



**Languages
Curriculum Links and
Overview
KS2 Level 4**

Languages – KS2 Level 4 Syllabus

Around the house

Age: KS2

Unit 1
Level
4

Pupils will practise how to ask and answer questions about where they live and who they live with. This will include revising types of homes and family members. They will also learn a broad range of vocabulary related to parts of a house and items commonly found in a bedroom. Additionally, they will learn how to apply this vocabulary to construct sentences using the verb 'there is/there are' and answer questions such as 'What is there in your house?' or 'What is there in your bedroom?'. Students will also be taught some prepositions of place to describe the location of items in the bedroom. Pupils will review the grammatical concept of adjectival agreement, which involves using the correct gender and number when describing parts of a house and items in the bedroom. To reinforce their learning, pupils will participate in a variety of activities, such as games, reading, listening, speaking, and writing tasks.

Daily routines

Age: KS2

Unit 2
Level
4

Pupils will be provided with the opportunity to improve their communication skills by incorporating vocabulary related to daily routines into their existing knowledge. They will learn a diverse range of sequence connectives to make their daily routine descriptions more complex. Pupils will also learn how to express time using phrases like 'quarter to', 'half past' and 'quarter past'. While revising how to tell the time, students will practise how to describe when they perform a variety of daily routines using different times by asking and answering the question 'What time + daily routine?'. Additionally, students will review hobbies to discuss what they do during their free time. To reinforce their learning, pupils will participate in a wide range of activities, such as games, reading, listening, speaking, and writing tasks. These activities will aid in consolidating their understanding and provide them with a practical understanding of the language in a variety of contexts.

My town

Age: KS2

Unit 3
Level
4

Pupils will learn about the different places in a town and review vocabulary from previous units. They will also review how to use indefinite articles and make nouns plural. Additionally, they will learn how to construct sentences using the verb 'there is/there are' and answer the question 'What is there in your city?' while applying this vocabulary. Students will also review prepositions of location to describe where these places are located and directional instructions to answer the question 'Where is...?'. The grammatical concept of adjectival agreement will also be reviewed to ensure students use the correct gender and number when describing towns or cities using different adjectives. In addition, they will learn how to compare towns or cities using the phrases 'more...than' and 'less...than'. To reinforce their learning, pupils will participate in various activities, such as games, reading, listening, speaking, and writing tasks.

Future Plans

Age: KS2

Unit 4
Level
4

Pupils will have the opportunity to practise expressing their preferences and opinions about what they enjoy doing during their free time. This will include reviewing various hobbies and places around town. Additionally, students will learn how to form the near future tense by using the present tense of the verb 'to go' and infinitive verbs. This new grammatical knowledge will enable them to express their future plans. To further reinforce their learning, students will also review a broad range of vocabulary from previous topics, such as family, countries, transport, and how to tell the time, among others. This will allow them to extend their sentences and make them more complex. Finally, to reinforce their learning, pupils will participate in a variety of activities, such as games, reading, listening, speaking, and writing tasks.

Jobs

Age: KS2

Unit 5
Level
4

Pupils will not only learn how to name various professions but also review vocabulary from previous topics, allowing them to expand their repertoire of job-related words. They will engage in meaningful practice of asking and answering questions about other people's professions, fostering discussions about their family members' jobs. Additionally, students will learn how to construct sentences using verbs in the future tense correctly. This will enable them to express their aspirations for future professions, using a range of adjectives to extend their sentences and articulate their reasons for being interested in those specific jobs. To reinforce their learning, pupils will actively participate in a diverse range of activities, such as games, reading, listening, speaking, and writing tasks. These activities will aid in consolidating their understanding and provide them with a practical understanding of the language in a variety of contexts.

Our world

Age: KS2

Unit 6
Level
4

Pupils will learn how to describe flags of Spanish/French-speaking countries using their previous knowledge of colours and the verb 'to have'. These topics will introduce them to key vocabulary and provide an understanding of how these festivals are celebrated. Throughout this virtual trip, students will engage in several review tasks to reinforce vocabulary related to telling the time, items of clothing, food, weather, shops, and town shops. Finally, students will participate in an escape room to continue reviewing vocabulary. To reinforce their learning during the unit, pupils will actively participate in a diverse range of activities, such as games, reading, listening, speaking, and writing tasks. These activities will aid in consolidating their understanding and provide them with a practical understanding of the language in a variety of contexts.



Curriculum Links



Curriculum Points	Levels	How is this achieved
Listen attentively to spoken language and show understanding by joining in and responding.	Level 4 – Units 1 to 6	Through simple listening and repeating tasks when learning new vocabulary and through conversational activities, listening and responding to questions from both the teacher and fellow pupils. Pupils will hear authentic native speakers in person and in videos and learn to answer questions in the foreign language when necessary, and say the correct spoken words, as appropriate, on a range of topics.
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	Level 4 – Units 1 and 5 Level 4 – Units 1 to 6	Pupils will learn and practise vocabulary through songs which give spellings, sounds and meanings, as well as being accessible and memorable through humour. Pupils will listen to foreign language songs throughout this level.
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	Level 4 – Units 1, 3, 5 and 6	Pupils will give opinions on a range of topics such as their pastimes as well as ask others about theirs. Pupils will learn common conversational topics such as the weather and be able to ask and answer questions about personal details. Pupils will ask and answers questions and continue to build on expressing opinions with their new vocabulary.
Speak in sentences, using familiar vocabulary, phrases and basic language structures.	Level 4 – Units 1 to 6	In addition to the above, pupils will describe, following basic sentence structure such as adjectival placement and using familiar vocabulary such as giving opinions, a variety of subjects in this level.
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Level 4 – Units 1 to 6	This is achieved through listening and repeating tasks in order to learn correct pronunciation, and then through observed oral tasks in order to practise. Pupils will also listen to native speakers to hear accurate intonation.

Present ideas and information orally to a range of audiences.	Level 4 – Units 1, 3 and 4	This is achieved through oral activities ranging from working in pairs, to addressing the whole class, often speaking to describe something or taking on a specific role, and asking and answering formal and informal questions.
Appreciate stories, songs, poems and rhymes in the language.	Level 4 – Units 1, 4 and 5 Level 4 – Units 1 to 6	This is achieved through listening to songs in the language, including traditional songs relating to certain events throughout the year and songs that are closely linked to a country's culture. This is achieved by showing the pupils a range of stories and songs that will aid their learning. Pupils will watch and read different songs and stories in this level and discuss the content to appreciate other cultures and languages.
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Level 4 – Units 1 to 6	Pupils will be encouraged to work independently to discover new vocabulary and appreciate cognates and will be taught how to use a bilingual dictionary.
Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	Level 4 – Units 1, 2, 3, 4 and 6	This is achieved through writing tasks to practise new vocabulary. These tasks incorporate previously learnt vocabulary and encourage the pupils to change words in order to include a range of meanings.
Describe people, places, things and actions orally and in writing.	Level 4 – Units 1, 2, 3 and 4	This is achieved through written and oral tasks where pupils will expand on basic sentence structures in order to appropriately describe a range of characteristics about a wide range of nouns.
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.	Level 4 - Units 1 to 6	This is achieved through an emphasis on correct gender when learning nouns. There is also a strong focus on adjectival agreement when describing different gendered nouns. Pupils will also be doing more work on conjugating verbs correctly, as well as choosing the appropriate verb to use in different circumstances.

		Listen attentively to spoken language and show understanding by joining in and responding	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Engage in conversations; ask questions; express opinions and respond to those of others; seek clarification and help	Speak in sentences, using familiar vocabulary, phrases and basic language structures	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Present ideas and information orally to a range of audiences	Appreciate stories, songs, poems and rhymes in the language	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Describe people, places, things and actions orally and in writing	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.
Level 1	Unit 1	X	X	X	X	X	X	X	X			
	Unit 2	X	X	X	X	X	X	X	X	X	X	X
	Unit 3	X	X	X	X	X	X	X	X			X
	Unit 4	X	X	X	X	X	X	X	X			X
	Unit 5	X	X	X	X	X	X	X	X	X	X	X
	Unit 6	X	X	X	X	X	X	X	X	X	X	X
Level 2	Unit 1	X	X	X	X	X	X	X	X	X	X	X
	Unit 2	X	X	X	X	X	X	X	X	X	X	X
	Unit 3	X	X	X	X	X	X	X	X	X	X	X
	Unit 4	X	X	X	X	X	X	X	X	X	X	X
	Unit 5	X	X	X	X	X	X	X	X	X	X	X
	Unit 6	X	X	X	X	X	X	X	X	X	X	X
Level 3	Unit 1	X	X	X	X	X	X	X	X	X	X	X
	Unit 2	X	X	X	X	X	X	X	X	X	X	X
	Unit 3	X	X	X	X	X	X	X	X	X	X	X
	Unit 4	X	X	X	X	X	X	X	X	X	X	X
	Unit 5	X	X	X	X	X	X	X	X	X	X	X
	Unit 6	X	X	X	X	X	X	X	X	X	X	X
Level 4	Unit 1	X	X	X	X	X	X	X	X	X	X	X
	Unit 2	X	X	X	X	X	X	X	X	X	X	X
	Unit 3	X	X	X	X	X	X	X	X	X	X	X
	Unit 4	X	X	X	X	X	X	X	X	X	X	X
	Unit 5	X	X	X	X	X	X	X	X	X	X	X
	Unit 6	X	X	X	X	X	X	X	X	X	X	X