

## KS2 Curriculum Overview: Stages 1-4 in Autumn One

|   |  |  |   |   |
|---|--|--|---|---|
| <b>Overview of teaching and learning approach</b>   | Throughout the SOW there are opportunities to introduce and practise appropriate target language vocabulary, to identify and use nouns, adjectives, verbs, prepositions, and conjunctions in the target language, to explore and build a secure understanding of the target language phonics, and to find out more about the culture of the target language countries. There is access to native speaker pronunciation in every lesson. Progression in vocabulary acquisition, grammar, and phonics, is planned for and built in across the 4 stages. Language learning skills and links between languages and literacy are explored age and stage appropriately. Within the body of the lessons there are planned for /suggested opportunities to sing, play games, perform, develop extended writing (Rainbow Writing), keep a record, and make links across the curriculum. |  |   |   |
| <b>Autumn One</b>   | <b>Stage One</b>   | <b>Stage Two</b>   | <b>Stage Three</b>  | <b>Stage Four</b>   |
|   | Beginning to be language detectives and explore language learning skills.  | Revisiting and developing language learning skills as "language detectives".   | Revisiting and extending language learning skills as "language detectives".   | Revisiting and enhancing language learning skills as "language detectives".                           |
|   | <b>Unit Title:</b><br><b>Greetings, numbers, colours</b>   | <b>Unit Title:</b><br><b>Welcome to school, super learners.</b>  | <b>Unit Title:</b><br><b>Talking about "us".<br/>School subjects.</b>   | <b>Unit Title:</b><br><b>Revisiting "me".<br/>Telling the time and the daily life of a superhero.</b> |
| Begin to explore the target language: greetings, asking a name, and 10 numbers (1-10) and colours. Begin to explore sounds and spelling links in numbers and colours. | Recall familiar language from Stage 1 – personal information questions and answers, days of week, numbers, colours, sound spelling links, and to practise the language of the school environment. Opportunity to explore a target language school building and make comparisons with own school. Ch'ren revisit and extend understanding of nouns and how to use these in simple target language sentences about classroom objects.  | Revisit and build upon prior learning of personal information. Begin to explore how to form and use 3 <sup>rd</sup> person singular to introduce a friend. Talking about feelings and generating extended sentences with reasons for feelings. Broadening of vocabulary, revisiting and practising expressing likes and dislikes with school subjects and extending sentences using conjunctions and opinions. | Recall, revisit and use familiar language in new contexts to talk about "It's okay to be me". Explore a poem and write a simple poem. Focus on the verbs to be (I am) and to have (I have) and extended feelings from stage 3. Revisit and practise numbers and apply to "o'clock" time sentences. Use "o'clock times in a spoken question and answer in 1 <sup>st</sup> and 2 <sup>nd</sup> person singular / and simple story cartoon about a "superhero school pupil's daily routine |   |

