

Modern Foreign Languages Intention Map

Lower Key Stage Two



Placing learning at the heart of everything we do.



Learning Intentions

Term One

Knowledge Intentions

1. **Say hello and goodbye and use different greetings for different situations** (NC - engage in conversations; ask and answer questions;)
2. **Introduce themselves** (NC - engage in conversations; ask and answer questions;)
3. **Say how they are feeling** (NC - engage in conversations; ask and answer questions;)
4. **Count to ten** (NC - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases)
5. **Say how old they are** (NC - speak in sentences, using familiar vocabulary, phrases and basic language structures)
6. **Ask and answer simple questions using the vocabulary they have learnt.** (NC - describe people, places, things and actions orally* and in writing) (NC - listen attentively to spoken language and show understanding by joining in and responding) (NC – engage in conversations; ask and answer questions) (NC - speak in sentences, using familiar vocabulary, phrases and basic language structures) (NC - present ideas and information orally to a range of audiences*)

1. Children will know simple greetings such as hello/hola, good afternoon/buenos tardes, good night/buenos noches, goodbye/adios
2. They will know the phrases my name is/ me llamo ...
3. They can choose the correct language to say how they are feeling good/Bien bad/mal ok/soso
4. Know and use the numbers to 10 – uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez
5. Children will confidently speak about themselves sharing their name and age – me llamo... tengo ____ anos.
6. They will begin to use the phrase to ask someone else's name and age too – Como te llamas? or Cuantos anos tienes?



Learning Intentions

1. **Give and respond to simple classroom instructions appropriately.** (NC - listen attentively to spoken language and show understanding by joining in and responding) (NC - present ideas and information orally to a range of audiences*)
2. **Name parts of the body from a song** (NC - speak in sentences, using familiar vocabulary, phrases and basic language structures) (NC - appreciate stories, songs, poems and rhymes in the language)
3. **Identify colours** (NC - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material) (NC - explore the patterns and sounds of language and link the spelling, sound and meaning of words)
4. **Name items of clothing** (NC -speak in sentences, using familiar vocabulary, phrases and basic language structures)
5. **Ask and answer questions using the topic vocabulary** (NC - describe people, places, things and actions orally* and in writing) (NC – engage in conversations; ask and answer questions)
6. **Read and write simple words** (NC - read carefully and show understanding of words, phrases and simple writing) (NC - describe people, places, things and actions orally* and in writing)
7. **Link un/una to masculine and feminine nouns** (NC -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.)
8. **Use 'y' /and to link items in a sentence.** (NC -write phrases from memory, and adapt these to create new sentences, to express ideas clearly) (NC -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 Two

Knowledge Intentions

1. Children will be able to understand and follow simple instruction during a game of Simon Says/Simon dice, silencio/silence, sentaos/ sit down, vamos/let's go, repetid/repeat, levantaos/stand up, miradme/look at me, recoged/tidy up.
2. Children will know names of body parts la cabeza/head, los hombros/shoulders, las piernas/legs, los pies/feet, los ojos/eyes, las orejas/ears, la boca/mouth, la nariz/nose.
3. Recognise and name the different colours in Spanish and use them in a sentences to share what their favourite colour is – azul/blue, rojo/red, blanco/white, naranja/orange, marron/brown, violeta/purple, negro/black, verde/green, amarillo/yellow, mi color favorito es.../my favourite colour is...
4. Children will know how to explain what they are wearing using the correct vocabulary - una falda/skirt, unos pantalones/trousers, un jersey/jumper, una camiseta/tshirt, una camisa/shirt, unos pantalones cortos/ shorts, un vestido/dress, una sudadera/hoodie, unas zapatillas/ trainers, unos zapatos/shoes, unos calcetines/socks
5. Children will use and answer the question - ¿Cómo se dice _____ en español?/How do you say _____ in Spanish?, ¿Qué color es?/ What colour is it?
6. Children will accurately read and spell colour words when making posters.
7. Children will know that un/el are for masculine nouns and the word will often end in 'o', los is for plural masculine nouns and will often end in 'os', una/la are for feminine nouns and the words will often end in 'a' and las is for plural feminine nouns and will often end in 'as'
8. When saying what colour something is, children will use 'y'/and to list the colours. Mi camiseta es azul y naranja/My tshirt is blue and orange.



Learning Intentions

1. **Follow a story and join in the repeated parts** (NC - appreciate stories, songs, poems and rhymes in the language) (listen attentively to spoken language and show understanding by joining in and responding) (read carefully and show understanding of words, phrases and simple writing)
2. **Say what foods they like and dislike** (NC - speak in sentences, using familiar vocabulary, phrases and basic language structures)
3. **Describe the colour of an object** (NC - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases)
4. **Ask politely for something** (NC - write phrases from memory, and adapt these to create new sentences, to express ideas clearly) (NC - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*) (NC - present ideas and information orally to a range of audiences*)
5. **Recognise the correct determiner depending on gender/number** (NC - 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 Three

Knowledge Intentions

1. Children will join in with the story when repeating the names of different food. They will know una manzana/an apple, dos peras/two pears, tres ciruelas/ three plums, cuatro fresas/four strawberries, cinco naranjas/ five oranges, un pastel/ a cake, un helado/ an ice cream, un bocadillo/a sandwich, un trozo de queso/ a piece of cheese, un salchicha/ a sausage, un piruleta/ a lollypop, una Magdalena/ a cupcake, jamon/ham, pan/bread, un trozo de sandia/ a piece of watermelon
2. Children will know language to say I like/ me gusta (singular), I don't like/ no me gusta (singular) I like/ me gustan (plural), I don't like/ no me gustan (plural), Que te gusta?/What do you like?
3. Children will recall previous colour vocabulary azul/blue, rojo/red, blanco/white, naranja/orange, marron/brown, violeta/purple, negro/black, verde/green, amarillo/yellow and also add claro/light, oscuro/dark, brillante/bright, De que color es?/ What colour is it?, Es de color/ It's..
4. Children will have a short conversation with a waiter – Me gustaria un bocadillo, por favor/ I would like a sandwich please, aqui tienes/ here you are.
5. el, la, los, las/ the (masc sing, fem sing, mas plur, fem plur)



Learning Intentions

1. **Identify and introduce some of their relations** (NC - describe people, places, things and actions orally* and in writing) (NC - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material) (NC - explore the patterns and sounds of language and link the spelling, sound and meaning of words)
2. **Name some common pets** (NC - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases)
3. **Recognise some of the letters of the Spanish alphabet** (NC - explore the patterns and sounds of language and link the spelling, sound and meaning of words) (read carefully and show understanding of words, phrases and simple writing)
4. **Make new sentences by substituting vocabulary appropriately** (NC - write phrases from memory, and adapt these to create new sentences, to express ideas clearly) (NC - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material)
5. **Pronounce some letters of the alphabet** (NC - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases)

Term Four

Knowledge Intentions

1. Children will know and use the vocabulary – Quien es?/Who's this?, yo/me, mi (sing) mis (plural)/my, padres/parents, madre/mother, padre/father, hermano/brother, hermana/sister, abuela/grandmother, abuelo/grandfather, abuelos/grandparents, familia/family, padrastro/stepfather, madrastra/stepmother, hermanastro/stepbrother, hermanastra/stepsister, aquí esta/n / he is/are.
2. Un perro /dog, un gato/ cat, una tortuga /tortoise, un hámster/hamsters /a hamster/hamsters, un pez/peces / a fish/fish (plural), un pájaro/bird, un ratón/ratones /a mouse/mice, una cobaya /guinea pig/, un conejo /rabbit/, una serpiente /snake, ¿Tienes animales?/Do you have pets?, tengo/tienes/ I have/you have.
3. La letra/ letter, el alfabeto /alphabet, ¿Qué falta? /What's missing?.
4. Children will combine vocabulary they have learnt to explain who lives at home with them
5. When telling others how to spell a word children will use - Cómo /how, se escribe /it/that is written, mayúscula /capital letter, la tilde /accent, minúscula /lower case.



Learning Intentions

1. **Listen to and respond to topic vocabulary** (NC - listen attentively to spoken language and show understanding by joining in and responding)
2. **Demonstrate understanding with actions** (NC - listen attentively to spoken language and show understanding by joining in and responding)
3. **Name areas within a school** (NC - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases)
4. **Write sentences converting el/la to un/una** (NC - write phrases from memory, and adapt these to create new sentences, to express ideas clearly) (NC - 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.)
5. **Identify classroom objects** (NC - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material) (NC - explore the patterns and sounds of language and link the spelling, sound and meaning of words)
6. **Answer questions using the topic vocabulary** (NC - describe people, places, things and actions orally* and in writing) (NC – engage in conversations; ask and answer questions) (NC - present ideas and information orally to a range of audiences*)

Term Five

Knowledge Intentions

1. Children will listen to vocabulary found in their pencil case and try to repeat the pronunciation. Work on vocab such as: El/un estuche /pencil case, el/un lápiz /pencil, el/un bolígrafo /pen, el/un rotulador /felt-tip pen, el/un lápiz de color /coloured pencil, el/un sacapuntas /pencil sharpener, la/una regla /ruler, la/una goma /eraser, ¿Qué hay en tu estuche? /What's in your pencil case?, verdad /true, mentira /false, en mi estuche /in my pencil case, tengo /I have.
2. Create actions for some of the objects they might find in their pencil case – they could mime drawing a line with a ruler.
3. Be able to have a go at naming - Los lugares de la escuela /places around school, la clase /classroom, la biblioteca /library, la clase de música /music room, el patio /playground, las canchas /playing field, el salón de actos /assembly hall, la clase de informática /IT room, la oficina del director /(male) headteacher's office, la oficina de la directora /(female) headteacher's office, el comedor /school canteen, la recepción /school reception, el pasillo /corridor, la sala de profesores /staffroom, ¿Dónde estás? /Where are you?, Estoy en... /I am in/on... Está en... /They are in/on...
4. Know what when writing sentences change 'el' to 'un' changes the sentence from 'the....' to 'a/an.....' and the same for 'la' to 'una'
5. La clase /classroom, la puerta /door, la ventana /window, la mesa/table, la silla/chair, el ordenador /computer, el libro /book, las luces /lights, ¿Dónde está...? /Where is it?, ¿Dónde están...? /Where are they?, Aquí está/están /Here it is/ they are.
6. Answer questions about the school or their pencil case. ¿Qué hay en tu estuche? /What's in your pencil case?, en mi estuche /in my pencil case, tengo /I have, , ¿Dónde estás? /Where are you?, Estoy en... /I am in/on... Está en... /They are in/on...



Learning Intentions

Term Six

Knowledge Intentions

1. **Say and order the days of the week** (NC - engage in conversations; ask and answer questions;) (NC - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases) (NC - listen attentively to spoken language and show understanding by joining in and responding)
2. **Say and order the months of the year** (NC - engage in conversations; ask and answer questions;) (NC - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases)
3. **Count up to 31** (NC - engage in conversations; ask and answer questions;) (NC - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases)
4. **Say their own birthday and ask others when their birthday is** (NC - engage in conversations; ask and answer questions;)
5. **Recognise how some larger numbers are made by combining words for smaller numbers** (NC -broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary)
6. **Use the correct language for yesterday and tomorrow** (NC -broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary)

1. Lunes /Monday, Martes /Tuesday, Miércoles /Wednesday, Jueves /Thursday, Viernes /Friday, Sábado /Saturday, Domingo/Sunday, la semana/ week, ¿Qué día es? /What day is it?
2. Enero /January, Febrero /February, Marzo /March, Abril /April, Mayo /May, Junio /June, Julio /July], Agosto /August, Septiembre /September, Octubre /October, Noviembre /November, Diciembre /December], mes (m) /month, año (m) /year
3. once /eleven, doce /twelve, trece /thirteen, catorce /fourteen, quince /fifteen, dieciséis /sixteen, diecisiete /seventeen, dieciocho /eighteen, diecinueve /nineteen, veinte /twenty, veintiuno /twenty-one, veintidós /twenty-two, veintitrés /twenty-three, veinticuatro /twenty-four, veinticinco /twenty-five, veintiséis /twenty-six, veintisiete /twenty-seven, veintiocho /twenty-eight, veintinueve /twenty-nine, treinta /thirty, treinta y uno /thirty-one.
4. Mi /my, tu /your, el cumpleaños /birthday, ¿Cuándo es tu cumpleaños? /When is your birthday?, Mi cumpleaños es... /My birthday is..., ¿Qué fecha es? /What date is it?, Cumpleaños feliz /Happy Birthday
5. Know that to make numbers such as 31, we say 30 and 1 – treinta y uno, or 16 is 10 and 6 – dieciséis
6. el calendario /calendar, hoy /today, ayer /yesterday, mañana /tomorrow, es /it is, era /it was, será /it will be.



Checklist



National Curriculum Programme of Study

Listening & Comprehension

FL2/1.1a - listen attentively to spoken language and show understanding by joining in and responding T1, T2, T3, T5, T6

FL2/1.1b - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words T2, T4, T5

Speaking

FL2/1.2a - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* T1, T2, T3, T5, T6

FL2/1.2b - speak in sentences, using familiar vocabulary, phrases and basic language structures T1, T2, T3

FL2/1.2c - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* T1, T3, T4, T5, T6

FL2/1.2d - present ideas and information orally to a range of audiences* T1, T2, T3, T5

Reading & Comprehension

FL2/1.3a - read carefully and show understanding of words, phrases and simple writing T2, T3, T4

FL2/1.3b - appreciate stories, songs, poems and rhymes in the language T2, T3

FL2/1.3c - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary T6

Writing

FL2/1.4a - write phrases from memory, and adapt these to create new sentences, to express ideas clearly T2, T3, T4, T5

FL2/1.4b - describe people, places, things and actions orally* and in writing T1, T2, T4, T5

FL2/1.4c - 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. T2, T3, T5

Modern

Foreign

Languages

	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>						