

Modern Foreign Languages Intention Map

Key Stage One



Placing learning at the heart of everything we do.



Learning Intentions

1. *Say hello and goodbye to others*
2. *Use Miss/Mrs/Mr for the name of their teacher*

Term One

Knowledge Intentions

1. Children will know simple greetings such as hello/hola, goodbye/adios, see you later/ hasta luego.
2. Children will be able to say Señor, Señora, Señorita for the name of the adults in their classroom e.g. Señora Swanson/ Mrs Swanson.

Learning Intentions

1. *Wish others a 'Merry Christmas'.*
2. *Sing along to repetitive phrases in a Spanish Christmas Song*
3. *Name key people thought of at Christmas*

Term Two

Knowledge Intentions

1. Children will know 'Feliz Navidad' means Merry Christmas.
2. When listening to the song 'Feliz Navidad', children will join in with the repeated phrases, particularly 'Feliz Navidad'
3. Children will identify Papa Noel/Father Christmas, El Muñeco de nieve/ Snowman, Un reno/reindeer



Term Three

Learning Intentions

1. *To recognise numbers up to 10.*
2. *To count to 10 in sequence.*

Knowledge Intentions

1. Children can say the number shown in Spanish. Cero/0, uno/1, dos/2, tres/3, cuatro/4, cinco/5, seis/6, siete/7, ocho/8, nueve/9, die/10.
2. Children can count to and from 10 in number order.

Learning Intentions

1. *To listen to a colour in Spanish and name it in English*
2. *To see a colour and name it in Spanish*
3. *To match the English word to the Spanish*

Term Four

Knowledge Intentions

1. Children will be able to name colours in both English and Spanish - rojo/red, azul/blue, verde/green, amarillo/yellow, rosa/pink, naranja/orange, blanco/white, negro/black.



Term Five

Learning Intentions

1. *To listen to an animal in Spanish and name it in English*
2. *To see a picture of an animal and name it in Spanish*
3. *To match the English word to the Spanish*

Knowledge Intentions

1. Children will be able to name animals in both English and Spanish - gato/cat, perro/dog, conejo/rabbit, caballo/horse, hamster/hamster, rana/frog, araña/spider.

Learning Intentions

1. *To listen to and respond to classroom instructions.*
2. *To give classroom instructions to others.*

Term Six

Knowledge Intentions

1. Children will know the meaning of escucha/listen, levantate/stand up, sientate/sit down and silencio/silence.



Checklist



National Curriculum Programme of Study

**Modern
Foreign
Languages**

Listening & Comprehension

<i>FL2/1.1a</i> - listen attentively to spoken language and show understanding by joining in and responding	T1, T2, T3, T4, T5, T6
<i>FL2/1.1b</i> - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	T1, T2

Speaking

<i>FL2/1.2a</i> - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*	
<i>FL2/1.2b</i> - speak in sentences, using familiar vocabulary, phrases and basic language structures	
<i>FL2/1.2c</i> - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	
<i>FL2/1.2d</i> - present ideas and information orally to a range of audiences*	

Reading & Comprehension

<i>FL2/1.3a</i> - read carefully and show understanding of words, phrases and simple writing	
<i>FL2/1.3b</i> - appreciate stories, songs, poems and rhymes in the language	
<i>FL2/1.3c</i> - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	

Writing

<i>FL2/1.4a</i> - write phrases from memory, and adapt these to create new sentences, to express ideas clearly	
<i>FL2/1.4b</i> - describe people, places, things and actions orally* and in writing	
<i>FL2/1.4c</i> - 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.	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<i>FL2/1.1a</i>							<i>FL2/1.3a</i>						
<i>FL2/1.1b</i>							<i>FL2/1.3b</i>						
<i>FL2/1.2a</i>							<i>FL2/1.3c</i>						
<i>FL2/1.2b</i>							<i>FL2/1.4a</i>						
<i>FL2/1.2c</i>							<i>FL2/1.4b</i>						
<i>FL2/1.2d</i>							<i>FL2/1.4c</i>						