

# Laurance Haines School CURRICULUM OVERVIEW



**LAURANCE HAINES**  
SCHOOL

## Modern Foreign Languages

At Laurance Haines, we take every opportunity to celebrate languages. The National Curriculum requires all children in KS2 of schooling to undertake learning in Modern Foreign Languages. At Laurance Haines we are delighted to offer Spanish teaching from KS1 in order for children's knowledge of Spanish to grow and progress as they continue on their learning journey through the school. We recognise that Spanish is a globally-spoken language, and this is reflected in the learning across the year groups. Learning languages is fundamental to the growth of our children as global citizens, acknowledging that every language is important across the globe; and that we will encounter and celebrate the rich diversity of global languages. Celebrating and promoting language develops a sense of belonging. From the EYFS, language learning is based on celebrating our classes' spoken language where the children learn nursery rhymes and all about our family. This ensures that children start Laurance Haines knowing that their language is valuable, and that they are seen, heard and belong in our community. The children's Spanish learning is also enhanced with our Spanish Day, where they enjoy enriching experiences to add to their cultural capital. Our Spanish curriculum overview enables the children to progress in their grammatical subject knowledge, as well as conversational Spanish.

At Laurance Haines, we take every opportunity to celebrate languages. The National Curriculum requires all children in KS2 of schooling to undertake learning in Modern Foreign Languages. At Laurance Haines we are delighted to offer Spanish teaching from KS1 in order for children's knowledge of Spanish to grow and progress as they continue on their learning journey through the school. We recognise that Spanish is a globally-spoken language, and this is reflected in the learning across the year groups. Learning languages is fundamental to the growth of our children as global citizens, acknowledging that every language is important across the globe; and that we will encounter and celebrate the rich diversity of global languages. Celebrating and promoting language develops a sense of belonging. From the EYFS, language learning is based on celebrating our classes' spoken language where the children learn nursery rhymes and all about our family. This ensures that children start Laurance Haines knowing that their language is valuable, and that they are seen, heard and belong in our community. The children's Spanish learning is also enhanced with our Spanish Day, where they enjoy enriching experiences to add to their cultural capital. Our Spanish curriculum overview enables the children to progress in their grammatical subject knowledge, as well as conversational Spanish.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	Where are our countries on a map?	Saying hello in our languages	learning about our cultures	Nursery rhymes in our languages	Our family- how we say family names in	Celebration of learning
Year 1	Yo Aprendo Espanol Where are Spanish countries located across the world? Saying hello What is your name?	Yo Aprendo Espanol Colours and Fruits	Handa's surprise in Spanish-	Yo Aprendo Espanol Numbers to 10	Yo Aprendo Espanol Nursery rhymes in Spanish	Yo Aprendo Espanol- Days of the week
Year 2	Yo Aprendo Espanol Where are Spanish countries? Saying hello What is your name?	Yo Aprendo Espanol Colours and Fruits  <i>explore the patterns and sounds of language through</i>	Handa's surprise in Spanish-	Yo Aprendo Espanol Numbers to 10  <i>listen attentively to spoken language and</i>	Yo Aprendo Espanol Nursery rhymes in Spanish  <i>listen attentively to spoken language and</i>	Yo Aprendo Espanol- Days of the week  <i>listen attentively to spoken language</i>

	<p><i>listen attentively to spoken language and show understanding by joining in and responding</i></p> <p><i>describe people, places, things and actions orally* and in writing</i></p>	<p><i>songs and rhymes and link the spelling, sound and meaning of words appreciate stories, songs, poems and rhymes in the language</i></p>		<p><i>show understanding by joining in and responding</i></p>	<p><i>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 appreciate stories, songs, poems and rhymes in the language</i></p>	<p><i>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</i></p>
Year 3	Catch up with Year 1 and 2 curriculum.	<p>Core vocabulary and the phonetics</p> <p><i>listen attentively to spoken language and show understanding by joining in and responding</i></p>	Little Red Riding Hood	<p>Musical Instruments</p> <p><i>listen attentively to spoken language and show understanding by joining in and responding</i></p> <p><i>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words appreciate stories, songs, poems and rhymes in the language</i></p>	Animals	<p>I Can</p> <p><i>listen attentively to spoken language and show understanding by joining in and responding describe people, places, things and actions orally* and in writing</i></p>
Year 4	The Romans	<p>Family</p> <p><i>listen attentively to spoken language and show understanding by joining in and responding</i></p> <p><i>explore the patterns and sounds of language through</i></p>	Goldilocks	<p>At the Café</p> <p><i>listen attentively to spoken language and show understanding by joining in and responding</i></p> <p><i>describe people, places, things and</i></p>	<p>The Classroom</p> <p><i>listen attentively to spoken language and show understanding by joining in and responding</i></p> <p><i>describe people, places, things and</i></p>	<p>Presenting Yourself</p> <p><i>listen attentively to spoken language and show understanding by joining in and responding describe people, places, things and</i></p>

		<i>songs and rhymes and link the spelling, sound and meaning of words describe people, places, things and actions orally* and in writing</i>		<i>actions orally* and in writing</i>	<i>actions orally* and in writing</i>	<i>actions orally* and in writing</i>
Year 5	The Tudors	<i>What is the Date? listen attentively to spoken language and show understanding by joining in and responding describe people, places, things and actions orally* and in writing</i>	<i>The Weather 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</i>	<i>Clothes describe people, places, things and actions orally* and in writing</i>	<i>Habitats (intermediate)</i>	<i>Habitats (progressive version)</i>
Year 6	<i>Verbs and Grammar listen attentively to spoken language and show understanding by joining in and responding</i>	<i>At School listen attentively to spoken language and show understanding by joining in and responding describe people, places, things and actions orally* and in writing</i>	WW2	<i>The Weekend listen attentively to spoken language and show understanding by joining in and responding describe people, places, things and actions orally* and in writing</i>	<i>Healthy Lifestyles describe people, places, things and actions orally* and in writing</i>	The Planets

#### **ALL UNITS:**

- *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*
- *engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- *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*