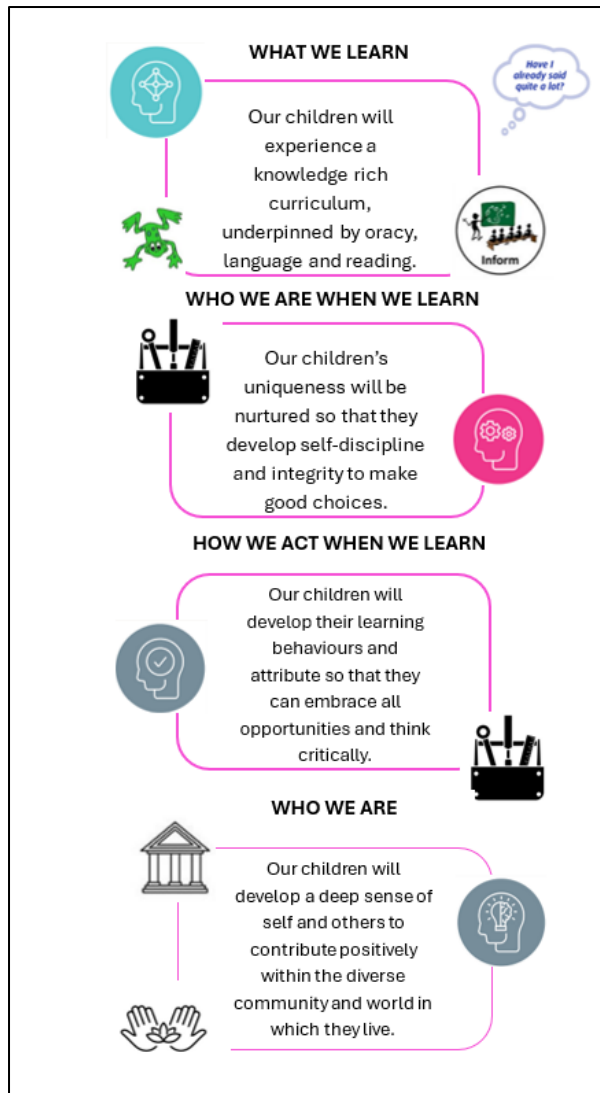


Lifton FOREIGN LANGUAGES Overview 2024-2025



Our curriculum has been deliberately designed to be ambitious and meet the needs of our children as well as the National Curriculum expectations. Subjects have been planned to immerse the children within their familiar local context before expanding their knowledge nationally and across the world.

Our curriculum design is rooted in developing our pupils as learners under **4 key principles**:

- Developing learners' learning
- Developing learners' character
- Developing learning behaviour
- Developing learners' moral compass

Curriculum intent for FL:

As linguists, our children will deepen their understanding and respect for the world and cultural differences in other countries. We are committed to developing a love of languages to encourage students to become curious and interested in the world. Using authentic texts, pupils will embed the skills of listening, speaking, reading and writing in another language. This learning will be applied in a variety of contexts, enabling them to build an understanding of the language structures, patterns and sounds, stimulating their curiosity about language. Children's knowledge of how language works will be developed to lay foundations for the future.

Substantive knowledge content



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Year 1						
Year 2						
Year 3 & 4	Phonetics lesson 1 I am learning...	I am learning... (continued) Phonetics lesson 2	Animals	Instruments	I am able... I know how...	Fruits
Year 5	Phonetics lesson 2 (recap) Seasons	Seasons (continued) Phonetics lesson 3	Ice creams	Presenting myself	My family	At the tearoom/cafe/restaurant
Year 6	Phonetics lesson 3 (recap) The date	The date (continued) Phonetics lesson 4	What is the weather?	Do you have a pet?	Clothes	My home

Disciplinary/Interdisciplinary Knowledge overview

	Listening	Speaking	Reading	Writing	Grammar
3	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Communicate with others using simple words and short phrases covered in the units.	Read familiar words and short phrases accurately by applying knowledge from phonics lessons. Understand the meaning in English of short words I read in the foreign language	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Start to understand the concept of noun gender and the use of articles. Use the first-person singular version of high frequency verbs. EG: 'I like...'. 'I play...'. 'I am called...'
4	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply when required.	Read aloud short pieces of text applying knowledge learnt from phonics lessons. Understand most of what we read in the foreign language when it is based on familiar language.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pen. Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some').
5	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased	Understand longer passages in the foreign language and start to decode meaning of unknown words using	Write a paragraph using familiar language incorporating connectives/conjunctions , a negative response and	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite

	unfamiliar by using the decoding skills we have developed.	knowledge, confidence and spontaneity.	cognates and context. Increase our knowledge of phonemes and letter strings.	adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have	and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...!', 'he/she wears...!' and also be able to describe clothes in terms of colour.
6	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to'.