

# Languages Curriculum at Roundwood Primary School

## Where we are going:

### You need to:

- Have an enquiring mind and be inspired by the world around you (**respect, responsibility, reliability**)
- Have knowledge of the world, languages and cultures. (**respect, responsibility, resilience**)
- Have an appreciation of how people live in other parts of the world (**respect, responsibility, reliability**)

## Purpose

Our children live in the home counties in a wide rural area encompassing old, well-established villages and the historic, local town of Buckingham. There is a lower than average level of diversity in Buckingham, but the town's university attracts many students from overseas, this means that the diversity of the locality is mostly from western Europe. Higher socio-economic families take holidays abroad each year meaning many children have experience of another country and foreign languages, although mostly western Europe.

A very small minority of our children speak an additional language; however, we believe that learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable 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 should also provide opportunities for them to communicate for practical purposes. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

## The Languages Journey

In Key Stage 1 learning languages will take place through exposure to Phonics teachings and promotion of world events e.g. learning about the language spoken in countries that the Olympics or World Cup sports take place in. Incidental vocabulary will be taught where it occurs as part of other class topics.

In Key Stage 2 Spanish is taught discreetly, once a week following the Kapow Primary Spanish. The scheme aims to provide pupils with a firm foundation of language learning by teaching the three building blocks of a language system: phonics, vocabulary and grammar. Teachers will follow a Medium-Term plan which follows a progressive stage of steps.

In addition, children will have the opportunity to encounter purposeful language whilst exploring exciting aspects of tradition and heritage, such as:

- Discovering the geography of Spain and South America.
- Understanding key festivals and celebrations.
- Gaining awareness of Spanish art and architecture.
- Appreciating traditional games, songs and dance.
- Comparing mealtimes and enjoying typical foods.
- Considering the legacy of ancient civilisations e.g. the Maya.
- Examining the impact of global issues such as climate change.

The National Curriculum states that teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should 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.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- 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

### Vocabulary

Key vocabulary for each lesson is explicit within the lesson plan.

## RPS Languages Journey

### Year 3

#### Spanish Greetings

Using puppets to practise a variety of Spanish greetings, children learn how to introduce themselves and say how they are feeling. They perform a finger rhyme based on a Spanish puppet festival tradition.

#### Numbers and ages

Through playing traditional Spanish counting games, children learn the numbers from one to twelve. They discover how to give their age in Spanish and ask others how old they are.

#### Shapes and colours

Taking inspiration from mosaic art of Barcelona and Granada, children describe different shapes and colours and learn about the position of adjectives in relation to nouns in Spanish.

#### Classroom objects

By playing speaking and listening games, children learn some basic classroom instructions. They learn the vocabulary for classroom items found in their school bag, and discover that every Spanish noun is either 'masculine' or 'feminine'. Children learn how to describe what they have and do not have in their school bag, using plurals and conjunctions.

#### Where do you live in Spain?

Identifying different cities in Spain on a map, children learn to correctly pronounce their names in Spanish. They deduce the names for different types of home and learn to ask and respond to questions about where they live. Using a bilingual dictionary, children find new vocabulary and create their own sentences.

#### Journey around Latin America

Following in the footsteps of 'Oscar el Oso' - Oscar the bear, children look at a map of Latin America and locate Spanish-speaking countries. They find out the vocabulary for different forms of transport before creating a travel diary for Oscar the bear, detailing which country he will visit on each day of the week and describing how he will get there.

### Year 4

#### Dates

Mastering the numbers to 31 and the months of the year, children learn to say the date. Children learn about some of the countries biggest festivities and the dates they occur. They learn to ask and answer the question, 'When is your birthday?' and find out about some Mexican birthday traditions.

#### Pets

Listening to a song about pets, children learn the names of different animals. They develop their knowledge of adjectives and describe the characteristics of different animals when writing a fun story about a visit to a pet shop. Children round off the unit by performing their stories to a small audience.

#### Weather in Spain

Identifying different locations in Spain using compass points and learning phrases for different types of weather, children prepare and present a weather forecast.

#### In a Spanish Café

Reading and creating typical Spanish café menus, the children learn to order food and drink and role-play conversations between waiting staff and customers. When practising and performing these role plays, the children evaluate and improve their conversations, making them sound as natural as possible.

### **Spanish Celebrations**

Finding out about some key festivals and celebrations in Spain, children develop their knowledge of festival-related vocabulary. They learn how to express likes and dislikes when describing activities related to different celebrations.

### **The Amazon Rainforest**

Identifying the geographical features found in Peru, children immerse themselves deep into the sights and sounds of the Amazon rainforest, describing the different animals they encounter in each layer.

## **Year 5**

### **Describing family and friends**

Looking at a family tree, children find out the vocabulary for different family members and describe the relationship between each of them. They use verbs in the third person singular to write a detailed description of a family member or friend outlining key information about them.

### **Spanish portraits**

Deducing the vocabulary for describing facial features, children apply their knowledge of noun-adjective agreement to plural nouns. They find out about some famous Spanish cubist artists and create portraits in the cubist style, before describing the faces in their portraits.

### **Sports**

Learning vocabulary to describe different sports, the children ask and answer questions about sports they practise. They read and then follow instructions to play the Maya ball game before creating their own original ball game. Using the imperative form of some regular verbs, the children write a set of instructions to accompany their new game.

### **Food and drink**

Learning to express likes and dislikes about singular and plural nouns, children engage in conversations about food and play fun games guessing meal choices based on their food preferences. To develop their questioning skills further, they use a range of question types to conduct in - depth interviews on the subject of food.

### **A trip across Spain**

Finding about some significant Spanish cities and their well-known tourist attractions, the children enhance their knowledge of Spain's geography and culture. Learning to form the future tense, they engage in role-play conversations about travel plans to these important cities.

### **Saving South America**

Focusing on South America children explore its diverse geography and examine the impact of climate change, deforestation and pollution in the region. They create a campaign advert that uses comparative sentences to outline environmental changes over time and propose solutions to the region's environmental issues.

## **Year 6**

### **Clothes**

Consolidating their knowledge of colours and learning vocabulary for items of clothes, and adjectives to describe styles, children describe different outfits that people are wearing. With an emphasis on the accuracy of the adjectival agreement, the children use dictionaries to check the gender of nouns and the correct form of the adjective.

### **School Life**

Learning the names of school subjects in Spanish, children express likes and dislikes about them. They use a variety of adjectives to give their opinions about school subjects and, after answering a school survey, the class construct their own ideal school day timetable. Finally, the children write a letter to their teacher to describe their perfect day.

### **Household tasks**

Designing their own robot to complete jobs around the house, children describe its features and advertise the robot by using sentence builders and adapting statements to make them more persuasive. They practise giving their opinions about household tasks and justifying their opinions.

## Shopping

Visiting a Spanish market, children describe the name and location of the different market stalls. They play a fun board game to practise their transactional language and apply their knowledge of larger numbers and handling money.

## Free time in Spain

Exploring verb conjugation in the present tense, children create a shared travel blog to describe activities that take place in different parts of Spain during each season. They compare travel plans and explain their preferences.

## Maya City treasure hunt

Finding about ancient Maya cities and their amazing landmarks, children draw conclusions about the ancient Maya people. Using descriptive and directional language, children create and follow clues for a treasure hunt that navigates key landmarks within an Ancient Maya city.

## Links with other subjects

**Phonics** – explicit teaching of critical phonemes focuses on both pronunciation and the sound-spelling link.

**English** – development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare foreign languages with English, looking at the use of the alphabet, phonemes, rhyming patterns, sound and spelling links. Dictionary work, formation of structure, such as singular / plural, gender, negatives and questions forms.

**Mathematics** – counting, calculations, the time and dates, money.

**Science** – Parts of the body and animals

**Computing** – Video, audio, presentation of data, word processing, app work.

**History** – work relating to the study of other countries

**Art** – descriptions of paintings

**RE** – international and multicultural work, celebration of festivals, storytelling, calendars and customs

**Music** – rhyming, rhythm, singing, composition and world music

## As a linguist leaving RPS

### I will be able to:

- Develop communication and literacy skills that lay the foundation for future language learning
- Have fostered a positive attitude towards learning foreign languages
- Form a sound basis for future study at Key Stage Three and beyond
- Develop linguistic competence, extend my knowledge of how language works and explore differences and similarities between other languages and English.
- Have an enhanced awareness of the multilingual and multicultural world we live in
- Have an insight into my own culture and those of others

## Memory Makers

### I will have experienced

- Exciting language days
- Learning songs in Spanish to share with an audience
- Potentially travelling to different places in the world through learning about them
- An immersive experience of learning another language
- Been rewarded for my completion of key milestones

## Because I went to RPS

- I know my place in the world and can locate other countries based on languages I have learnt.
- I appreciate the wider world and how it may differ from my own.
- I am becoming a global citizen.
- I have began my journey of becoming a linguist