



### Modern Languages: Key stage 2 Curriculum Map

Year	Term 1 (Around 14 - 15 weeks)	Term 2 (Around 10 - 11 weeks)	Term 3 (Around 14 - 15 weeks)
3	<p><b><u>Phonics &amp; Introductions</u></b></p> <ul style="list-style-type: none"> <li>• Common sounds</li> <li>• Sound pairs</li> <li>• Spelling</li> <li>• Days, Months &amp; dates</li> <li>• Numbers and date of birth</li> <li>• Greetings</li> <li>• Introducing myself and others</li> <li>• Classroom routines</li> </ul> <p><b><u>Assessment:</u></b> Listening and writing: dictation</p>	<p><b><u>My family &amp; I</u></b></p> <ul style="list-style-type: none"> <li>• Family members; revision of names, age and DoB.</li> <li>• Gender of nouns</li> <li>• Adjectives of personality and agreements</li> <li>• Connectives and intensifiers</li> <li>• Key verbs; I am, he/she is, they are (personality). There is/are. I have, he/she has, they have (age).</li> </ul> <p><b><u>Assessment:</u></b> Writing &amp; Speaking: write a paragraph &amp; read aloud (<i>this could be recorded if technology permits</i>)</p>	<p><b><u>Pets &amp; Animals</u></b></p> <ul style="list-style-type: none"> <li>• Pets and farm yard animals</li> <li>• Colours and agreements, including gender of nouns revision</li> <li>• Adjectives of physical description &amp; agreements eg: hair, eyes, height</li> <li>• Negative structures; do not</li> <li>• Connectives &amp; intensifiers</li> <li>• Key verbs; I am, he/she is, they are (personality). There is/are. I have, he/she has, they have (age).</li> <li>• I would like....</li> </ul> <p><b><u>Assessment:</u></b> Reading; comprehension text</p>
4	<p><b><u>My life; likes &amp; dislikes</u></b></p> <ul style="list-style-type: none"> <li>• Recognising cognates and expanding vocabulary</li> <li>• Opinion verbs; I like, he/she likes</li> <li>• Giving reasons; revision of genders and agreements</li> </ul>	<p><b><u>In my free time</u></b></p> <ul style="list-style-type: none"> <li>• Activities with “play”</li> <li>• Activities with “do”</li> <li>• On my phone</li> <li>• Verbs; I, he/she, we, they</li> <li>• Connectives, intensifiers, time phrases,</li> </ul>	<p><b><u>Food; cultural project</u></b></p> <ul style="list-style-type: none"> <li>• Cultural awareness; typical foods from TL speaking countries</li> <li>• Expanding vocabulary; food and adjectives</li> <li>• Give opinions on foods</li> <li>• <b>Cooking project</b>; make and try a well</li> </ul>



	<ul style="list-style-type: none"> <li>• Activities with infinitive verbs</li> <li>• Connectives, intensifiers and negatives</li> </ul> <p><b>Assessment:</b> Speaking; read aloud</p>	<p>negatives</p> <p><b>Assessment:</b> Reading: translations into English</p>	<p>known dish</p> <ul style="list-style-type: none"> <li>• Present tense verbs; eat and drink (I, he/she, we, they)</li> <li>• Opinions, infinitives and reasons</li> <li>• Revision of adjectival agreement</li> <li>• Connectives, intensifiers, time phrases, negatives</li> </ul> <p><b>Assessment:</b> Writing: Translations into Target Language</p>
5	<p><b>School Life</b></p> <ul style="list-style-type: none"> <li>• Describe teachers</li> <li>• Subject likes and dislikes &amp; why</li> <li>• Classroom furniture, including prepositions</li> <li>• School facilities</li> <li>• Break time activities</li> <li>• Opinions, infinitives and reasons</li> <li>• Revision of adjectival agreement</li> <li>• Connectives, intensifiers, time phrases, negatives</li> </ul> <p><b>Assessment:</b> Writing: email to a friend about your school</p>	<p><b>My house</b></p> <ul style="list-style-type: none"> <li>• In my house; rooms &amp; furniture</li> <li>• Furniture; revision of prepositions</li> <li>• <b>Art project;</b> make and label a house</li> <li>• Types of house &amp; area; expand range of adjectives</li> <li>• I would like....</li> <li>• Revision of adjectival agreement</li> <li>• Connectives, intensifiers, time phrases, negatives</li> </ul> <p><b>Assessment:</b> Speaking: presentation in your house</p>	<p><b>My town</b></p> <ul style="list-style-type: none"> <li>• Revise types of house</li> <li>• Comparatives with adjectives</li> <li>• Types of shop with revision of food</li> <li>• Activities in a town; in my town there is...where you can....</li> <li>• <b>Cultural / Geography project;</b> virtual tour of a target language capital city</li> <li>• I would like to live....</li> <li>• Revision of adjectival agreement</li> <li>• Connectives, intensifiers, time phrases, negatives</li> </ul> <p><b>Assessment:</b> Reading and answers in target language (grammar gap fill?)</p>



<p>6</p>	<p><b><u>Last weekend</u></b></p> <ul style="list-style-type: none"> <li>• Usual weekend activities (present tense)</li> <li>• I went to..... (past tense), including revision of places in a town and family members</li> <li>• Past tense activities (using previously learnt vocabulary)</li> <li>• Giving opinions in the past</li> </ul> <p><b><u>Assessment:</u></b> Presentation; written and spoken</p>	<p><b><u>My last holiday (before SAT's)</u></b> <b>SAT's revision from Feb half term</b></p> <ul style="list-style-type: none"> <li>• Holiday destinations; countries (links to Eurovision song contest)</li> <li>• Holiday activities in the past; linked to verbs used in the previous topic</li> <li>• Giving opinions in the past</li> </ul> <p><b><u>Assessment:</u></b> None due to SAT's</p>	<p><b><u>My future plans (after SAT's)</u></b> <b>SAT's until May half term</b></p> <ul style="list-style-type: none"> <li>• Places I'm going to visit (recycle countries)</li> <li>• Dream activities</li> </ul> <p><b><u>Assessment:</u></b> None due to SAT's?</p>
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