:

die Orange	orange
die Banane	banana
der Apfel	apple
die Birne	pear
die Ananas	pineapple
Danke.	Thank you.
Bitte.	You are welcome. / Please.
Magst du...?	Would you like...?
Ich mag...	I like...
der Obstsalat	fruit salad
Was ist das?	What is it?
Was haben wir gekauft?	What did we buy?
Augen zu!	Close your eyes!
Augen auf!	Open your eyes!
oben	on top/above
unten	at the bottom/below

Chapter 6: The broken washing machine

Story: Felix's washing machine is broken. He asks the children whether they would help him do the washing.

What is the chapter about?

- Some German words for clothes
- How to use colour words to describe clothes as an objective
- Song: 'Mein Hut, der hat drei Ecken'
- Traditional German game: 'Ich packe meinen Koffer'

The words needed:

die Hose	trousers
der Pullover	jumper
die Jacke	jacket
der Schal	scarf
das Kleid	dress
der Rock	skirt
der Hut	hat
die Schuhe	shoes
wir waschen	we wash / we are washing
wir bügeln	we iron / we are ironing
den ganzen Tag	all day long
Welche Farbe hat...?	What colour is...?
kaputt	broken

Chapter 7: Time for Breakfast! (3 lessons)

Story: Felix and Franzi haven't got time for breakfast at home because they have overslept but their friends decide to share their food with them at school. Franzi invites them to come to the Briefkasten at the weekend to have a German breakfast.

What is the chapter about?

- The names for a range of breakfast food and drinks
- Information about a typical German breakfast\*
- How to express your opinion about food
- A traditional German food song: Wir haben Hunger

The words needed:

Was isst du?

Zum Frühstück esse / trinke ich...

Ich esse / trinke gern...

Ich esse / trinke nicht gern:

das Brot

das Brötchen

die Butter

die Wurst

die Marmelade

ein Ei (zwei Eier)

der Käse

das Müsli

das Obst

der Toast

die Milch

die Schokolade

und

der Saft

das Wasser

der Tee

der Kaffee

Lecker!

Schmeckt gut. / Schmeckt nicht gut.

Wir haben Hunger.

What do you eat? / are you having?

For breakfast I eat / drink... / I am having...

I like eating / drinking...

I don't like eating / drinking

bread

bread roll

butter

sausage

jam

an egg (two eggs)

cheese

muesli

fruit

toast

milk

chocolate

and

juice

water

tea

coffee

Delicious!

Tastes good. / Doesn't taste good.

We are hungry

Chapter 8: The Workout (3 lessons)

Story: Felix is being silly by putting his legs up in the air and moving in funny ways. It looks painful. He is shown how to exercise with a song. Franzi paints Felix. The children help with the missing body parts. When Felix is drawing a picture, he needs help from the children, too.

What is the chapter about?

- Name some parts of the body in German
- Sing a song about body parts which keep disappearing and reappearing
- Draw a monster
- Enjoy a workout

The words needed:

die Hände                    hands

die Nase                    nose

die Augen                   eyes

die Ohren                   ears

die Finger                   fingers

die Arme                    arms

die Füße                    feet

die Knie                    knees

der Mund                    mouth

Der (Kopf) ist hier.        It (the head) is here.

Die (Hände) sind hier.    They (the hands) are here.

Chapter 9: Franzi's birthday (3 lessons)

Story: Felix is preparing a birthday party for Franzi with the help of the children. At the party they play some games that are popular with German children.

What is the chapter about?

- German words for the numbers 4-10 (extension: 11-12)
- Some birthday vocabulary
- Song: 'Zum Geburtstag viel Glück'
- Traditional German party games

The words needed:

vier	four
fünf	five
sechs	six
sieben	seven
acht	eight
neun	nine
zehn	ten
der Kuchen	cake
die Kerzen	candles
das Geschenk	present
der Geburtstag	birthday
heiß	hot
kalt	cold
Und du?	And you?
Wie alt bist du?	How old are you?
Ich bin	I am
null	zero
elf	eleven
zwölf	twelve
Topfklopfen	Tap a pot (Game)

Chapter 10: The parcel (3 lessons)

Story: A belated birthday parcel arrives at the post office. The postman is trying to deliver it asks around in the class. Finally the postman knocks on the letterbox and asks Felix and Franzi. The parcel is for Franzi. Franzi reveals the content of the parcel. Later she writes a 'Thank you' card back and everyone helps her with this task.

What is the chapter about?

- Asking and responding to simple questions in German
- Revising numbers 1 to 10 (or 12)

The words needed:

Wo ist... ?	Where is ... ?
Wie heißt du?	What's your name?
Ich heiße...	My name is...
Wie alt bist du?	How old are you?
Ich bin ... (Jahre alt).	I am ... (years old).
die Kinder	the children
Wo wohnst du?	Where do you live?
Ich wohne in...	I live in...
in England /in Deutschland	in England / in Germany

Chapter 11: Sunglasses or umbrella? (3 lessons)

Story: Franzi and Felix get confused about the different clothes and accessories they will need for the current weather conditions and ask the children for some help.

What is the chapter about?

- How to talk about the weather
- Learning a song about the weather
- Learning how to play a game about the weather
- Cultural aspects: Der Wetterfrosch (weather frog)

The words needed:

Das ist richtig.	That's right.
Das ist falsch.	That's wrong.
Die Sonne scheint.	The sun is shining.
die Sonnenbrille	sunglasses
der Regen	rain
der Regenschirm	umbrella
Wie ist das Wetter heute?	What's the weather like today?

Es schneit.	It is snowing.
Es regnet.	It is raining.
nass wet schön	lovely/beautiful
Es ist kalt/eiskalt.	It is cold/icy cold. (revision)
Es ist warm.	It is warm. (revision)
Es ist heiß.	It is hot. (revision)
der Wetterfrosch	weather frog

### Chapter 12: Sorry, wrong number (The yearly circle)

Story: Felix is visiting friends in Germany. He calls Franzi and they talk about what he should wear today. The weather is different in the two countries. So they can't wear similar clothes.

What is the chapter about?

- Learning the German words for the seasons and months
- Learning a song about the seasons Es war eine Mutter....
- Learning about some cultural aspects: country codes are necessary for certain phone conversations when calling abroad; different events are celebrated in Germany such as Karneval celebrated in February or Martinstag celebrated on 11 November.

The words needed:

tragen	to wear
die Monate	the months
Januar	January
Februar	February
März	March
April	April
Mai	May
Juni	June
Juli	July
August	August
September	September

## Curriculum Skills and Progression Map



Oktober	October
November	November
Dezember	December
die Jahreszeiten	the seasons
der Frühling	spring
der Sommer	summer
der Herbst	autumn
der Winter	Winter
Ich habe...	I have...
Meine Mutter hat...	My mother has...
Mein Vater hat ...	My father has...
Wir haben	We have...
Meine Eltern ...	My parents...

### Spanish:

#### Autumn Term

Year 3 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 read rhyming stories, sing songs, practise tongue twisters and have further opportunities to make the sound-written link by listening to words and anticipating their spelling. They also learn some nouns (pencil case items). They are made aware of gender through colour coding. They use the verb forms 'tengo – I have', 'es – it is' and implicitly encounter the negative forms of these.

#### Spring Term

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.

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).

Pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible – thereby building confidence.

Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources.

#### Summer Term

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. After several activities developing memory and practising pronunciation, pupils will hopefully feel confident enough to retell the story in one of a variety of verbal ways – with pictures, with video, or with video and subtitles (for those who need the written back-up for now). The idea is that everyone can have a go and feel successful.

Take some video of your pupils' performances or have the most confident perform in assembly!

Week	Objective	Language (core content)	NC PoS	Intercultural Understanding
<b>Autumn</b>				
1	1 To learn the key phonics vowel words	<b>Phonics - las vocales</b> A - araña, E - elefante, I - idea, O - olvidar, U - universo	L1, L2, S1(a)	
2	1 To learn basic greetings and giving your name	<b>Hola / greetings</b> ¿Cómo te llamas? (What do you call yourself?) Me llamo..... (I call myself) ¿Cómo estás? (How are you?) muy bien, gracias (very well, thanks) estupendo (great), bien (well) regular (ok), mal (bad), fatal (awful)	L1, S1 (a, c)	How Spanish surnames are formed Some typical Spanish first names
3	1 To understand and recall orally the numbers 1-10	<b>Numbers 1-10</b> un, uno, unadostrescuatrocincoseisieteochonuevediez	L1, R1, R3	
4	1 To ask how old someone is and give own age	<b>1-10 and giving age</b> ¿Cuántos años tienes? (How old are you?) Tengo ... años. (I am ..years old)	S1 (a), S2, G4	
5	1 To know the remaining key phonics sounds words	<b>Phonics (2)</b> CA - casa, CE - cerdo, CI - ciclista, CO - coche, CU - cucarachaGA - gato, GE - gemelo, GI - gimnasia, GO - gol, GU - gusano, GUE - guepardo, GUI - guitarraJ - jota, H - hamburguesa, ñ - España, Z - zumo, LL - llave	L1, L2	
6	1 To practise and embed the phonics knowledge 2 To use the question '¿Tienes? (Do you have?) in a game	<b>Phonics cards</b> ¿Tienes? (Do you have?) Sí, tengo. (Yes, I do have.) No, no tengo. (No, I don't have.)	S1 (a), S2 L1, G4	
7	1 To learn the nouns for items in a pencil case	<b>Pencil case</b> un estuche (a pencil case)un bolígrafo (a pen)un lápiz ( a pencil)un lápiz de memoria (a USB)un sacapuntas (a sharpener)un bote de pegamento ( a glue stick)una regla (a ruler)una goma (a rubber)unos rotuladores (felt-tip pens)unas tijeras (scissors)	L1, L2, R1, R3, G1	

## Curriculum Skills and Progression Map

8	1 To embed the pencil case nouns 2 To ask 'Do you have a..?' and respond	<b>Pencil case</b> ¿Tienes un/una...? (Do you have a?) Sí, No (Yes, No)	S1(a), G1, G4	
9	1 To ask 'What do you have in your pencil case?' and respond	<b>Pencil case</b> ¿Qué tienes en tu estuche? (What do you have in your pencil case?) En mi estuche, tengo...(In my pencil case I have...)	S1(a), S2, G1, G4	
10	1 To practise the sound-writing relationship	<b>Phonics</b>	L1, L2, R3	
11	1 To learn some key facts about Christmas in Spain and make a Christmas card.	<b>La Navidad en España</b>	R3	Learn about Christmas customs in Spain
12	1 To learn a Spanish Christmas song	<b>La Navidad en España</b>	L1, L2	Learn a Spanish Christmas song
<b>Spring</b>				
1	1 To learn some key classroom language.	<b>Classroom language</b> 1. ¡Silencio! (Silence!) 2. ¡Sacad un bolígrafo! (Get out a pen!) 3. ¡Un voluntario! (A volunteer) 4. ¡Abrid los cuadernos! (Open your exercise books!) 5. ¡Mirad! (Look!) 6. ¡Brazos cruzados! (Fold your arms!) 7. ¡Entregad los cuadernos! (Give your books in!) 8. ¡Escuchad! (Listen!) 9. ¡Escribid! (Write!)	L1	

## Curriculum Skills and Progression Map

2	1 To learn 9 new nouns - animals - (with the indefinite article)	<b>9 animals - nouns</b> un gato ( a cat)un perro (a dog)un pez (a fish)un oso (a bear)un pájaro (a bird)un pato (a duck)un caballo (a horse)una rana (a frog)una oveja (a sheep)	L1, R1, R3, G1	
3	1 To learn how to make nouns plural in Spanish	<b>9 animals - plurals</b> Nouns as above with 's' added.	G2	
4	1 To learn how to say 'a' and 'some'	<b>9 animals - articles</b> Articles change: un -- unos, una -- unas	G1, G2	
5	1 To learn the adjectives of colour	<b>Colours</b> azul (blue), rojo (red), blanco (white), negro (black), verde (green), amarillo (yellow), pardo (brown), morado (purple)	L1, L2, R3, G3	
6	1 To listen and read along	<b>Brown bear story</b>	L1, R1, R2, R4	
7	1 To describe animals with colours	<b>Listening / Reading - describing pictures</b>	L1, R1, R3, S3, W1, G4	
8	1 To join in with a song	<b>Old MacDonald</b>	L1, R3	
9	1 To develop the ability to listen attentively to passages with a mixture of familiar and unfamiliar language	additional stories / songs	L1, R2, R3, R4	
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Summer				
1	1 To learn nouns for different fruit	<b>La oruga hambrienta (hungry caterpillar) - la fruta</b> una manzana / las manzanas una pera / las peras una ciruela / las ciruelas una fresa / las fresas una naranja / las naranjas	L1, L2, R1, R3, G1, G2	
2	1 To learn the names of the days of the week	<b>Days of the week</b> - sign language gestures los días de la semana - lunes, martes, miércoles, jueves, viernes, sábado, domingo	L1, L2, R1, R3	
3	1 To learn food nouns from the Hungry Caterpillar story	<b>Food from the story</b> un trozo de pastel de chocolate un pepinoun heladouna loncha de queso una rodaja de salchichón una piruela una porción de tarta de frutas una salchicha una magdalena un trozo de sandía		
4	1 To consolidate the new language from lessons 1,2,3	<b>Food from the story</b>		
5	1 To listen to and understand a Spanish story	<b>Video of the story - ordering the text</b>	L1, R1, R2, R4	
6	1 To develop confidence and memory by retelling the HC story	<b>Re-telling the story</b>	L1, S3, R2, R3,	
7	1 To develop confidence and memory by retelling the HC story	<b>Re-telling the story</b>	L1, S3, R2, R3,	
8	1 To use knowledge of colours to create a butterfly	<b>Making a butterfly</b>	R1	

## Curriculum Skills and Progression Map

9	1 To learn some words for snacks	<b>Snack foods</b> una ensalada (a salad), una hamburguesa (a hamburger), una limonada (a lemonade), una fruta (a fruit), unas patatas fritas (some chips), un perrito caliente (a hot dog), un helado (an ice cream), un zumo (a juice), un bocadillo (a sandwich)	L1, L2, R1, R3,	
10	1 To ask 'What do you want?' and respond 'I want'	<b>Ordering food in a café</b> ¿Qué quieres? (What do you want?) Quiero un / una...(I want a ) Por favor (please) Aquí tienes (Here you are) Gracias (thank you) De nada (you're welcome)	S1(a), S2, G4	
11	1 To ask / answer from memory	<b>In a café - role plays</b> (Language as above)	S1(a), S2, G4	
12	1 To write individual words from memory 2 To perform and record their group café dialogues	<b>Display - favourite snacks on plates</b> <b>In a café - role plays</b>	W1S1(a), S2, G4	