Cabot Learning Federation

I am a Modern Foreign Linguist

I am a modern linguist; I seek to explore languages. I use communication skills as a gateway to develop an understanding of other cultures. As a modern linguist, I strive to express ideas and thoughts in another language, embedding the key skills of reading, writing, listening and speaking. I examine how the structure of another language links and compares to my own. As a modern linguist, I am confident, curious and can use my language instinctively in the classroom and beyond.



Key Concepts for Modern Linguists

	Key Concepts
What is a language? All social animals communicate with each other, from bees and ants to whales and apes, but only humans have developed a language which is more than a set of prearranged signals. Human speech is rational and organised sound and meaning. There are about 5000 languages spoken in the world today. Languages are linked to each other by shared words or sounds or grammatical constructions. The theory is that the members of each linguistic group have descended from one language, a common ancestor.	Languages are tied to cultures and through linguistic study, cultures can be further understood. Language can be understood and communicated through reading, writing, speaking and listening. Language is formed as sounds, words and structures: phonology, morphology, syntax, semantics and pragmatics. Learning a language requires the opportunity to match and express new sounds and words within structures to a person's current understanding of the world.

Year 1 Key Concepts, Knowledge, Vocabulary and Skills - *Cultural understanding: where is France/Spain on a map of Europe? Capital city and flag*

Key Concepts	Contexts	Key Knowledge and Vocabulary	French	Spanish
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		• Greet others appropriate to the time of day. Good afternoon/ Good day / Good evening / Good night	• *Bon apres midi / Bonne journée / Bonsoir / Bonne nuit*	• *Buenos días, Buenas tardes, Buenas Noches*
		• Ask and answer the question "What is your name?" "My name is…" Geography of France: recap on where it is on a map of Europe, Paris capital city, main cities and the french flag (le Tricolore)	• *Comment tu t'appelles?/ Je m'appelle...*	• *¿Cómo te llamas? Me llamo...*
	Mathematics in language: Numbers & Days of the week	• Learn numbers: 0-10	• *Une, deux, trois, quatre, cinq*	Uno, dos, tres, cuatro, cinco
		• Learn the days of the week: Monday to Sunday • Question and answer the day of the week	• *lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche* • *aujord'hui? / c'est lundi*	Lunes, martes, miércoles, jueves, viernes, sábado, domingo ¿Hoy?/ Es lunes
	The World Around Me: Color's	• Read and say some colours in chosen language: red / green - white / blue / yellow / black -/ pink /purple / orange	• *rouge / vert / blanc / bleu /- jaune / noir / rose / violet / orange*	Rojo/ verde/ blanco/azul/ amarillo/negro/rosa/violeta/nara nja

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Year 2 Key Concepts, Knowledge, Vocabulary and Skills - *Cultural understanding: recap of knowledge around where country is on an atlas and locate countries that speak the language*

Key Concept	Contexts	Key Knowledge and Vocabulary	French	Spanish
Languages are tied to cultures and through linguistic study, cultures can be further understood.	Socialisation: Greetings and feelings	• Re-cap Year 1 content: o respond to a greeting and greet other appropriate to the time of day o Ask and answer the question 'What is your name?' • Ask and answer the question How are you? • Ask and answer the question "Where do you live?"	• *Bonjour Madame/Bonjour Monsieur Bon apres midi / Bonne journée / Bonsoir / Bonne nuit* • *Comment tu t'appelles?/ Je m'appelle...* • *Ca va?* • *très bien / bien / comme ci, comme ça / mal* • *Ou habites-tu?*	• Hola Señora / Hola Señor • Buenos días / Buenas tardes / Buenas noches • ¿Cómo te llamas? Me llamo... • ¿Cómo estás? • Muy bien/bien/ así así/ mal • ¿Dónde vives?
Language can be understood and communicated through reading, writing, speaking and listening.	Mathematics in language: Numbers, months of the year and birthdays	• Recap the days of the week: Monday to Sunday Question and answer the day of the week • Children learn numbers 1-20 in French. • Learn the months of the year • Ask and answer the question "When is your birthday?" • Ask and answer the question "How old are you?"	• six, sept, huit, neuf, dix • *janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre* • *C'est quand, ton anniversaire?* • *Mon anniversaire est en avril.*	• Seis, siete, ocho, nueve, diez enero, febrero, marzo, abril, mayo, • junio, julio, agosto, septiembre, octubre, noviembre • Diciembre • ¿Cuándo es tu cumpleaños? Mi cumpleaños es en abril
Language is formed as sounds, words and structures: phonology, morphology, syntax, semantics and pragmatics	The World Around Me: Colours	• Learn the vocabulary of clothes: skirt, trousers, scarf, hat, shoes, socks • I wear… • Describe the colours of clothes and answer the question o "What colour is it?"	• *La jupe, le pantalon, l'echarpe, le chapeau, les chassures, les chaussettes* • *Je porte…* • *C'est quelle couleur?*	• La falda, el pantalón, la bufanda, el sombrero, los zapatos, los calcetines Llevo… • ¿Qué color es?

Year 3 Key Concepts, Knowledge, Vocabulary and Skills - Cultural understanding: *importance of mealtimes in France/Spain going to restaurants, 3-course meals/tapas, family-centred*

Key Concept	Contexts	Key Knowledge and Vocabulary	French	
Languages are tied to cultures and through linguistic study, cultures can be further understood.	Socialisation: family	• Introduce family members-mother, father, uncle, aunt, grandmother, grandfather, sister, brother • Understand the difference between mon and ma (masculine and feminine)	• *Ma mere, mon pere, mon uncle, ma tante, ma grand-mere, mon grand-pere, ma soeur, mon frere*	• *Mi madre, mi padre, mi tío, mi tía, mi abuela, mi abuelo, mi hermana, mi hermano*
Language can be understood and communicated through reading, writing, speaking and listening.	Mathematics in language: Numbers & prices	• Recap days of the week (Y1) • Recap months of the year (Y2) • Learn numbers 1-31 • Ask and answer the question " What is the date today?"	• *Ca coute combien?* • *Ca coute …*	• *¿Cuánto cuesta?* • *Cuesta...*
Learning a language requires the opportunity to match and express new sounds and words within structures to a person's current understanding of the world.	The World Around Me: sports	• Learn names of sports: dance, swimming, cycling, horse riding, skating, surfing, climbing, jogging, football, tennis, table tennis, basketball, cricket, rugby • Recap knowledge of days of the week • Learn to say I play football • Talk about hobbies and when you do them-I play football on Wednesdays	• *la danse, la natation, le vélo, l'équitation, le skate, le surf, l'escalade, le footing, le foot, le tennis, le tennis de table, le basket, le cricket, le rugby* • *Je joue au foot le mercredi*	• *La danza, la natación, la bicicleta, la equitación, el patinaje, el surf, la escalada, el footing, el fútbol, el tenis, el ping-pong, el baloncesto, el críquet, el rugby*

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Year 4 Key Concepts, Knowledge, Vocabulary and Skills - *Cultural understanding: discover the physical geography of France/Spain – mountains, rivers and seas*

Key Concept	Contexts	Key Knowledge and Vocabulary	French	Spanish
Languages are tied to cultures and through linguistic study, cultures can be further understood.	Socialisation: pets	• My home Chez Moi • Recap core questions and answers (eg. Name, age, how are you, descriptions, alphabet, colours). • Answer and ask question 'Do you have any pets?' • Use numbers to refer to amount of pets • Mostly add 's' like in English to form the plural	• *Tu as des animaux domestiques?* • *J'ai un chat, j'ai deau chiens, j'ai trois hamsters, un poisson, un lapin, un cheval, une souris, un cochon d'inde*	• *Tienes mascotas?* • *Tengo un gato, tenfo dos perros, tengo tres hamsters, un pez, un Conejo, un Cabello, un raton, una cobaya*
Language can be understood and communicated through reading, writing, speaking and listening.	Mathematics in language: Numbers & Days of the week	• I can recall numbers 1-50 • Ask and answer ""How much does that cost?"	• *Quelle est la date aujourd'hui?*	• *¿Cuál es la fecha de hoy?*
Learning a language requires the opportunity to match and express new sounds and words within structures to a person's current understanding of the world.	The World Around Me weather	• Explain what the weather is like (sunny, windy, rainy, misty) • Learn the four seasons (winter, summer, spring, autumn) • Describe the weather in the different seasons (in summer, it is sunny) • Learn clothing items and I wear (Je porte) • Recap with weather + sports with clothes. (when it is sunny, I wear a t-shirt)	• *Il fait du soleil, il fait du vent, il pleut, il fait du brouillard* • *L'hiver, l'ete, le printemps l'automne* • *En été, il fait du soleil* • *Quand il fait chaud, je porte un T-shirt)*	• Hace sol, hace viento, llueve, hay niebla • El invierno, el verano, la primavera, el otoño • En verano, hace sol • Cuando hace calor, llevo una camiseta

Year 5 Key Concepts, Knowledge, Vocabulary and Skills - *Cultural understanding: identify landmarks (human geographical features i) in France/Spain*

Key Concept	Contexts	Key Knowledge and Vocabulary (for vocabulary see knowledge organiser)	French	
Languages are tied to cultures and through linguistic study, cultures can be further understood.	Socialisation: Greetings and feelings	• Learn the body parts: the head, hand, leg, foot, face, eyes, mouth, arm, shoulder, stomach, hip, knee, neck, back, ear, hair	*La tête La main La jambe Le pied Le visage Les yeux La bouche Le bras- L'épaule Le ventre La hanche Le genou Le cou Le dos L'oreille Les cheveux- T*	*La cabeza La mano La pierna El pie La cara Los ojos La boca El brazo El hombro El vientre La cadera La rodilla El cuello La espalda Las oreja El pelo*
Language can be understood and communicated through reading, writing, speaking and listening.	Mathematics in language	• Recall numbers 1-80 • Know the difference between un/une • Understand how to make a plural		
Language can be understood and communicated through reading, writing, speaking and listening. Language is formed as sounds, words and structures: phonology, morphology, syntax, semantics and pragmatics.	The World Around Me	• know the name of the planets in our solar system • understand that adjectives in French mostly come after the noun • describe the planets in size and colour • use true or false • Jupiter is huge and also quite far from the sun • The moon • Mercury is quite small and close to the sun • The sun • The Earth • Mars is quite close to the sun and red • Mars • The Earth is a planet close to Mars and only has one moon • Mercury • Neptune is a blue planet. • Pluto • Saturn • Jupiter • The sun is in the centre • Venus is close to the sun and it is always very windy	• *Les planetes* *Jupiter est énorme et aussi assez loin du soleil* *La lune* *Mercure est assez petite et près du soleil* *Le soleil* *Pluton est la plus loin et la plus petite* *Pluto is the furthest and the smallest* *La terre* *Mars est assez près du soleil et c'est rouge* *Mars* *La Terre est une planète près de Mars et a seulement une lune Mercure* *Neptune est une planète bleue Pluton* *Saturne* *Uranus* *Jupiter* *Le Soleil est au centre Saturne est loin du soleil et a au moins 18 lunes* *Saturn is far from the sun and has at*	• Los planetas Júpiter es enorme y esá tbastante lejos del sol La luna Mercurio es bastante pequeño y está cerca del sol Plutón es el más lejano y el ás pequeño La tierra Marte está bastante cerca del sol La tierra es un planeta cerca de Marte y solo tiene una luna Mercurio es un planeta azul Colours like 'negro' (black) negro (masc sing) negra (feminine singular), negros (masc pl) --> Rojo, amarillo, blanco Colours like ' verde' (green) same for masculine and feminine. Add an –s for plural Other naranja, rosa Colours finishes in consonant (gris, marrón, azul) same ending for feminine and masculine

		• Uranus is quite close to the sun and is blue and green	*least 18 moons* *Vénus est assez près du soleil et il y a toujours beaucoup de vent Uranus est assez loin du soleil et* *c'est bleu et vert U*	singular. Add –es for plural (grises, marrones, azules)

Year 6 Key Concepts, Knowledge, Vocabulary and Skills - *Cultural understanding: discover famous French/Spanish musicians and artists*

Key Concept	Contexts	Key Knowledge and Vocabulary	French	Spanish
Languages are tied to cultures and through linguistic study, cultures can be further understood.	Socialisation:	• Use the phrase il y a … • Use adjectives to describe family members/friends • Describe a photograph/picture of family	*Sur la photo il y a – In the photo there is* *Sur l'image il y a – In the image there is Ma mère - my mum* *Mon père - my dad* *Ma belle-mère - my step-mum* *Mon beau-père - my step-dad* *Mon frère - my brother* *Ma soeur – my sister* *Mon grand-père - my grandpa* *Mon oncle – my uncle* *Ma tante – my auntie* *Ma cousine – my cousin (f)* *Mon cousin – my cousin (m)* *Il/elle a les cheveux blonds/gris/noirs/bruns/roux - he/she has hair blond/grey/black/brown/red* *Il/elle a les yeux bleus/verts/noisette/marron/gris - he/she has eyes blue/green/hazel/brown/grey* *Il est sympa/gentil/stricte/marrant/paresseux /sportif/intelligent - he is nice/kind/funny/lazy/sporty/clever* *Elle est sympa/gentille/stricte/marrante/paressuese/sportive/intelligente - she is nice/kind/funny/lazy/sporty/clever*	*Mi madre,* *mi padre,* *Mi hermano* *Mi hermana* *mi tío,* *mi tía,*
Language can be understood and communicated through reading, writing, speaking and listening.	Mathematics in language: Numbers & Days of the week	En classe Pencil sharpener/what do you have in your pencil case?/an exercise book/in my pencil case I have …/a pencil/ in my pencil case I do not have/a glue stick/listen/a pen/write/ a pencil case/repeat/ a school bag/silence/ a reading book/open your books/a rubber/close your books Understand difference between un/une Understand how to make a plural •	*Un taille crayon* *Qu'est ce qu'il y a dans ta trousse?* *Un cahier* *Dans ma trousse j'ai...* *Un crayon* *Dans ma trousse je n'ai pas de..* *Un bâton de colle* *Écoutez* *Un stylo* *Écrivez Une trousse* *Répétez* *Un cartable* *Silence*	*Un sacapuntas* *¿Qué hay en tu estuche?* *En mi estuche tengo* *Un lápiz* *En mi estuche, no tengo* *Un pegamento* *Escuchad* *Un boli* *Escribid* *Un estuche* *Pepetid* *Una mochila* *Silencio* *Un libro* *Abrid vuestros cuadernos*

			Un livre *Ouvrez vos cahiers* *Une gomme Fermez* *vos cahiers Une règle* *A ruler Pensez Think* *Une calculatrice A calculator* *Lisez Read Des ciseaux A pair of scissors* *Demandez Ask J'ai I have* *Levez la main Raise your hand Je n'ai pas de/d' I do not have*	*Una regla* *Pensad* *Una calculadora* *Leed* *Unas tijeras* *Preguntad* *Levantad la mano*
Learning a language requires the opportunity to match and express new sounds and words within structures to a person's current understanding of the world.	The World Around Me: habitats	• Introduce other animals to pets, zoo/farm/wild etc. • Recognise j'ai + un/une/number and • Use Je n'ai pas + de/ il y a _un/une/number + il n;y a pas + de	*Le zoo* *Les animaux domestiques:* *Un chien* *Un chat* *Un cochon d'Inde* *Un lapin*	*Los mascatos* *un perro* *un gato* *conejillo de indias* *un conejo*