

Modern Foreign Languages 2018-2019: Autumn Spring Summer

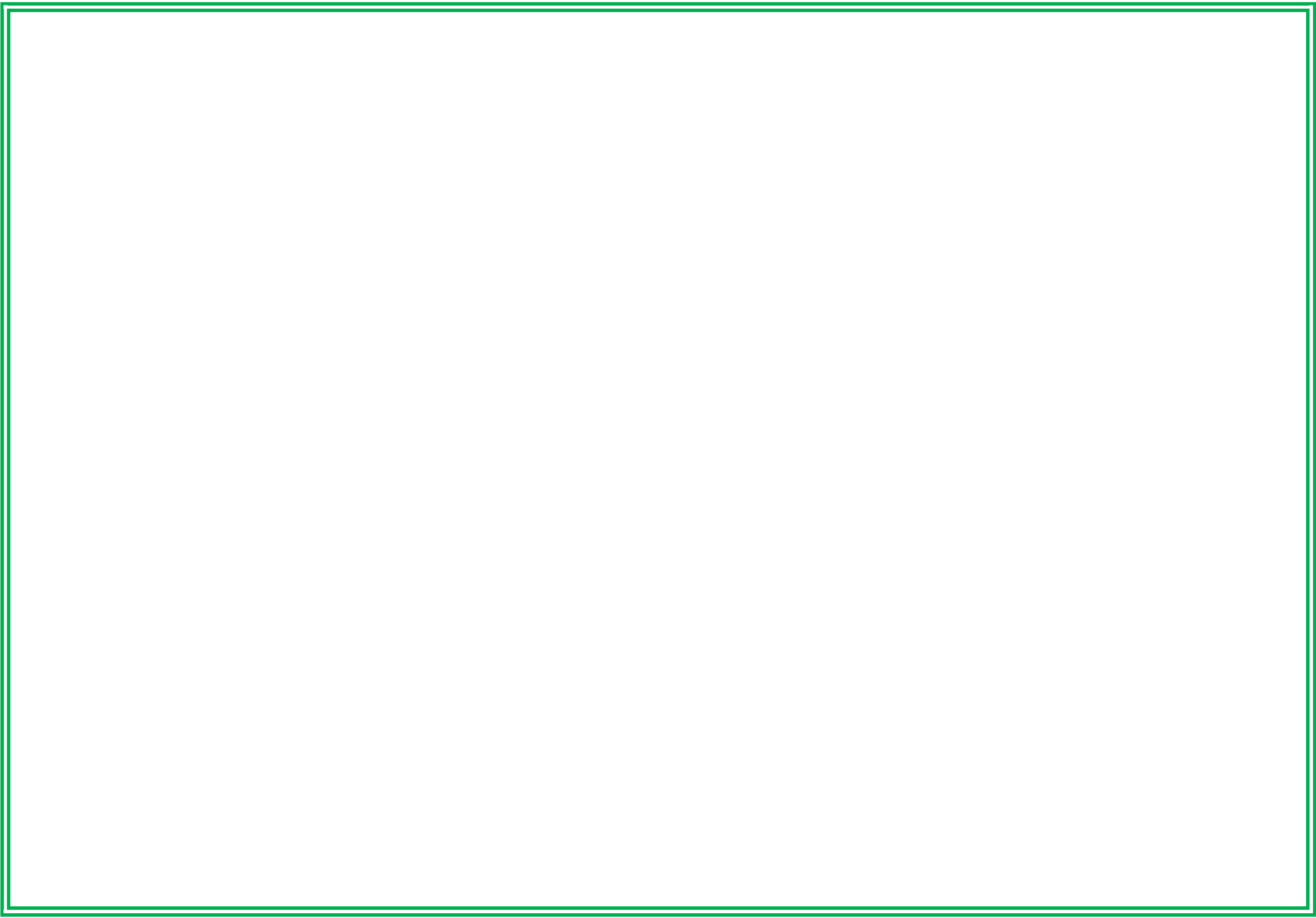
Curriculum Intent

Provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.



Prior Learning in EYFS and KS1	Year 3	Year 4	Year 5	Year 6	Progression in KS3
Participation in experience days and language events. E.g. exploration of French food during French day	<p>I can engage in conversations; ask and answer questions; express opinions; seek clarification and help</p> <p>I can speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>I can begin to develop accurate pronunciation and intonation so that others understand when I am using familiar words or phrases</p> <p>I can appreciate stories, songs, poems and rhymes in the language</p> <p>I can recognise and begin to respond to the written form of familiar vocabulary.</p> <p>I can make links between French phonemes and spellings</p> <p>I can begin to write familiar vocabulary</p>	<p>I can engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>I can develop accurate pronunciation and intonation so that others understand when I am reading aloud or using familiar words/phrases</p> <p>I can present my ideas and information to a range of audiences</p> <p>I can appreciate stories, songs, poems and rhymes in the language</p> <p>I can describe people, places, things and actions orally</p> <p>I can recognise and respond to the written form of familiar vocabulary.</p> <p>I can make links between French phonemes and spellings</p> <p>I can begin to write familiar vocabulary</p>	<p>I can begin to read carefully and show understanding of words, phrases and simple writing</p> <p>I can appreciate stories, songs, poems and rhymes in the language</p> <p>I can broaden my vocabulary and develop my ability to understanding of new words that are introduced into familiar written material, including through using a dictionary</p> <p>I can describe people, places, things and actions orally and begin to in writing</p>	<p>I can appreciate stories, songs, poems and rhymes in the language</p> <p>I can write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>I can describe people, places, things and actions orally and in writing</p> <p>I can understand basic grammar appropriate to the language being studied, including: feminine, masculine, and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language and how to apply these to build sentences; and how these are different and similar to English</p>	Teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study.



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Money	<ul style="list-style-type: none"> •recognise and know the value of different denominations of coins and notes 	<ul style="list-style-type: none"> •recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value •find different combinations of coins that equal the same amounts of money •solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change 	<ul style="list-style-type: none"> •add and subtract amounts of money to give change, using both £ and p in practical contexts 		<ul style="list-style-type: none"> •use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling 	
Time	<ul style="list-style-type: none"> •sequence events in chronological order using language recognise and use language relating to dates, including days of the week, weeks, months and years •tell the time to the hour and half past the hour and draw the hands on a clock face to show these times 	<ul style="list-style-type: none"> •compare and sequence intervals of time •tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times •know the number of minutes in an hour and the number of hours in a day 	<ul style="list-style-type: none"> •tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks •estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight •know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events 	<ul style="list-style-type: none"> •Convert between different units of measure (e.g. Hours to minutes) •read, write and convert time between analogue and digital 12- and 24-hour clocks •solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days 	<ul style="list-style-type: none"> •solve problems involving converting between units of time 	
Shape vocabulary	<ul style="list-style-type: none"> •recognise and name common 2-D shapes (e.g. Square, circle, triangle) •recognise and name common 3-D shapes (e.g. Cubes, cuboids, pyramids & spheres) 	<i>(vertices, edges, faces, symmetry)</i>	<ul style="list-style-type: none"> •identify horizontal and vertical lines and pairs of perpendicular and parallel lines 			<ul style="list-style-type: none"> •illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
Properties of 2-d shape		<ul style="list-style-type: none"> •identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. •compare and sort common 2-D and 3-D shapes and everyday objects. 	<ul style="list-style-type: none"> •draw 2-D shapes 	<ul style="list-style-type: none"> •compare and classify geometric shapes, including quadrilaterals and triangles, based on properties and sizes •identify lines of symmetry in 2-D shapes presented in different orientations •complete a simple symmetric figure with respect to a specific line of symmetry. 	<ul style="list-style-type: none"> •use the properties of rectangles to deduce related facts and find missing lengths and angles •distinguish between regular and irregular polygons based on reasoning about equal sides and angles. 	<ul style="list-style-type: none"> •draw 2-D shapes using given dimensions and angles compare and classify geometric shapes based on their properties and sizes
Properties of 3-d shape		<ul style="list-style-type: none"> •identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces •identify 2-D shapes on the surface of 3-D shapes. compare and sort common 2-D and 3-D shapes and everyday objects. 	<ul style="list-style-type: none"> •make 3-D shapes using modelling materials recognise 3-D shapes in different orientations and describe them 		<ul style="list-style-type: none"> •identify 3-D shapes, including cubes and other cuboids, from 2-D representations 	<ul style="list-style-type: none"> •recognise, describe and build simple 3-D shapes, including making nets •find unknown angles in any triangles, quadrilaterals, and regular polygons
Angles			<ul style="list-style-type: none"> •recognise angles as a property of shape or a description of a turn •identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn •identify whether angles are greater or less than right angle 	<ul style="list-style-type: none"> •identify acute and obtuse angles and compare and order angles up to two right angles by size 	<ul style="list-style-type: none"> •know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles •draw given angles, and measure them in degrees (°) •identify angles at a point and one whole turn (total 360°); at a point on a straight line and ½ a turn (total 180°) •identify other multiples of 90° 	<ul style="list-style-type: none"> •recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
Position & Direction	<ul style="list-style-type: none"> •describe position, direction and movement, including whole, half, quarter and three-quarter turns 	<ul style="list-style-type: none"> •order and arrange combinations of mathematical objects in patterns and sequences. •use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and ¾ turns 		<ul style="list-style-type: none"> •describe positions on a 2-D grid as coordinates in the first quadrant •describe movements between positions as translations of a given unit to the left/right and up/down •plot specified points and draw sides to complete a given polygon 	<ul style="list-style-type: none"> •identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed 	<ul style="list-style-type: none"> •describe positions on the full coordinate grid (all four quadrants) •draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
Interpreting data		<ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple tables 	<ul style="list-style-type: none"> •interpret and present data using bar charts, pictograms and tables 	<ul style="list-style-type: none"> interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs 	<ul style="list-style-type: none"> •complete, read and interpret information in tables, including timetables 	<ul style="list-style-type: none"> •interpret and construct pie charts and line graphs calculate and interpret the mean as an average

Extract info
from data

- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data

- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables

- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

- solve comparison, sum and difference problems using information presented in a line graph

- use pie charts and line graphs to solve problems

Taken from www.primarycurriculum.me.uk