



# LANGUAGES CYCLE B

## AUTUMN

## SPRING

## SUMMER

### YEAR 3/4 SPANISH

#### MEETING AND GREETING

**BIG QUESTION:** How do we meet and greet in Spanish?

**PRIOR LEARNING:** In English: say hello and goodbye knowing when to use the formal and informal vocabulary; introduce themselves; say how they are feeling; count; say how old they are and how to say their date of birth; use different greetings for different situations; know about our English traditional Christmas and the traditional nativity, carols associated with it.

**NEXT STEPS:** To be able to do the following in French: say hello and goodbye; introduce themselves; say if they are feeling good/bad/so-so; count to 10; say how old they are; use different greetings for different situations; ask and answer simple questions for each topic area; use vocabulary they have learnt elsewhere to develop their sentences; recognise there is a difference between formal and informal language; Christmas traditions in French and in German

**VOCABULARY:** subject specific vocabulary – see planning

#### ENQUIRY QUESTIONS:

1. How do we say hello?
2. How do we ask somebody's name?

#### MY BODY

**BIG QUESTION:** Can I follow instructions in Spanish and ask and answer questions related to the parts of the body?

**PRIOR LEARNING:** Naming of body parts from the Science curriculum; in English: give and respond to simple classroom instructions appropriately; identify colours correctly; name items of clothing; ask and answer questions about the body; distinguish between the different types of nouns; list items using the correct punctuation.

**NEXT STEPS:** To be able to do the following in French: give and respond to simple classroom instructions appropriately; name parts of the body from a song; identify colours; name items of clothing; ask and answer questions using the topic vocabulary; read and write simple words; say that un/une relate to masculine & feminine nouns; use a dictionary to develop topic vocabulary further

**VOCABULARY:** subject specific vocabulary – see planning

#### ENQUIRY QUESTIONS:

1. What are classroom instructions?
2. What are the parts of the body?

#### TIME TO EAT

**BIG QUESTION:** How do I express my preferences about food and colour?

**PRIOR LEARNING:** In English: to be able to follow a story and join in the repeated parts; say what foods from a set they like/dislike, giving reasons why; describe the colour of an object; ask politely for something; predict a repeated phrase; make a range of simple statements by substituting vocabulary; modify a colour adjective; respond appropriately to a polite request; recognise the correct determiner in a sentence; select adjectives to add information.

**NEXT STEPS:** To be able to do the following in French: follow a story and join in the repeated parts; say what foods from a set they like/dislike; describe the colour or size of an object; ask politely for something; predict a repeated phrase; make a range of simple statements by substituting vocabulary; modify a colour adjective; respond appropriately to a polite request; recognise the correct determiner depending on gender/number; select adjectives based on gender/number of nouns; order sentences correctly.

**VOCABULARY:** subject specific vocabulary – see planning

#### ENQUIRY QUESTIONS:

1. What is the key vocabulary about food?
2. Please may I have?

	<p>3. How do we ask how somebody is?  4. How do we say goodbye?  5. What are the numbers 0-10 in Spanish?  6. How do you ask somebody's age?</p> <p><b>ADDITIONAL CULTURAL ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Perform a Christmas nativity in Spanish</li> <li>• Create a cultural appreciation of Christmas in Spain</li> <li>• Learn a selection of Spanish Christmas songs</li> </ul>	<p>3. What are action verbs?  4. What are the names of the colours?  5. What's in my wardrobe?  6. What are you wearing?</p> <p><b>ADDITIONAL CULTURAL ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Look at examples of traditional clothes and costumes that the Spanish wear for special occasions and festivals</li> <li>• Research and then make a painting in the style of Joan Miro and label the colours</li> </ul>	<p>3. What do I like and dislike?  4. What colour is it?  5. How do I describe food?  6. How do I ask and answer questions about food?</p> <p><b>ADDITIONAL CULTURAL ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Spanish food tasting</li> <li>• Research national and regional foods in Spain</li> <li>• Draw a healthy meal and label it in Spanish</li> </ul>
<p><b>YEAR 4/5  FRENCH</b></p>	<p><b>GETTING TO KNOW YOU</b></p> <p><b>BIG QUESTION:</b> How do we meet and greet in French?</p>	<p><b>ALL ABOUT ME</b></p> <p><b>BIG QUESTION:</b> Can I follow instructions in French and ask and answer questions related to the parts of the body?</p>	<p><b>FOOD GLORIOUS FOOD</b></p> <p><b>BIG QUESTION:</b> How do I express my preferences about food and colour?</p>
	<p><b>PRIOR LEARNING:</b> In Spanish: say hello and goodbye; introduce themselves; say how they are feeling; count to ten; say how old they are; use different greetings for different situations; ask and answer simple questions for each topic area; use vocabulary they have learnt elsewhere to develop their sentences</p> <p><b>NEXT STEPS:</b> In German: say a greeting; say my name; say how old I am; I can say how I am feeling; say goodbye; ask questions about others; to count to 12 in German; to count backwards and forwards; to say my age and ask others their age; I can identify and say which number is missing in German; tell the time</p>	<p><b>PRIOR LEARNING:</b> In Spanish: give and respond to simple classroom instructions appropriately; name parts of the body from a song; identify colours; name items of clothing; ask and answer questions using the topic vocabulary; read and write simple words; link un/una to masculine and feminine nouns; use 'y' to link several items in a sentence; use vocabulary they have learnt elsewhere to develop their sentences</p> <p><b>NEXT STEPS:</b> In German: to give phrases of encouragement and praise; understand body vocabulary and identify the correct part; listen carefully to vocabulary and follow instructions; sing "head, shoulders, knees and toes" in German; answer the question "was ist das?"; listen carefully to sentences in German and complete work using known vocabulary; play a German game, following basic instructions; ask and answer questions using "was ist das?" and "welche farbe ist das?"; identify</p>	<p><b>PRIOR LEARNING:</b> In Spanish: follow a story and join in the repeated parts; say what foods from a set they like/dislike; describe the colour of an object; ask politely for something; predict a repeated phrase; make a range of simple statements by substituting vocabulary; modify a colour adjective; respond appropriately to a polite request; recognise the correct determiner depending on gender/number; select adjectives based on gender/number of nouns</p> <p><b>NEXT STEPS:</b> In German know the vocabulary associated with fruit; ask and answer questions about fruit; say what I like and dislike; say and make up German tongue-twisters; know the vocabulary for typical breakfast items; be able to say if an item is healthy or not; express preference for breakfast items; be able to say sentences about breakfast items; say what I like and dislike; say what I prefer; say what I like best; use the verb "gern" appropriately; say my favourite and what I love</p>

		items of clothing and state colours; sing a traditional German song; translate English into German	
	VOCABULARY: subject specific vocabulary – see planning	VOCABULARY: subject specific vocabulary – see planning	VOCABULARY: subject specific vocabulary – see planning
	ENQUIRY QUESTIONS: 1. How do I say hello in French? 2. What's your name? 3. How are you? 4. How to say goodbye? 5. How do I count to 10? 6. How old are you?	ENQUIRY QUESTIONS: 1. Can you follow simple classroom instructions? 2. What are the parts of my body? 3. Can I understand and follow action verbs? 4. What are the colours in French? 5. What's in your wardrobe? 6. What are you wearing?	ENQUIRY QUESTIONS: 1. What is the key vocabulary about food? 2. Please may I have? 3. What do I like and dislike? 4. What colour is it? 5. What do you eat? 6. How do I ask and answer questions about food?
	ADDITIONAL CULTURAL ACTIVITIES: <ul style="list-style-type: none"> <li>Perform a Christmas nativity in French</li> <li>Create a cultural appreciation of Christmas in France</li> <li>Learn a selection of French Christmas songs</li> </ul>	ADDITIONAL CULTURAL ACTIVITIES: <ul style="list-style-type: none"> <li>Coloriage magique - using their developing knowledge of French colours vocabulary, colour in a picture by number instructions.</li> <li>Qu'est-ce que tu portes? practise and develop their vocabulary for clothing and use their art/design skills to make and label a model</li> </ul>	ADDITIONAL CULTURAL ACTIVITIES: <ul style="list-style-type: none"> <li>Miam! Miam! (Yum Yum!) draw or photograph a meal at home, then label with the names of the foods in French</li> <li>En France, ils mangent (In France, They Eat) - use their research skills to find out about national/regional foods in France. Apply their preference statement skills to the new information</li> </ul>
<b>YEAR 5/6 GERMAN</b>	<b>INTRODUCTION &amp; NUMBERS</b>	<b>BODY &amp; CLOTHING</b>	<b>FRUIT, BREAKFAST AND MY PREFERENCES</b>
	<b>BIG QUESTION:</b> Can I introduce myself and tell the time?	<b>BIG QUESTION:</b> Can I talk about my body and describe the clothes I am wearing in German?	<b>BIG QUESTION:</b> Can I talk about food and express my likes and dislikes in German?
	<b>PRIOR LEARNING:</b> To be able to do the following in French: say hello and goodbye; introduce themselves; say if they are feeling good/bad/so-so; count to 10; say how old they are; use different greetings for different situations; ask and answer simple questions for each topic area; use vocabulary they have learnt elsewhere to develop their sentences; recognise there is a difference between formal and informal language; Christmas traditions in French and in Spanish	<b>PRIOR LEARNING:</b> To be able to do the following in French: give and respond to simple classroom instructions appropriately; name parts of the body from a song; identify colours; name items of clothing; ask and answer questions using the topic vocabulary; read and write simple words; say that un/une relate to masculine & feminine nouns; use a dictionary to develop topic vocabulary further  <b>NEXT STEPS:</b> KS3	<b>PRIOR LEARNING:</b> To be able to do the following in French: follow a story and join in the repeated parts; say what foods from a set they like/dislike; describe the colour or size of an object; ask politely for something; predict a repeated phrase; make a range of simple statements by substituting vocabulary; modify a colour adjective; respond appropriately to a polite request; recognise the correct determiner depending on gender/number; select adjectives

	NEXT STEPS: KS3		based on gender/number of nouns; order sentences correctly.  NEXT STEPS: KS3
	VOCABULARY: subject specific vocabulary – see planning	VOCABULARY: subject specific vocabulary – see planning	VOCABULARY: subject specific vocabulary – see planning
	ENQUIRY QUESTIONS: 1. How do we say hello in German? 2. What's your name? 3. How are you? 4. How to say goodbye? 5. How do I count to 12? 6. How old am I? How old are you?	ENQUIRY QUESTIONS: 1. What are the colours in German? 2. What colours are on different flags? 3. What are the parts of my body in German? 4. Can I understand and follow action verbs? 5. Can I name items of clothing? 6. What am I wearing?	ENQUIRY QUESTIONS: 1. What is the key vocabulary about fruit? 2. How do you express preferences about fruit in German? 3. What do German people typically eat and drink for breakfast? 4. What do I like to eat and drink for breakfast? 5. How do you express your likes and dislikes? 6. How do you express your likes and dislikes for food and drink?
	ADDITIONAL CULTURAL ACTIVITIES: <ul style="list-style-type: none"> <li>Perform a Christmas nativity in German</li> <li>Create a cultural appreciation of Christmas in Germany</li> <li>Learn a selection of German Christmas songs</li> </ul>	ADDITIONAL CULTURAL ACTIVITIES: <ul style="list-style-type: none"> <li>German is a global language, research which countries around the world speak German and find and label their flags</li> <li>Using their knowledge about colour vocabulary, colour in a picture by following a key</li> </ul>	ADDITIONAL CULTURAL ACTIVITIES: <ul style="list-style-type: none"> <li>Draw a typical German breakfast and compare it to breakfast, labelling both using German vocabulary</li> <li>make a poster in German promoting healthy eating using phrases learned. This could be with ICT</li> </ul>