

South Darley C.E. Primary School Curriculum Modern Foreign Languages

At South Darley we operate a 4 year rotational curriculum as we need to be prepared for our children to be in the same KS2 class for 4 years. If we only chose to study one language it would mean that in the class there would be some children studying their 4th year of the language alongside some children studying their first. Therefore we have chosen to study different languages every year so that our children have a grounding in several different languages by the time they leave school. This helps with transition to local secondary schools as children are randomly selected to study different languages based on the class they are in and are not necessarily expected to have any prior knowledge of the language they study in Year 7.

As children progress through the school, they are expected to develop the skills needed to learn languages and apply these to the new language they are learning. These are set out in our progression grids below. Where possible, we have chosen languages to fit in with the themes children are studying. We choose different schemes and resources depending on the language being taught.

Year 1: 2022-3	German	Early Start German – Hallo! Wie Gehts?	German links in with our study of the world wars in the autumn term.
Year 2: 2023-4	Latin (1 term) Japanese (2 terms)	Minimus – Starting Out in Latin Ready Steady Nihon Go!	Latin is taught at the same time as learning about the Romans. Japanese is taught because the school has had links with Japan and the Juniors study the Olympics in the summer term, which have been held in Tokyo recently.
Year 3: 2024-5	French	Early Start French – Salut Ca Va?	Links with the infants studying the Norman conquest and the juniors looking at other invaders.
Year 4 2025-6	Spanish	Early Start Spanish – Tu Y Yo Online resources	Links with the studying of rainforests and the Spanish speaking countries of South America

	LKS2	UKS2
Listening and speaking/Oracy	<p>KS2 Languages National Curriculum Children can listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> a repeat modelled words; b listen and show understanding of single words through physical response; c repeat modelled short phrases; d listen and show understanding of short phrases through physical response. 	<p>KS2 Languages National Curriculum Children can listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> a listen and show understanding of simple sentences containing familiar words through physical response; b listen and understand the main points from short, spoken material in the language being studied; c listen and understand the main points and some detail from short, spoken material in the language being studied .
	<p>KS2 Languages National Curriculum Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise a familiar question and respond with a simple rehearsed response; b ask and answer a simple and familiar question with a response; c express simple opinions such as likes, dislikes and preferences; d ask and answer at least two simple and familiar questions with a response. 	<p>KS2 Languages National Curriculum Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> a engage in a short conversation using a range of simple, familiar questions; b ask and answer more complex questions with a scaffold of responses; c express a wider range of opinions and begin to provide simple justification; d converse briefly without prompts.
	<p>KS2 Languages National Curriculum Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name objects and actions and may link words with a simple connective; b use familiar vocabulary to say a short sentence using a language scaffold; c speak about everyday activities and interests; d refer to recent experiences or future plans. 	<p>KS2 Languages National Curriculum Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say a longer sentence using familiar language; b use familiar vocabulary to say several longer sentences using a language scaffold; c refer to everyday activities and interests, recent experiences and future plans; d vary language and produce extended responses.
	<p>KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify individual sounds in words and pronounce accurately when modelled; b start to recognise the sound of some letter strings in familiar words and pronounce when modelled; c adapt intonation to ask questions or give instructions; d show awareness of accents; begin to pronounce words accordingly. 	<p>KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation, for example to mark questions and exclamations.

Listening and Speaking/Oracy	<p>KS2 Languages National Curriculum Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name nouns and present a simple rehearsed statement to a partner; b present simple rehearsed statements about themselves, objects and people to a partner; c present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. 	<p>KS2 Languages National Curriculum Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a manipulate familiar language to present ideas and information in simple sentences; b present a range of ideas and information, using prompts, to a partner or a small group of people; c present a range of ideas and information, without prompts, to a partner or a group of people.
	<p>KS2 Languages National Curriculum Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say simple familiar words to describe people, places, things and actions using a model; b say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; c say one or two short sentences that may contain an adjective to describe people, places, things and actions. 	<p>KS2 Languages National Curriculum Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; c use a wider range of descriptive language in their descriptions of people, places, things and actions.
Reading and Writing/Literacy	<p>KS2 Languages National Curriculum Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and show understanding of familiar single words; b read and show understanding of simple phrases and sentences containing familiar words. 	<p>KS2 Languages National Curriculum Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and show understanding of simple sentences containing familiar and some unfamiliar language; b read and understand the main points from short, written material; c read and understand the main points and some detail from short, written material.
	<p>KS2 Languages National Curriculum Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use strategies for memorisation of vocabulary; b make links with English or known language to work out the meaning of new words; c use context to predict the meaning of new words; d begin to use a bilingual dictionary to find the meaning of individual words in English and the language being studied. 	<p>KS2 Languages National Curriculum Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); b use a bilingual dictionary to identify the word class; c use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in English and the language being studied.

Reading and Writing/Literacy	<p>KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify individual sounds in words and pronounce accurately when modelled; b start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; c adapt intonation to ask questions; d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. 	<p>KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation for example to mark questions and exclamations in a short, written passage.
	<p>KS2 Languages National Curriculum Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> a write single familiar words from memory with understandable accuracy; b write familiar short phrases from memory with understandable accuracy; c replace familiar vocabulary in short phrases written from memory to create new short phrases. 	<p>KS2 Languages National Curriculum Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> a write a simple sentence from memory using familiar language; b write several sentences from memory with familiar language with understandable accuracy; c replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.
	<p>KS2 Languages National Curriculum Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a copy simple familiar words to describe people, places, things and actions using a model; b write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; c write one or two simple sentences that may contain an adjective to describe people, places, things and actions. 	<p>KS2 Languages National Curriculum Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; c use a wider range of descriptive language in their descriptions of people, places, things and actions.
Stories, Songs, Poems and Rhymes	<p>KS2 Languages National Curriculum Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> a listen and identify specific words in songs and rhymes and demonstrate understanding; b listen and identify specific phrases in songs and rhymes and demonstrate understanding. 	<p>KS2 Languages National Curriculum Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> a listen and identify rhyming words and specific sounds in songs and rhymes; b follow the text of familiar songs and rhymes, identifying the meaning of words; c read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.

Stories, Songs, Poems and Rhymes	<p>KS2 Languages National Curriculum Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> a join in with actions to accompany familiar songs, stories and rhymes; b join in with words of a song or storytelling. 	<p>KS2 Languages National Curriculum Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> a follow the text of a familiar song or story; b follow the text of a familiar song or story and sing or read aloud; c understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.
	Grammar	<p>KS2 Languages National Curriculum Children 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; b name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; c recognise and use partitive articles; d name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person; e name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular; f use a simple negative form; g show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use; h recognise and use the first person possessive adjectives; i recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase; j conjugate a high frequency verb in the present tense; show awareness of subject-verb agreement; k use simple prepositions in their sentences; l use the third person singular and plural of a given verb in the present tense.

Japanese Ready Steady NihonGO Planning Overview

Lesson	Topics covered	Structures	Objectives Children will:	KS2 National Curriculum Links
1	<ul style="list-style-type: none"> numbers greetings myself 	<ul style="list-style-type: none"> 1-10 ohayo gozaimasu, konnichiwa, sayonara o-namae wa, watashi/boku wa...desu 	<ul style="list-style-type: none"> be taught correct pronunciation and intonation from a native speaker be taught techniques for memorising words, phrases and short extracts by methods such as word association (ichi = itchy, ni = knee) learn how to use Japanese for real purposes through a self introduction role play count on in steps of constant size in Japanese 	MFL: 1c MFL: 1e MFL: 3g Ma2: 2a
2	<ul style="list-style-type: none"> numbers family 	<ul style="list-style-type: none"> 1-100 otosan, okasan, onisan, onesan, ototo, imoto nan sai desu ka/ watashi wa...sai desu 	<ul style="list-style-type: none"> learn how to use and respond to simple Japanese phrases be taught correct pronunciation and intonation from a native speaker be taught how to communicate in pairs using Japanese count on and back in tens from 0-100 in Japanese and recognise the structure of the Japanese number system recall addition and subtraction facts for each number up to 20 (in Japanese) double and halve any 2-digit number in Japanese multiply the costs of Japanese items together to get a total price 	MFL: 1a MFL: 1c MFL: 3e Ma2: 2a Ma2: 3d Ma2: 3g Ma2: 3h
3	<ul style="list-style-type: none"> revision currency buying 	<ul style="list-style-type: none"> 1-10,000 all structures so far sumimasen ikura desu ka ...wa...en/ pondo desu arigato gozaimasu 	<ul style="list-style-type: none"> learn how to use and respond to simple Japanese phrases consider their own culture and compare it with Japan taught about the interrelationship of sounds and writing, linking katakana sounds to write their own names and read others be taught how to communicate in pairs using Japanese learn how to use Japanese for real purposes (buying goods) count on and back in tens from 0-10,000 in Japanese and recognise the structure of the Japanese number system recall addition and subtraction facts for each number up to and beyond 100 (in Japanese) double and halve any 2-digit number in Japanese multiply the costs of Japanese items together to get a total price 	MFL: 1a MFL: 2b MFL: 3a MFL: 3e MFL: 3g Ma2: 2a Ma2: 3d Ma2: 3g Ma2: 3h
4	<ul style="list-style-type: none"> kanji weather (teru teru bozu) 	<ul style="list-style-type: none"> looking at the writing system kanji writing practice ame hare yuki kumori ki, hayashi, mori denwa, hikoki hi, yama, kawa, inu 	<ul style="list-style-type: none"> relate the kanji characters to the world around them consider their own culture and compare it to Japan when thinking about the origins of Japanese and English writing systems understand the interrelationship of sounds and writing – learning how kanji were formed and some basic meanings identify and describe what Japan is like in terms of weather use a variety of methods and approaches to communicate their own ideas and feelings in the creation of their own personal kanji character investigate teru teru bozu and the materials used to create them 	MFL: 1e MFL: 2b MFL: 3a Geog: 3a Art: 2c Art: 4b
5	<ul style="list-style-type: none"> age sports 	<ul style="list-style-type: none"> review age tenisu, ragubi, sakka, chesu, gorufu, bare, suiei, joba, tsuri, judo, karate o shimasu nani o shimasu ka kachi, make (days of the week) 	<ul style="list-style-type: none"> listen carefully to discriminate sounds and identify meaning – recognising the names of sport within a sentence learn how to ask and answer questions in Japanese learn how to use Japanese for real purposes – using set phrases to help with a game use skills and tactics and apply basic principles suitable for attacking and defending play and work together as a team to keep the game of 'tamaire' going 	MFL: 1b MFL: 1d MFL: 3g PE: 7b PE: 7c

6	<ul style="list-style-type: none"> revision: (myself/ my family) Momotaro story 	<ul style="list-style-type: none"> otosan desu. Ootosan wa John desu. Ootosan wa tenisu o shimasu animals: inu, kiji, saru – onomatopoeia: wan wan, ken ken, kya kya 	<ul style="list-style-type: none"> learn and review the correct pronunciation of Japanese words consider their own culture and compare it to others with regard to traditional tales use their knowledge of Japanese creatively and imaginatively to put together a simple set of sentences use dramatic techniques to explore characters and issues in Momotaro identify how character and setting are created and how plot, narrative structure and themes are developed in the Momotaro myth 	MFL: 1c MFL: 2b MFL: 3f En1: 4c En2: 4c
7	<ul style="list-style-type: none"> food and drink origami a school day in Japan loan words 	<ul style="list-style-type: none"> ...o tabemasu/... o nomimasu craft activity itadakimasu 	<ul style="list-style-type: none"> consider their own culture and compare it to Japan with reference to food and eating habits learn how to use context and clues to interpret meaning – watching actions and making educated guesses based on what they know learn how to use the verbs 'to drink' and 'to eat' correctly recognise right angles, perpendicular and parallel lines and know that a straight line is 180°, and a full turn, 360° 	MFL: 1b MFL: 1f MFL: 3b Ma3: 2a
8	<ul style="list-style-type: none"> likes and dislikes 	<ul style="list-style-type: none"> suki/ suki jya nai John wa (kora) ga suki/ suki jya nai desu 	<ul style="list-style-type: none"> be taught simple aspects of grammar and how to apply them (suki/ suki jya nai desu) learn how to use their knowledge of the Japanese language creatively and imaginatively to express their own opinion learn how to use Japanese for real purposes – stating likes and dislikes 	MFL: 3b MFL: 3f MFL: 3g
9 – winter version	<ul style="list-style-type: none"> animals new year card activity 	<ul style="list-style-type: none"> kobuta, tanuki, kitsune, neko kaeru. Onomatopoeia: nyao nyao, bu bu, pon poko pon, kon kon akemashite omedetou 	<ul style="list-style-type: none"> examine New Year cards and then create their own using DTP or other design software examine the British custom of card exchange and compare it to the Japanese, paying close attention to the similarities and differences investigate the interrelationship of sounds and writing – learning how to write the numbers in Japanese learn how to use a postcard template in DTP or similar and how to import images from the internet and clipart to create a New Year card investigate a range of music from different cultures (Japan) 	MFL: 2a MFL: 2b MFL: 3a ICT: 2a Music: 5e
9 – spring version	<ul style="list-style-type: none"> animals setsubun mask activity 	<ul style="list-style-type: none"> kobuta, tanuki, kitsune, neko kaeru. Onomatopoeia: nyao nyao, bu bu, pon poko pon, kon kon setsubun, oni, mame maki 	<ul style="list-style-type: none"> examine how animal sounds differ in Japanese and English investigate the Japanese festival of setsubun learn how to use their knowledge of the Japanese language creatively and imaginatively to help them sing a Japanese song investigate a range of music from different cultures (Japan) look at Japanese mask designs and then try their hand at their own setsubun mask 	MFL: 2b MFL: 2c MFL: 3f Music: 5e Art: 4c
10 – winter version	<ul style="list-style-type: none"> revision of all structures karuta fukuwarai 	<ul style="list-style-type: none"> Children use all they have learnt to put together a simple self introduction hidari, migi, ue, shita body parts 	<ul style="list-style-type: none"> consider their own culture of seasonal games and compare them to those played in Japan communicate with the class in Japanese use their knowledge of Japanese creatively and imaginatively to put together a speech 	MFL: 2b MFL: 3e MFL: 3f
10 – spring version	<ul style="list-style-type: none"> revision of all structures haiku poetry children's day 	<ul style="list-style-type: none"> Children use all they have learnt to put together a simple self introduction hina matsuri, sakura koinobori 	<ul style="list-style-type: none"> consider their own culture of seasonal games and compare them to those played in Japan communicate with the class in Japanese use their knowledge of Japanese creatively and imaginatively to put together a speech choose form and content to suit the style of haiku poetry 	MFL: 2b MFL: 3e MFL: 3f En2: 1a
10 – summer version	<ul style="list-style-type: none"> revision of all structures tanabata tanzaku activity 	<ul style="list-style-type: none"> Children use all they have learnt to put together a simple self introduction tanabata, tanzaku 	<ul style="list-style-type: none"> consider their own culture of seasonal events and festivals and compare them to those celebrated in Japan communicate with the class in Japanese use their knowledge of Japanese creatively and imaginatively to put together a speech 	MFL: 2b MFL: 3e MFL: 3f

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Core vocabulary

section	new words	structures	questions
1	Hallo! Guten Tag! Guten Morgen! Guten Abend Frau / Herr (+ name)		
2	Tschüs! Auf Wiedersehen! Danke		
3	Es geht Gut, danke Sehr gut Nicht so gut		Wie geht's? ...und dir?
4	German boys' and girls' names die Lorelei, Rumpelstilzchen, der Rattenfänger von Hameln, ja nein	Ich heiße ... Ich bin ... Das ist ...	Wie heißt du? ...und du?
5	null eins zwei drei vier fünf sechs sieben acht neun zehn elf zwölf plus mal minus	1 plus 2 ist...	
6		Ich bin (10)	Wie alt bist du?
7	Names of German towns: Boppard, Koblenz, Köln, Bremen, Leipzig, München, Berlin.	Ich wohne in ...	Wo wohnst du?
8	Montag Dienstag Mittwoch Donnerstag Freitag Samstag Sonntag das Wochenende	Heute ist ...	Was ist Heute?
9	schön schlecht kalt warm sonnig windig es regnet es schneit	Es ist ... (schön) Es ... (regnet)	Wie ist das Wetter?
10	German names of Alphabet letters A - Z, and eszet - ß der/ein Buchstabe		Wie schreibt man...? Welcher Buchstabe?
11	die Familie der Vater der Bruder der Opa die Mutter die Schwester die Oma keine Geschwister (zwei) Brüder (zwei) Schwestern	Das ist mein(e)... Ich habe eine(n)...	Hast du Geschwister?
12	dreizehn vierzehn fünfzehn sechzehn siebzehn achtzehn neunzehn zwanzig einundzwanzig zweiundzwanzig dreiundzwanzig vierundzwanzig fünfundzwanzig sechsendzwanzig siebenundzwanzig achtundzwanzig neunundzwanzig dreißig einunddreißig		
13	blau weiß rot schwarz gelb grün orange rosa grau braun lila	Meine Lieblingsfarbe ist...	Was ist deine Lieblingsfarbe?
14	der/ein Hund der/ein Vogel der/ein Hamster der/ein Fisch die/eine Katze die/eine Maus das/ein Kaninchen das/ein Meerschweinchen	Mein Lieblingstier ist... Ich habe kein Haustier	Hast du ein Haustier? Was ist dein Lieblingstier?
15	Fröhliche Weihnachten! der Weihnachtsmarkt der Weihnachtskeks der Tannenbaum Sankt Nikolaus der Bratapfel der Stollen der Adventskranz Neujahr/Sylvester		

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Core vocabulary

section	new words	structures	questions
1	salut bonjour bonsoir bonjour monsieur /...madame /...mademoiselle		
2	au revoir à demain merci		
3	ça va ça va bien ça ne va pas oui non		Ça va? ...et toi?
4 4a	French boys' and girls' names The alphabet A-Z	Je m'appelle ...	Comment t'appelles-tu?
5	rouge blanc bleu noir jaune vert orange rose gris marron violet		Quelle couleur?
6	un deux trois quatre cinq six sept huit neuf dix onze douze zéro et fois moins		C'est combien?
7	revisit numbers 1-12	J'ai ...(9) ans	Quel âge as-tu?
8	janvier février mars avril mai juin juillet août septembre octobre novembre décembre		
9	treize quatorze quinze seize dix-sept dix-huit dix-neuf vingt dix-neuf vingt-deux vingt-trois vingt-quatre vingt-cinq vingt-six vingt-sept vingt-huit vingt-neuf trente trente et un		
10	Joyeux anniversaire le premier revisit numbers 1-31	Mon anniversaire est le ...	Quelle est la date de ton anniversaire?
11	lundi mardi mercredi jeudi vendredi samedi dimanche	Aujourd'hui c'est ...	Quel jour sommes-nous?
12	revisit numbers 1-31, months and days		Quelle est la date aujourd'hui?
13	un chat un chien un hamster un lapin un oiseau un cochon d'Inde un poisson une souris	j'ai un(e) ... je n'ai pas de ...	As-tu un animal?
14	un frère deux frères une sœur deux sœurs	Revisit j'ai un(e) je n'ai pas de je n'ai ni ... ni ...	As-tu des frères et des sœurs?

Early Start Spanish 1 "Tú y yo"

SECTION	CORE VOCABULARY - NEW WORDS	STRUCTURES	QUESTIONS	EXTRA WORDS & PHRASES
1 Greetings	<i>hola</i> <i>buenos días</i> <i>buenas noches</i> hello good morning good evening			<i>buenas tardes</i> <i>bien</i> good afternoon/good evening good
2 Goodbye	<i>adiós</i> <i>hasta luego</i> <i>hasta mañana</i> goodbye see you later see you tomorrow <i>re-visit</i> <i>buenas noches</i> - goodnight			<i>gracias</i> thank you
3 How are you?	<i>bien</i> <i>muy bien</i> well/good very well/very good <i>no muy bien</i> not very well/not very good		<i>¿Qué tal?</i> How are you? <i>¿Y tú?</i> And you?	
4 What's your name?	<i>Spanish boys' and girls' names</i> <i>sí / no</i> yes/no	<i>me llamo ...</i> <i>yo soy ...</i> my name is ... I'm ... <i>es (+ name)</i> it's (+ name)	<i>¿Cómo te llamas?</i> <i>¿Quién es?</i> What's your name? Who's that? <i>re-visit</i> <i>¿Y tú?</i>	<i>Señor</i> - for men <i>Señora</i> - for women <i>Señorita</i> - for younger women/girls
5 Numbers 0-12	<i>1 uno</i> <i>2 dos</i> <i>3 tres</i> <i>4 cuatro</i> <i>5 cinco</i> <i>6 seis</i> <i>7 siete</i> <i>8 ocho</i> <i>9 nueve</i> <i>10 diez</i> <i>11 once</i> <i>12 doce</i> 0 zero <i>y</i> - and <i>menos</i> - minus			<i>x por</i> - for multiplication <i>+ más</i> - for addition; can be used as an alternative for 'y'
6 How old are you?	<i>re-visit numbers 1-12</i>	<i>(Yo) tengo ... (10) años</i> I'm 10	<i>¿Cuántos años tienes?</i> How old are you? <i>re-visit</i> <i>¿Y tú?</i>	
7 My family	<i>mi padre</i> <i>mi madre</i> my father my mother <i>mi hermano</i> <i>mi hermana</i> my brother my sister <i>mi abuelo</i> <i>mi abuela</i> my grandfather my grandmother <i>mi tío</i> <i>mi tía</i> my uncle my aunt <i>mi primo</i> <i>mi prima</i> my cousin (m) my cousin (f) <i>papa</i> <i>mama</i> dad/daddy mum/mummy <i>el / la</i> - the <i>mi familia</i> - my family	<i>Éste es ... (mi padre)</i> This is ... (my father) <i>Ésta es ... (mi madre)</i> This is ... (my mother)		

SECTION	CORE VOCABULARY - NEW WORDS	STRUCTURES	QUESTIONS	EXTRA WORDS & PHRASES
8 Brothers & sisters	<i>un hermano</i> <i>dos hermanos</i> a/one brother two brothers <i>una hermana</i> <i>dos hermanas</i> a/one sister two sisters	<i>(Yo) tengo ... (dos hermanos)</i> I have ... (two brothers) <i>No tengo ... (hermanos)</i> I haven't any brothers or sisters <i>Se llama ...</i> he/she's called	<i>¿Tienes hermanos?</i> Have you any brothers or sisters? <i>¿Cómo se llama?</i> What's he/she called?	<i>¿Cómo se llaman?</i> What are they called?
9 Have you got a pet?	<i>un perro</i> <i>un gato</i> <i>un periquito</i> a dog a cat a budgie <i>un conejo</i> <i>un pez</i> <i>un hámster</i> a rabbit a fish a hamster <i>una tortuga</i> a terrapin/tortoise	<i>re-visit:</i> <i>(Yo) tengo / No tengo</i> I have / I don't have <i>Este es / Esta es / Es ...</i> This is ... It's ... <i>Se llama</i> He/she's called	<i>¿Tienes alguna mascota?</i> Have you got a pet? <i>¿Qué es?</i> What is it?	<i>un ratón</i> <i>una serpiente</i> a mouse a snake <i>un caballo</i> <i>un poni</i> a horse a pony <i>un pájaro</i> <i>un conejillo de Indias</i> a bird a guinea pig PLURALS for all pets
10 Colours	<i>rojo</i> <i>amarillo</i> <i>blanco</i> <i>azul</i> red yellow white blue <i>negro</i> <i>naranja</i> <i>verde</i> <i>gris</i> black orange green grey <i>rosa</i> <i>marcín</i> pink brown purple		<i>¿Qué color quieres?</i> Which colour do you want?	<i>¿De qué color es?</i> What colour is it? <i>el equipo (azul)</i> the blue team
11 Months of the year	<i>enero</i> <i>febrero</i> <i>marzo</i> January February March <i>abril</i> <i>mayo</i> <i>junio</i> April May June <i>julio</i> <i>agosto</i> <i>septiembre</i> July August September <i>octubre</i> <i>noviembre</i> <i>diciembre</i> October November December		<i>¿Qué mes es?</i> What month is it?	
12 Numbers 13-31	<i>13 trece</i> <i>14 catorce</i> <i>15 quince</i> <i>16 dieciséis</i> <i>17 diecisiete</i> <i>18 dieciocho</i> <i>19 diecinueve</i> <i>20 veinte</i> <i>21 veintuno</i> <i>22 veintidos</i> <i>23 veintitrés</i> <i>24 veinticuatro</i> <i>25 veinticinco</i> <i>26 veintiséis</i> <i>27 veintisiete</i> <i>28 veintiocho</i> <i>29 veintinueve</i> <i>30 treinta</i> <i>31 treinta y uno</i>			<i>32 treinta y dos</i> <i>33 treinta y tres</i> <i>34 treinta y cuatro</i> <i>35 treinta y cinco</i> <i>36 treinta y seis</i> <i>37 treinta y siete</i> <i>38 treinta y ocho</i> <i>39 treinta y nueve</i> degrees

Introduction

- 1 **Hola**
- 2 **Adiós**
- 3 **¿Qué tal?**
- 4 **¿Cómo te llamas?**
- 5 **Los números 1-12**
- 6 **¿Cuántos años tienes?**
- 7 **Mi familia**
- 8 **¿Tienes hermanos?**
- 9 **¿Tienes alguna mascota?**
- 10 **Los colores**
- 11 **Los meses del año**
- 12 **Los números 13 - 31**
- 13 **¿Cuándo es tu cumpleaños?**
- 14 **Los días de la semana**
- 15 **¿Qué día es hoy?**
- 16 **¿Qué tiempo hace?**
- 17 **Tú y yo**

- Greetings
- Saying goodbye
- How are you?
- What's your name?
- Numbers 1-12
- How old are you?
- My family
- Brothers and sisters
- Have you got a pet?
- Colours
- Months of the year
- Numbers 13 - 31
- When's your birthday?
- Days of the week
- Saying the date
- What's the weather? 17
- Consolidation & assessment

SECTION	CORE VOCABULARY - NEW WORDS	STRUCTURES	QUESTIONS	EXTRA WORDS & PHRASES
13 When's your birthday?	<i>¡Feliz cumpleaños!</i> Happy birthday! <i>re-visit numbers 1-31 & months</i>	<i>Mi cumpleaños es el ... de ...</i> My birthday is the ... of ...	<i>¿Cuándo es tu cumpleaños?</i> When's your birthday?	
14 Days of the week	<i>lunes</i> <i>martes</i> <i>miércoles</i> Monday Tuesday Wednesday <i>jueves</i> <i>viernes</i> <i>sábado</i> Thursday Friday Saturday <i>domingo</i> Sunday	<i>Hoy es...</i> Today is ...	<i>¿Qué día es hoy?</i> What day is it today?	
15 Saying the date	<i>re-visit numbers 1-31, months and days</i>	<i>re-visit</i> <i>Hoy es...</i>	<i>re-visit</i> <i>¿Qué día es hoy?</i>	<i>Names and dates of national & regional celebrations and festivals.</i>
16 Weather	<i>hace frío</i> it's cold <i>hace sol</i> it's sunny <i>está lloviendo</i> it's raining <i>está nevando</i> it's snowing <i>hace buen tiempo</i> the weather's good	<i>hace calor</i> it's hot <i>hace viento</i> it's windy <i>está nublado</i> it's cloudy <i>hace mal tiempo</i> the weather's bad	<i>re-visit</i> <i>Hoy ...</i> <i>Hoy hace frío</i> <i>Hoy está nublado</i>	<i>¿Qué tiempo hace?</i> What's the weather?

Latin Overview - Minimus: Getting Started in Latin

Unit	Learning objectives	Core Vocabulary	
Chapter 1 Meet the Family	To be able to introduce oneself & greet another.	quis es? Who are you ?(to one person) qui estis? Who are you ? (to more than one person) mater mother pater father filia daughter filius son infans little child servi slaves	Vindolandae at Vindolanda sum I am es you are sumus we are estis you are sedete ! sit salve hello salvete hello (to many) omnes everyone
Chapter 2 Food, glorious food!	To know what the Romans ate. To understand the ways Romans entertained. To know how nouns & adjectives are used in Latin.	heu ! oh dear ! euge ! hooray ! villa house sordida dirty hortus garden	squalidus messy tunica dress fessi tired miles soldier
Chapter 3; Work, work, work	To know the role of slaves in Roman times. To know how verbs are used in Latin. To know how the ending of a verb changes depending upon who is doing the action.	scribo I write scribit He writes coquo I cook spectat He watches specto I watch purgo I clean novus/nova new nunc now	lego I read vero I am sweeping ancilla slave girl intro I enter laboro I work rideo I smile sedeo I sit
Chapter 4; The best days of your life	To understand the education system in	docet teaches laetus happy	

	Roman times. To revise nouns, adjectives and verbs in Latin	iratus angry cur ? why ? fatigata bored	
Chapter 5; Romans and Britons	To understand the life of the slave Candidus under Roman rule. To introduce the use of adverbs in Latin.	celeriter quickly ferociter fiercely diligenter carefully ludo I play equito I ride	viae streets villae houses ita vero yes nobiscum with us
Chapter 6; Off to Town	To understand travel in Roman Britain. To consolidate the use of nouns, adjectives verbs and adverbs in Latin.	vado I am going Eboracum to York ibi there arma weapons	ludi games pilulae beads variae colourful stili pens habitat he lives amicus friend
Chapter 7; The military machine	To understand the Roman Army. To give commands - (bossy verbs!) To know what happens to the word when a command is given to more than one person	galea helmet gladius sword pilum javelin scutum shield cave ! be careful ! lorica breastplate siste ! stop ! pugio dagger	relinque ! leave it ! periculosus dangerous ecce ! look ! consumite ! eat ! cantate ! sing ! dormite ! sleep ! saltate ! dance ! natate ! swim ! salite ! jump ! pingite ! paint !