

Evelyn Street Primary School - UW- People/Culture and Communities

Modern Foreign Languages progression through EYFS

Playing & Exploring - Engagement		Active Learning - Motivation		Creating & Thinking Critically - Thinking	
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 		<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 		<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking) 	
<p><u>ELG-People/Culture and Communities</u></p> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 					
Focus	Speaking	Listening	Culture		
Nursery Skills, knowledge and understanding	<ul style="list-style-type: none"> To explore replicating mouth shapes and repeating/imitating sounds. 	<ul style="list-style-type: none"> To explore how to listen to be able to hear new sounds and words. To begin to understand that sounds in a different language have different meaning. To explore how to learn and remember language through song and rhyme. 	<ul style="list-style-type: none"> To begin to develop as a global citizen by exploring similarities and differences between own and other cultures. 		
	Autumn Greetings	Spring Colours	Summer Numbers		
Nursery Learning outcomes	<ul style="list-style-type: none"> To listen and respond physically to a greetings, a farewell, and the phrase 'Thank you' To listen to and enjoy greeting songs and rhymes To begin joining in with a greeting song. To listen to the question '¿Cómo te llamas?' To listen to responses to the question '¿Cómo te llamas?' 	<ul style="list-style-type: none"> To listen and respond physically to some colours (eg. Red, yellow, green and blue) To begin joining in saying colours in Spanish To begin joining in with colour games in Spanish To listen to and begin joining in with a colour song in Spanish 	<ul style="list-style-type: none"> To listen and respond physically to some numbers from 1-10 To begin joining in saying some numbers in Spanish To enjoy and join in with an authentic Spanish counting rhyme 		
<p>Specialist teacher input weekly to enhance provision in this area. □ A range of high-quality, bi-lingual books will be made available for continuous provision . □ Spanish vocabulary and songs to be used throughout the day by EYFS staff.</p>					

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Focus	Speaking		Listening		Culture	
Reception Skills, knowledge and understanding	<ul style="list-style-type: none"> To explore replicating mouth shapes and repeating/imitating sounds. 		<ul style="list-style-type: none"> To explore how to listen to be able to hear new sounds and words. To begin to understand that sounds in a different language have different meaning. To explore how to learn and remember language through song and rhyme. 		<ul style="list-style-type: none"> To begin to develop as a global citizen by exploring similarities and differences between own and other cultures. 	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Listening and joining in	Counting and Singing	Celebrations/Days	Rainbows & Easter	Families and Rhymes	Stories & Performance

Reception Learning outcomes	<ul style="list-style-type: none"> ▪ To listen and respond physically to a greetings, a farewell, and the phrase 'Thank you' ▪ To attempt to say in Spanish a greetings, a farewell, and the phrase 'Thank you' ▪ To understand that Spain is another place in the world where people speak another language 	<ul style="list-style-type: none"> ▪ To listen and respond physically to counting 1-10 ▪ To attempt to say a number or sequence of numbers in Spanish ▪ To enjoy and join in with an authentic Spanish counting rhyme eg. "<i>Tengo dos manitas</i>" 	<ul style="list-style-type: none"> ▪ To listen and respond physically to the days of the week ▪ To attempt to say a day or a sequence of days in Spanish ▪ To join in and try to sing the birthday song "<i>Cumpleaños feliz</i>" 	<ul style="list-style-type: none"> ▪ To listen and respond physically to some colours (eg. Red, yellow, green and blue) ▪ To attempt to say a colour in Spanish ▪ To join in with a guessing game to anticipate the colour 	<ul style="list-style-type: none"> ▪ To listen and respond to the question "<i>¿Cómo te llamas?</i>" ▪ To attempt to say the name phrase in Spanish. "<i>Me llamo...</i>" ▪ To be aware of some nouns of members of the family in Spanish 	<ul style="list-style-type: none"> ▪ To listen and respond physically to a greeting, a colour and a number. ▪ To attempt to ask and answer in Spanish the question "<i>¿Cómo te llamas?</i>" ▪ To join in with an authentic Spanish song
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