



Laurus Primary Languages 8 Year Overview

Intent: To foster pupils' curiosity and deepen their understanding of a different language and culture.

Substantive Knowledge		
Vocab	Grammar and phonics	Culture

Disciplinary Knowledge			
Reading	Speaking	Listening	Writing

	Autumn	Spring	Summer	
Pre-School	Talking about different countries and speaking different languages. Learning about Spain and how it is different to where we live. Talking about some of the different foods that are eaten in Spain. Saying hello in response to the register.			
Rec	<p>Reception objectives: Begin to be aware of some of the sounds of a new language. Begin to explore our listening skills to help hear sounds and words in a new language. Explore how to listen and join in with rhymes, songs and stories. Explore how to join in with games, played in a different language. Explore how to say some of the new sounds and words we hear in a different language.</p> <p>Disciplinary Knowledge end points (EYFS): To begin to understand that sounds in a different language have different meaning. To explore how to listen to be able to hear new sounds and words. To explore how to learn and remember language through song and rhyme. To explore replicating mouth shapes and repeating/imitating sounds. To begin to develop as a global citizen, exploring similarities and differences between own and other cultures.</p>			
	<p>Unit: Let's Sing! (Exploring language through song) Substantive knowledge end points: Listen and join in with songs introducing core language. Listen and respond to greetings, numbers and colours</p>	<p>Unit: Listening and joining in. Listen and join in with core language. Substantive knowledge end points: To listen to greetings, feelings, numbers, colours, commands and name To join in with saying greetings, feelings, numbers, colours, commands and name. To join in with hello and goodbye as a circle game</p>	<p>Unit: Storytime - Goldilocks New language in the context of a familiar story. Substantive knowledge end points: To join in with hello and goodbye as a game. To listen and join in with family members and face parts. To join in with key vocabulary. To attempt to say 'hot', 'cold', 'big' and 'small' and colours and numbers in Spanish.</p>	<p>Unit: Teddy Bear's Picnic Core language with bear theme. Substantive knowledge end points: To join in with greetings as a circle game. To attempt to say colours, numbers and feelings. To listen and respond to commands and name phrase. To listen to a story and respond to colours, numbers and name phrase</p>
	<p>Unit: Storytime – Jack and the Beanstalk New language in the context of a familiar story. Substantive knowledge end points: To join in with greetings as a circle game. To attempt to say 'big', 'small' and the name phrase 'My name is..'. To identify and name domestic animals. To listen and identify the steps to grow a plant To listen and respond to numbers and commands</p>	<p>Unit: Holiday time! New vocabulary in the context of going on holiday. Substantive knowledge end points: To listen and join in with 'hello' and 'goodbye'. To identify and say colours and numbers. To attempt to say 'mountain', 'beach', 'plane', 'boat', 'bike' and 'car'. To attempt to say the phrases 'it's hot' and 'it's cold'.</p>		
<p>Key Stage 1 objectives:</p> <p><i>Practise how to make the sounds we hear in a different language. Practise using listening skills to help hear sounds, words and phrases in a new language. Practise and experiment with skills in listening and joining in with rhymes, songs and stories. Join in with games, played in a different language. Explore how to say the new sounds, words and simple phrases we know in the target language. Explore how to participate in spoken performances of rhymes, songs and simple performances in the target language. Explore some simple written words in the target language.</i></p> <p><i>By the end of KS1, pupils will have explored the patterns and sounds of language through songs and rhymes and will be able to link the sound and meaning of words.</i></p>				
<p>Disciplinary Knowledge end points (KS1): To educate the ear to new sounds and meaning. To engage with how to listen to be able to hear new sounds and words. To repeat and imitate and begin to form utterances independently. To engage in turn-taking as a precursor to conversation. To attempt to copywrite single words in Spanish. To explore and begin to memorise language through song and rhyme. To use actions and gesture to aid memorisation. To begin to develop cultural understanding and empathy as a global citizen.</p>				

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Year 1	Unit: Greetings and numbers Substantive knowledge end points: To listen and respond to specific greetings such as: 'good morning, good afternoon and good night'. To listen, respond and answer the question 'What are you called?'. To listen, respond and answer about feelings. To listen and join in with numbers.	Unit: Playground games Explore key vocabulary through playground games. Substantive knowledge end points: To listen and join in with a series of playground games covering key language such as: numbers, days of the week and sea creatures.	Unit: Minibeasts Substantive knowledge end points: To listen and respond to minibeast nouns. To identify and remember numbers and colours. To enjoy and join in with a story. To understand and respond to the butterfly cycle.	Unit: Dinosaurs New and familiar language in a dinosaur theme. Substantive knowledge end points: To listen and respond to the names of dinosaurs. To identify and understand the names of habitats. To remember colours, numbers and name phrase. To enjoy and join in with a story.	Unit: Plant pot story Substantive knowledge end points: To listen and understand a simple story. To listen and respond to commands. To listen and join in with a simple rhyme, then perform it. To create own action rhyme.	Unit: Mr Biscuit Substantive knowledge end points: To listen and respond to body parts. To listen and respond to commands and actions. To recognise and respond to colours and numbers
	Unit: At the Farm Substantive knowledge end points: To listen and respond to nouns for farm animals, including plural nouns. To listen and join in with a series of numbers. To join in with a rhyme and a song in Spanish.	Unit: Autumn Walk and Harvest Substantive knowledge end points: To identify and name colours. To listen to and join in with a story. To listen and join in with a series of numbers	Unit: Birthday Party New vocabulary themed around a birthday story. Substantive knowledge end points: To listen to and join in with a story. To recall numbers and say the age sentence. To listen and respond to commands.	Unit: Me and my puppy New and familiar vocabulary in the context of a puppy. Substantive knowledge end points: To listen to and understand likes and favourite things. To listen and respond to commands. To listen to and understand numbers.	Unit: Over the rainbow Substantive knowledge end points: To listen and respond to colours and weather phrases. To listen and join in with songs.	Unit: Pirate Personalities Substantive knowledge end points: To listen and join in with a song and a story. To identify and read vocabulary associated with pirates. To use new vocabulary to play a board game.
Key Stage 2:						
<i>By the end of KS2, pupils will be able to communicate with increasing confidence, through speaking, listening and writing, continually improving their accuracy of their pronunciation and using correct grammatical structures. Pupils will gain an appreciation of other cultures and deepen their understanding of the cultural world.</i>						
Year 3	Disciplinary Knowledge end points LKS2 (Years 3 and 4): To understand and use the terms 'cognate' and 'semi-cognate' (words that are the same or similar to English words) as a way in to understanding a foreign language. To begin to form educated guesses based on the context of the language. To begin to use memory hooks to help remember. To begin to understand what helps make me a better language learner. To engage with opportunities to practise to aid long-term memory. To develop confidence to 'have a go' and learn from any mistakes. To write single words and set phrases with support. To begin to improve independent pronunciation and intonation through an understanding of phonemes and graphemes in the target language. To begin to practise bilingual dictionary skills. To develop as global citizens through broadening the understanding of the target language and culture.					
	Unit: A New Start. Substantive knowledge end points:	Unit: Calendar and celebrations Substantive knowledge end points:	Unit: Animals I like and don't like Substantive knowledge end points:	Unit: Carnival and using numbers Substantive knowledge end points:	Unit: Fruit and vegetables, Hungry giant Substantive knowledge end points:	Unit: Going on a picnic, Aliens in Spain Substantive knowledge end points:

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	To say greetings. To ask and answer about feelings. To say, recall, identify numbers between 1 and 10. To write some colours in Spanish.	To understand basic classroom commands. To understand and say days of the week. To understand, say and try to write some months of the year. To recall some facts about Spanish Christmas traditions.	To say and read the name of animals. To begin to recognise some animal plural nouns. To begin to understand a simple story. To begin to copy names of animals. To say a simple sentence about their favourite animal. To begin to write simple sentences about animals.	To know some facts about Carnival in Spain. To say and begin to write numbers 1-15. To say simple sentences about themselves. To begin to read and write dates.	To understand and participate in games involving fruit and vegetable nouns. To ask politely for some fruit or vegetable item. To listen, understand and enjoy a story. To write, with support, a simple sentence or several sentences in 1st person singular.	To recall nouns for picnic items. To write a simple phrase, using verb, noun and adjective. To complete some simple sentences to say where they live. To ask a simple question and understand the answer. To apply their language skills to begin to learn other languages
Year 4	Unit: Welcome to school Substantive knowledge end points: To ask and answer questions about self. To listen, recall and respond to classroom instructions. To say and write the name of rooms in school. To say and write nouns for some classroom objects.	Unit: My Town, Your Town Substantive knowledge end points: To say and recognise some places in a town. To give simple directions to places in a town. To read and understand some useful directions. To copy some names of places in a town: Church, shop, park, pharmacy. To write a sentence using nouns of shops in a town.	Unit: Family tree and faces Substantive knowledge end points: To know some important facts about Epiphany. To say some family nouns. To write personal information sentences in 1 st person singular about a family member. To understand the nouns for face parts. To write a simple descriptive sentence to describe a face.	Unit: Face and Body Parts Substantive knowledge end points: To understand and respond to body part nouns and commands. To understand and participate in yoga sequences including commands and body part nouns. To identify singular and plural body parts. To write some body parts. To write a simple descriptive sentence or sequence of sentences, using verb, noun and adjective.	Unit: Feeling unwell / Jungle animals Substantive knowledge end points: To understand and say phrases to describe feeling unwell, aches and pains. To remember some jungle animal nouns. To understand adjectives to describe jungle animals. To write a simple sentence or sequence of sentences to describe a jungle animal	Unit: The weather, ice creams Substantive knowledge end points: To say different types of weather phrases. To name the seasons. To write a simple sentence to describe the weather. To say ice cream flavours and spot sounds in the flavours. To say an ice cream order. To apply their language skills to learn other languages
	Disciplinary Knowledge end points UKS2 (Years 5 and 6): To improve confidence to spot and use the terms 'cognate' and 'semi-cognate' when working with new or unfamiliar language. To have an awareness of the term 'false friends' (words which appear as cognates but have other meanings) and begin to be able to spot them. To use reading comprehension strategies such as skim and scan to understand unfamiliar language. To use context to form educated guesses and use this and prior learning to aid translation. To improve pronunciation and intonation through an increasing understanding of phonemes and graphemes in the target language. To develop the ability to speak fluently (without conscious thought) To use a model effectively to aid writing grammatically accurate and extended sentences. To develop the ability to use and create memory hooks to remember more. To develop metacognitive strategies to learn and remember more language. To know how to use opportunities to practise to improve long-term memory and recall. To use a bilingual dictionary independently to look up unfamiliar words. To develop as global citizens through broadening the understanding of the target language and culture.					
Year 5	Unit: Talking about us/school subjects Substantive knowledge end points: To introduce themselves using extended sentences about how they are feeling and why they are feeling this way. To have a conversation with a friend involving their name, how they are feeling, how old they are and where they live. To say a third person singular sentence with details about someone else. To know at least five nouns for school subjects and can use this in a spoken sentence. To say an extended opinion of a school subject with a reason for liking/disliking a subject.	Unit: Time in the City Substantive knowledge end points: To recall some facts about a city in Spain. To say and understand nouns for places in a city. To ask for and give simple directions. To participate in a dialogue for buying a ticket. To write simple descriptive sentences to describe their town.	Unit: Healthy eating and going to the market Substantive knowledge end points: To say some fruit and vegetables and use in simple dialogues. To read and understand some fruit and vegetables in written texts. To understand plural nouns and how to write them. To know how to say 'I have' and that we use part of the verb to have. To understand how to say I haven't. To write some fruits and vegetables. To read and understand a recipe. To write a recipe including ingredients and instructions	Unit: Clothes Substantive knowledge end points: To say nouns for some items of clothing. To read and write descriptive sentences with nouns and colour adjectives. To understand the singular/plural and masculine/feminine changes when we describe clothes with adjectives. To explore and use the verb 'to wear'.	Unit: Out of this world Substantive knowledge end points: To ask and answer questions about someone's identity. To read and recognise names of planets. To read some simple information about planets. To read and write simple sentences about an imaginary planet.	Unit: Going to the seaside Substantive knowledge end points: To read aloud and understand sentences about the seaside. To create simple persuasive extended sentences. To read and understand facts about going to the beach. To explore beach culture. To apply their language skills to learn other languages.
Year 6	Unit: Revisiting me/Telling the time/Everyday life	Unit: Homes and houses	Unit: Playing and enjoying sport	Unit: Funfair and favourites	Unit: Tapas culture	Unit: Performance time, transition



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	<p>Substantive knowledge end points: To recall phrases to describe feelings. To understand and use adjectives to describe personality and physical appearance. To understand and write several sentences about personality and physical appearance</p>	<p>Substantive knowledge end points: To understand the nouns for rooms in a house. To understand the nouns for some items of furniture. To read and understand some simple descriptions of rooms in a house. To follow and understand a descriptive story. To write descriptive sentences using colour and size adjectives. To recognise and understand some familiar and unfamiliar nouns. To understand some prepositions.</p>	<p>Substantive knowledge end points: To create opinions about a sport. To look at and use the verb 'to play'. To understand and write simple information about a sport. To express a like or dislike of a sport.</p>	<p>Substantive knowledge end points: To know some nouns for fair rides and food. To write simple sentences about a funfair. To express opinions of favourite things, recalling prior learning. To recall some key facts about a tradition.</p>	<p>Substantive knowledge end points: To know some facts about café culture. To ask politely for snacks and drinks. To understand information about food and meals. To explore breakfast foods and different types of breakfast.</p>	<p>Substantive knowledge end points: To participate in short sketches using familiar language. To recall familiar core language. To apply their language skills to learn other languages.</p>
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