

Languages

Knowledge and Skills Sequencing Document

Languages National Curriculum Aims:

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.

	Languages
Curriculum Principles:	-Awe and Wonder -Enquiry Based Learning -Equality of Opportunity
Intent	<p>To experience other cultures and languages and learn new ways of thinking about language.</p> <p>High-quality languages education fosters pupils’ curiosity and deepens their understanding of the world. The teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It also provides opportunities for them to communicate for practical purposes, learn new ways of thinking and read simple text for a purpose. Language teaching provides the foundation for learning further languages at Key Stage 3.</p>

	Languages
Knowledge Threads	The areas of learning in Languages are sequenced and linked through the study of the different learning journeys
All About Me	Me, Hair/ Eye colour, Age, Birthday, Greetings, Family, Friends, Pets, hobbies, Sports, Favourite Colours, Favourite food, Ambitions for the future, Places you would like to live, Possible future jobs
Environment & Community	Classroom items, Areas of the school, School subjects, Colour/Quantity of classroom items, School timetable, Places to visit (locally, Wider City and European countries), Number and Currency, Colour of flags, Spanish speaking countries (Spain and Latin America), Points of the compass, Directions
Culture & ways of life	Spanish school day, Spanish dishes, Spanish holidays, Spanish Artists and their work, Latin American notable people, Traditions and Celebrations
Child Initiated	There must be enough scope in the medium term planning to allow children’s interests and enquiry to be explored although all knowledge threads and language skills are covered.

Language Skills	The Big Language Ideas
Phonology	To explore the patterns and sounds of language and link the spelling, sound and meaning of words. Understand and communicate using knowledge of phonology.
Oracy	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
Grammar	To understand basic grammar appropriate to the language being studied. Understand key features and patterns of the language. To understand: feminine and masculine forms and the conjugation of high frequency verbs. To know how to apply the basic grammar they have learnt, for instance, to form sentences when speaking and writing. To know how these patterns and grammar differ from or are similar to English.
Intercultural understanding	Foster pupils' curiosity and deepen their understanding of the world. To learn new ways of thinking and read great literature in the original language. Understand and respond to spoken and written language from a variety of authentic sources. Discover and develop an appreciation of a range of writing in the language studied.

Languages Knowledge Progression						
Knowledge Threads	Across every year group the following knowledge threads will be explored through: Phonology, Oracy, Grammar and Intercultural understanding					
Year Grp.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	<p>All about me</p> <ul style="list-style-type: none"> - Greetings & feelings - My name & age - Numbers (1-10) - Alphabet 	<p>All about me</p> <ul style="list-style-type: none"> - Months - Numbers up to 31 - Birthdays - Siblings 	<p>Environment & Community</p> <ul style="list-style-type: none"> - Classroom items - Describing colour - Days of the week 	<p>Environment & Community</p> <ul style="list-style-type: none"> - School subjects - Weekly timetable - Places around school 	<p>Culture & Ways of life Mexico</p> <ul style="list-style-type: none"> - Mexico: location, faith - Clothes - Traditional Mexican clothes 	<p>Culture & Ways of life Mexico</p> <ul style="list-style-type: none"> - Mexican food & drink - Mexican festivals - Mexican music
Y4	<p>All about me</p> <ul style="list-style-type: none"> - <i>Revise: Introducing myself</i> - Introducing siblings (name, age) 	<p>All about me</p> <ul style="list-style-type: none"> - Family members - Describing personality (self and family) - Describing pets (colours) 	<p>Environment & Community</p> <ul style="list-style-type: none"> - Classroom items (colour, quantity) - School subjects (likes) - <i>Revise: Places in school</i> 	<p>Environment & Community</p> <ul style="list-style-type: none"> - Places in town - European countries (nationalities, languages) - Flags (describe colours) 	<p>Culture & Ways of life Spain</p> <ul style="list-style-type: none"> - Spain: location, faith - Spanish festivals - Spanish food & drink 	<p>Culture & Ways of life Spain</p> <ul style="list-style-type: none"> - Spanish music - Spanish artists - Describing appearance (eyes, hair, face) – Picasso
Y5	<p>All about me</p> <ul style="list-style-type: none"> - Describing pets (colours with quantities) - Hobbies/leisure - <i>Revise: Expressing preferences</i> 	<p>All about me</p> <ul style="list-style-type: none"> - Sports - Food and drink - Justifying preferences 	<p>Environment & Community</p> <ul style="list-style-type: none"> - <i>Revise: School subjects</i> - Justifying preferences - Time (o'clock) 	<p>Environment & Community</p> <ul style="list-style-type: none"> - <i>Revise: Places in town; Countries</i> - Directions around town - Points on a compass 	<p>Culture & Ways of life Colombia</p> <ul style="list-style-type: none"> - Colombia: location, faith (<i>compass points</i>) - Description of Encanto family (ages up to 100; hair & eyes) 	<p>Culture & Ways of life Colombia</p> <ul style="list-style-type: none"> - Weather - Colombian food & drink - Colombian festivals
Y6	<p>All about me</p> <ul style="list-style-type: none"> - <i>Revise: Hobbies, Sports; justifying preferences</i> - Jobs (& family members) 	<p>All about me</p> <ul style="list-style-type: none"> - Ambitions for the future (studies, jobs) - Where they would live (countries) 	<p>Environment & Community</p> <ul style="list-style-type: none"> - <i>Revise: Places in town; Days; Sports/Hobbies</i> - Time (half past) - Making social arrangements 	<p>Environment & Community</p> <ul style="list-style-type: none"> - <i>Revise: numbers 1-100</i> - Units of measure - To buy groceries (quantity/currency) 	<p>Culture & Ways of life Cuba</p> <ul style="list-style-type: none"> - Cuba: location (<i>compass points</i>) - <i>Revise: Clothes & colours</i> - Traditional Cuban clothes 	<p>Culture & Ways of life Cuba</p> <ul style="list-style-type: none"> - Cuban food & drink - Cuban festivals - Cuban arts

Year 3		
<i>Autumn Term</i>	All about me	Key vocabulary
Previous Links: N/A	Pupils learn: <ul style="list-style-type: none"> - Greetings (Hello, how are you?) - Introducing themselves (Name, age) - Numbers (1-31) - Alphabet - Birthdays (days and month) - Siblings 	Hola, Adiós, Buenos días, Buenas tardes, ¿Cómo estás? ¿Bien y tú? Me llamo _____. Tengo__ años. uno, dos, tres, cuarto, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciséis, dieciocho, diecinueve, veinte, veintiuno, veintidós, veintitrés... treinta, treinta y uno enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre. cumpleaños. un hermano/una hermana
Skills		
Phonology	Introduction to graphemes: <i>ll, c</i> (as in cinco), <i>y, ñ, e, i, ó, j</i> , silent <i>h</i> ,	
Oracy	Understand words, phrases and short sentences on a topic: -What is your name? <i>¿Cómo te llamas?</i> - My name is _____. <i>Me llamo _____</i> - How old are you? <i>¿Cuántos años tienes?</i> - I am _____ years old. <i>Tengo _____ años.</i> - Do you have siblings/ Pets? <i>¿Tienes hermanos/mascotas?</i> - I have a _____. <i>Tengo un _____</i> - I have (no) ___ sisters/ brothers . <i>(No) tengo ___ hermana(s)/ hermano(s)</i> - I have (no) pets. <i>(No) tengo mascotas</i>	
Grammar	Write some familiar simple words using a model and some from memory. Hello, my name is _____. <i>Hola, Me llamo _____</i> I am ___ years old. <i>Tengo _____ años</i> My birthday is on the ___ of _____. <i>Mi cumpleaños es el ___ de _____</i> I have _____ brothers/sisters. <i>Tengo _____hermanos/ hermanos</i> Use context and comparisons with English to determine some meaning, e.g. cognates such as April and abril	
Culture	Discover and develop an appreciation of the language studied - Do you speak another language? - Can you identify any similarities or differences to your spoken language?	
Child initiated	Asking questions and encouraging children to find links	

Year 5		
	All About Me	Key Vocabulary
<u>Autumn Term</u>	Pupils learn:	Perro(s), gato(s), conejo(s), pez/peces, serpiente(s), ratones, hamsteres, arañas blanco(s)/blanca(s), rojo(s)/roja(s), rosa(s), violeta(s), naranja(s), azul(es), verde(s), amarillo(s)/amarilla(s), gris(es), marron(es), negro(s)/negra(s)
Previous links: - Y3 All About Me - Y4 All About Me	<ul style="list-style-type: none"> - Describing pets (colours and quantities) - Hobbies and leisure activities - Sports - Food and drink - Expressing preferences (likes/dislikes) - Giving reasons (adjectives) 	la fotografía, la cocina, los juegos de mesa, el dibujo, los paseos, la música, la informática, la lectura, el camping, el baile el baloncesto, el ciclismo, el fútbol, la vela, la esquí, la natación, el tenis, la gimnasia, el voleibol el pollo, el yogur, el pan, el queso (manchego), el pescado, el helado, el jamón, el zumo de naranja, la tortilla, un bocadillo, la paella, los langostinos, los huevos, las empanadas, las naranjas me encanta(n), me gusta(n), no me gusta(n), odio porque es/son... aburrido(s)/aburrida(s), interesante(s), útil(es), difícil(es), divertido(s)/divertida(s), relajante(s), sabroso(s)/sabrosa(s), delicioso(s)/deliciosa(s), dulce(s), salado(s)/salada(s), repugnante(s)
Skills		
Phonology	Recap graphemes: <i>ll, c, y, ñ, e, i, ó, j</i> , silent <i>h, g</i> Apply phonics knowledge to read aloud short texts which contain some unfamiliar words.	
Oracy	Use language confidently and in a clear, audible voice to initiate and sustain conversation. Express feelings, opinions and ideas using a wider range of language Do you have any pets - <i>¿Tienes mascotas?</i> I have (two brown cats). - <i>Tengo (dos gatos marrones)</i> Do you like (cycling)? - <i>¿Te gusta (el ciclismo)?</i> I (don't) like (cycling). - <i>(No) me gusta (el ciclismo)</i> Do you like (eggs) - <i>¿Te gustan (los huevos)?</i> I (don't) like (eggs). - <i>(No) me gustan (los huevos)</i> Why? - <i>¿Porqué?</i> Because it's (fun) - <i>porque es (divertido)</i> because they're (delicious) - <i>porque son (deliciosos)</i>	
Grammar	Understand longer and more complex phrases or sentences (complex sentences giving reasons). Understand the main points and some detail from short written passages made up of familiar language. Use knowledge of word formation, of sentence structure and of text structure to determine some meaning. Write sentences and short texts on a wider range of topics using a model and appropriate text conventions.	
Culture	Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country, e.g. comparing the food of the UK and Spain, pasties and empanadas	
Child initiated	Asking questions and encouraging children to find links Use a dictionary to look up new words, e.g. own adjectives to describe hobbies, sports and food	

Appendix A: Progression for rollout of Spanish curriculum at Kingfisher Hall Academy and Enfield Heights Academy from 2022-23

Full 4-year overview (for Year 3 students starting Spanish learning in 2022-23)

	Languages Knowledge Progression (4 years)					
Knowledge Threads	Across every year group the following knowledge threads will be explored through: Phonology, Oracy, Grammar and Intercultural understanding					
Year Grp.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	<p>All about me</p> <ul style="list-style-type: none"> - Greetings & feelings - My name & age - Numbers (1-10) - Alphabet 	<p>All about me</p> <ul style="list-style-type: none"> - Months - Numbers up to 31 - Birthdays - Siblings 	<p>Environment & Community</p> <ul style="list-style-type: none"> - Classroom items - Describing colour - Days of the week 	<p>Environment & Community</p> <ul style="list-style-type: none"> - School subjects - Weekly timetable - Places around school 	<p>Culture & Ways of life Mexico</p> <ul style="list-style-type: none"> - Mexico: location, faith - Clothes and colours - Mexican customs: clothes 	<p>Culture & Ways of life Mexico</p> <ul style="list-style-type: none"> - Mexican food & drink - Mexican festivals - Mexican arts: music
Y4	<p>All about me</p> <ul style="list-style-type: none"> - <i>Revise: Introducing myself</i> - Introducing siblings (name, age) 	<p>All about me</p> <ul style="list-style-type: none"> - Family members - Describing personality (self and family) - Describing pets (colours) 	<p>Environment & Community</p> <ul style="list-style-type: none"> - Classroom items (colour, quantity) - School subjects (likes) - <i>Revise: Places in school</i> 	<p>Environment & Community</p> <ul style="list-style-type: none"> - Places in town - European countries (nationalities, languages) - Flags (describe colours) 	<p>Culture & Ways of life Spain</p> <ul style="list-style-type: none"> - Spain: location, faith - Spanish festivals - Spanish food & drink 	<p>Culture & Ways of life Spain</p> <ul style="list-style-type: none"> - Spanish arts: music and artists - Describing appearance (eyes, hair, face) – Picasso
Y5	<p>All about me</p> <ul style="list-style-type: none"> - Describing pets (colours with quantities) - Hobbies/leisure - <i>Revise: Expressing preferences</i> 	<p>All about me</p> <ul style="list-style-type: none"> - Sports - Food and drink - Justifying preferences 	<p>Environment & Community</p> <ul style="list-style-type: none"> - <i>Revise: School subjects</i> - Justifying preferences - Time (o'clock) 	<p>Environment & Community</p> <ul style="list-style-type: none"> - <i>Revise: Places in town; Countries</i> - Directions around town - Points on a compass 	<p>Culture & Ways of life Colombia</p> <ul style="list-style-type: none"> - Colombia: location, faith (<i>compass points</i>) - Description of Encanto family (ages up to 100; hair & eyes) 	<p>Culture & Ways of life Colombia</p> <ul style="list-style-type: none"> - Colombian food & drink - Weather - Colombian arts & festivals
Y6	<p>All about me</p> <ul style="list-style-type: none"> - <i>Revise: Hobbies, Sports; justifying preferences</i> - Jobs (& family members) 	<p>All about me</p> <ul style="list-style-type: none"> - Ambitions for the future (studies, jobs) - Where they would live (countries) 	<p>Environment & Community</p> <ul style="list-style-type: none"> - <i>Revise: Places in town; Days; Sports/Hobbies</i> - Time (half past) - Making social arrangements 	<p>Environment & Community</p> <ul style="list-style-type: none"> - <i>Revise: numbers 1-100</i> - Units of measure - To buy groceries (quantity/currency) 	<p>Culture & Ways of life Cuba</p> <ul style="list-style-type: none"> - Cuba: location (<i>compass points</i>) - <i>Revise: Clothes & colours</i> - Cuban customs: clothes 	<p>Culture & Ways of life Cuba</p> <ul style="list-style-type: none"> - Cuban food & drink - Cuban festivals - Cuban arts

3-year overview (for Year 4 students starting Spanish learning in 2022-23)

Languages Knowledge Progression (3 years)						
Knowledge Threads	Across every year group the following knowledge threads will be explored through: Phonology, Oracy, Grammar and Intercultural understanding					
Year Grp.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4 2022-23	All about me - Greetings & feelings - My name & age - Numbers (1-10) - Alphabet	All about me - Months - Numbers up to 31 - Birthdays - Siblings	Environment & Community - Pets - Classroom items - Days of the week	Environment & Community - Describing colour - School subjects - Weekly timetable	Culture & Ways of life Spain - Clothes and colours - Spanish-speaking countries - Spanish customs: clothes	Culture & Ways of life Spain - Spain: location, faith - Spanish food & drink - Spanish festivals - Spanish: music
Y5 2023-24	All about me - <i>Revise: Introducing myself</i> - Introducing siblings (name, age) - Family members	All about me - Describing personality (self and family) - Describing pets (colours, quantities*)	Environment & Community - School subjects (likes/dislikes) - Justifying preferences* - Time (o'clock)*	Environment & Community - Places in town* - Directions around town* - Points on a compass*	Culture & Ways of life Colombia - Colombia: location, faith (<i>compass points</i>) - Description of Encanto family (hair & eyes)	Culture & Ways of life Colombia - Colombian food & drink - Colombian arts & festivals
Y6 2024-25	All about me - Hobbies & Leisure - Sports - Justifying preferences - Jobs (& family members)*	All about me - Countries - Where they would live*	Environment & Community - Time (o'clock, half past)* - Making social arrangements	Environment & Community - Numbers 1-100* - Units of measure* - To buy groceries (quantity/currency)*	Culture & Ways of life Cuba - Cuba: location (<i>compass points</i>) - Weather	Culture & Ways of life Cuba - <i>Revise: Clothes & colours</i> - Cuban customs: clothes

* Indicates topics brought forward in comparison with the usual 4-year learning progression, meaning students will start this topic earlier in their Spanish learning journey. Cultural focus on Spain, Colombia and Cuba.

2-year overview (for Year 5 students starting Spanish learning in 2022-23)

Languages Knowledge Progression (2 years)						
Year Grp.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5 2022-23	All about me - Greetings & feelings - My name & age - Numbers (1-10) - Alphabet	All about me - Months - Numbers up to 31 - Birthdays - Siblings - Christmas in Spain	Environment & Community - Pets - Classroom items	Environment & Community - Describing colour - School subjects - Days of the week - Weekly timetable	Culture & Ways of life Spain - Countries in Europe* - Spanish-speaking countries - Flag colours* - Clothes and colours - Spanish clothes*	Culture & Ways of life Spain - Spain: location, faith* - Spanish food & drink* - Spanish festivals* - Spanish: music (Me gustas tú)*
Y6 2023-24	All about me - <i>Revise: Introducing myself</i> - Introducing siblings (name, age) - Family members	All about me - Describing personality (self and family) - Describing pets (colours, quantities*)	Environment & Community - School subjects (likes/dislikes) - Justifying preferences* - Jobs*	Environment & Community - Places in town* - Directions around town* - Points on a compass*	Culture & Ways of life Colombia - Colombia: location, faith (<i>compass points</i>) - Weather*	Culture & Ways of life Colombia - Where they would live/travel* - Colombian arts & festivals*

* Indicates topics brought forward in comparison with the 4-year learning progression, so students cover the topic earlier in their Spanish learning journey. Cultural focus: Spain & Colombia.

1-year overview (for Year 6 students starting Spanish learning in 2022-23)**

Languages Knowledge Progression (1 year)						
Year Grp.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6 2022-23	All about me - Greetings & feelings - My name & age - Numbers (1-10) - Alphabet	All about me - Months - Numbers up to 31 - Birthdays - Siblings - Christmas in Spain	Environment & Community - Pets - Classroom items	Environment & Community - Describing colour - School subjects - Days of the week - Weekly timetable	Culture & Ways of life Spain - Spanish-speaking countries - Flag colours* - Clothes and colours	Culture & Ways of life Spain - Spain: location, faith* - Spanish food & drink*

* Indicates topics brought forward in comparison with the 4-year learning progression, so students cover the topic earlier in their Spanish learning journey. Cultural focus on Spain.

** For this year group, there was also a greater focus on discussion and comparison to their prior learning of French language.