

KS2 Curriculum Overview: Stages 1-4 in Spring One

Overview of teaching and learning approach	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.			
Spring One	Stage One	Stage Two	Stage Three	Stage Four
	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".
	Unit Title: Animals	Unit Title: Epiphany, Alien family tree and faces	Unit Title: Healthy Eating Going to the market Fruit salad recipe	Unit Title: Investigating sports
Animals we see around us First focus on nouns in the target language. Simple investigations of singular nouns used with indefinite articles. Expressing likes using "My favourite animal is..." Speaking and writing silly sentences about animals and habitats to practise use of nouns. Begin to explore use of bilingual dictionaries as word reference tools and find new animal nouns to create fantastical animals.	Cultural focus on target language Epiphany celebrations. Cultural similarities and differences. Members of a family. First proper introduction to the PLN alien family and pets. Practise asking and giving a name. Use of face part nouns to describe a face. Design an alien or monster face. Numbers and colours to describe face parts. Begin to explore position of adjectives. Use of bilingual dictionaries: adjectives.	Revisit fruit and vegetable nouns and extend with unfamiliar language. Revisit and practise shopping dialogue and extend with quantities and plural nouns. Revisit and practise classroom commands and explore and use unfamiliar verbs and commands to create own fruit salads as spoken and written descriptions. Use of bilingual dictionaries to find new language for individual creative writing.	Recall and revisit how to say and write an extended sentence about a like/dislike or preference with a conjunction and a reason and a sport noun. Cultural exploration of target language specific sports. Explore and practise use of verb to play in present tense in target language. Reading comprehension about sports and preferences. Revisit, recall and extend nouns for clothes and use of adjectives to create a school sports kit. Bilingual dictionary use.	

