



STREAM LANGUAGES CURRICULUM

FOR EARLY YEARS AND KS1

EUROPA SCHOOL UK



OUR COMMON APPROACH

Throughout Primary **the curriculum is split equally between the two languages of the class.** This means that all primary children have one half of the week being taught in English and the other half of the week being taught in their stream language (French, German or Spanish).

The learning of language at the Europa School is essentially through its use and full immersion and exposure. The acquisition of additional languages is pursued in much the same way as the acquisition of a first language **as early as possible.**

The **Topic-centred approach** is a key feature in our language learning provision. Students learn each subject through both languages, constantly developing knowledge of the subject and key vocabulary.

Our aim is to **foster a love for language learning from an early age by incorporating play, creativity, art, songs and projects** as these approaches significantly boost motivation and engagement.

We take every opportunity to **celebrate all languages and their cultural aspect.**

Our approach is grounded **in repetition and class routines** ensuring that learners reinforce and retain their skills through consistent practice and exposure. **The curriculum is carefully progressively planned.**

EUROPA STREAM LANGUAGES SYLLABUS

- based on the legacy of our European syllabus it gives our teachers a strong basis to teach the languages in their different aspects, grammatical and literary and develops close links with the original linguistic cultural areas.
- uses The Common European Framework of Reference CEFR as a common basis for the objectives, content and methods in the second language education. The A2 level is used our year 6 end of year expectation.

PRIMARY LANGUAGES SKILLS PROGRESSION IN EYFS AND KS1

What is new

Reception

Listen, repeat and respond to discrete items of the vocabulary (3 at a time) and songs

Exposure to the sounds of the stream language

The pupils develop their fine and gross motor skills

Can listen carefully during stories, group activities and songs

Can greet, respond to regular classroom language

Year 1

Introduction to more complex sounds of the stream language and the similarities and differences of the English and Stream Language alphabets.

start decoding simple and familiar words

start matching the upper and lower letters and start to identify the letters in the stream language cursive handwriting

introduction of the cursive handwriting of the stream language (from January) and single words copying with a model at the end of the year.

oral production: repeating up to 5 words at a time and using regular classroom language or simple questions

Year 2

Introuction to reading and reinforcing decoding skills

Introduction to the concept of singular and plural

Starting to listen, read, speak in full sentences
reading comprehension : from words to simple sentences.

Conversational basics

Starting to copy/ write longer chunks of sentences (from a cursive model handwriting)

writing independently a short and simple sentence using familiar words with support.

The vocabulary taught in the previous years is always revised

VOCABULARY TOPICS : EYFS- YEAR 2

*The most challenging topics are only used as as a broad theme linking to the English class

RECEPTION CLASS

YEAR 1

YEAR 2

MATHS

Colours
2D shapes
Numbers up to 10
Size (small, big, medium, tall)

Revision of reception vocabulary
3D shapes
Numbers up to 30
Adding and subtracting

Revision of year 1 vocabulary
Numbers up to 100

WOD

transport: going on the bus...
the living world: animals (pets and farm), insects
Plants and flowers :basic vocabulary
All about me: my name is...
My family: mother, father, sister, brother
Healthy teeth
Clothing: shoes, slippers, trousers, dress, skirt, jumper, coat
Light and dark*: Song about the planets
Castles, kings and queens
Time: Days of the week

toys: new and old toys, traditional games
the living world: animals (habitats)
Plants and flowers : parts of the plants
My family: grandparents, cousins, uncle and aunt
The human body: fingers, neck, back, foot, elbow, knee, shoulder, bottom
Clothing: every day clothes
The planets: names, order, size, astronaut, moon...
Materials: wood, plastic, fabrics, paper and metal
Time: the weather and months

the living world: animals (vertebrates and invertebrates, foods)
Plants : life cycle and needs
Introduce yourself
Clothing: physical description
Recycling; reuse, reduce, recycle
Time: the seasons, time of the day

CULTURAL ASPECT

Traditional tales
Celebrations: The three Kings, La Galette des rois, St Martin, Karnaval, Chandeleur...
Cultural dishes: Weckmann...

This vocabulary will be
used daily.

VOCABULARY TOPICS : EYFS– YEAR 2

SCHOOL LIFE

RECEPTION CLASS

Greetings: good morning/ good bye
Please and thank you
Apology

Feelings: happy, sad, angry

Frequent verbs: can ,play, read, cut,
colour in, draw, stick, write

Familiar location: going home/
inside/ outside/ to the playground/ to
the canteen/ to the toilets

School stationery: paper, pencils,
paint, crayons, books glue

Food: common fruits and veg
& Water

YEAR 1

Feelings: more complex emotiona (to
be scared, worried, frustrated, hurt,
upset)

More frequent verbs: to eat, drink,
sleep...

Work instructions and school
activities related to the timetable

School furniture: the desk, the chair,
the carpet, the table, the window, the
bin

Food: common ingredients (eggs,
butter....)

YEAR 2

Action verbs used in PE: walking,
running, jumping...

Daily routines : washing, brushing,
dressing...:

Rooms in the house

Work instructions and school
activities related to the timetable

Objects in the class

School facilities: library, gymnasium...

Food: a healthy meal

END OF KS1 EXPECTED LANGUAGE SKILLS (YEAR 2)

LISTENING AND UNDERSTANDING

Can understand simple questions that directly concern them if the person is asking slowly and clearly.

Can recognise simple greetings.

Can use and understand simple numbers in everyday conversations.

Can understand everyday expression, and instructions delivered slowly and clearly with repetition if necessary.

Can understand words , short sentences and statements in a simple conversation if the delivery is slow and clear

WRITING

Start to copy/ write longer chunks of sentences using cursive handwriting from a model

With preparation and support (word banks, pictures, spoken pre production...), can write independently a short and simple sentence using familiar words and making a correct use of the punctuation and capital letter .

With the support of an adult, can write 2 or 3 sentences.

Can use phonemic awareness to write and begin spelling some familiar words correctly.

SPEAKING

Can give information about matters of personal relevance (e.g. likes and dislikes, family, pets)

Can produce simple isolated phrases and sentences about themselves, or people, where they live , what they do or immediate problems using gestures.

Can express numbers and quantities in a limited way.

Can use simple words and phrases to describe certain everyday objects (e.g. the colour, the size) and what a room looks like

Can tell the day, months, time, weather

Can state their opinion (agree/ disagree)

Can construct a simple sentence with SVO pattern with the vocabulary they know

Can ask and answer questions about themselves, what is it? and daily routines and immediate needs using short sentences and gestures and can ask people for things.

Can greet people and state their name, their age and produce short phrases about themselves. or describe themselves.

Can describe how they are feeling using simple adjectives like “ happy” or “tired” accompanied, or not, by body language.

Can describe simple aspects of their everyday life in a series of simple sentences, using simple words, signs and basic phrases or formulaic expressions.

Can take part in simple conversation on a predictable topic.

READING

Have developed strong phonemic awareness and can decode familiar words, discriminating and recognising simple and complex sounds, and can sound them out loud.

Can read and understand familiar names, words and simple sentences.

Can read and understand concrete information (e.g. places and times) on familiar topics .

Can recognise plural and singular forms.

SPEAKING (ORAL PRODUCTION AND INTERACTION) END OF YEAR SKILLS EYFS– YEAR 2

SPEAKING

RECEPTION CLASS

Can repeat discrete items of the vocabulary (3 at a time)

Can use and respond to regular classroom language

Can ask simple questions, sometimes with a little help or by copying a model.

Can retell parts of a story, such as the chorus, some key phrases, or sections linked to a topic or theme.

Can take part in role-play activities and use short phrases or sentences that have been practised or learned.

YEAR 1

Can repeat a simple type of sentence by memory, discrete items of the vocabulary (5 at a time) or songs

Awareness of the different words for the article “a” in the stream language

YEAR 2

Can give information about matters of personal relevance (e.g. likes and dislikes, family, pets).

Can greet people and state their name, their age and produce short phrases about themselves. or describe themselves.

Can describe how they are feeling using simple adjectives like “ happy” or “tired” accompanied, or not, by body language.

Can state their opinion (agree/ disagree)
Can produce simple isolated phrases and sentences about themselves, or people, where they live, what they do or immediate problems using gestures.

Can ask and answer questions about themselves, what is it? and daily routines and immediate needs using short sentences and gestures and can ask people for things.

Can express numbers and quantities in a limited way.

Can use simple words and phrases to describe certain everyday objects (e.g. the colour, the size) and what a room looks like.

Can tell the day, months, time, weather.

Can construct a simple sentence with SVO pattern with the vocabulary they know.

Can take part in simple conversation on a predictable topic.

READING AND WRITING END OF YEAR SKILLS : EYFS- YEAR 2

READING

RECEPTION CLASS

Start developing phonological awareness (listening and clapping to syllables for example if there are new bigger words introduced in speech/stories/ song new topic such as CAS-TI-LLO) of the stream language and repeat simple sounds/ words.

Can enjoy and follow most of a story when it is read from a book or told aloud.
No reading yet

WRITING

Develop fine and gross motor skills (holding and controlling a pencil, tracing, using scissors, painting, lacing...)
No writing yet

Can point to or copy the correct word when seeing a matching picture.

YEAR 1

Are exposed to the more complex sounds of the stream language and play with the syllabus and develop strong phonological awareness.

Start comparing words and can point to the correct word in a short sentence.

Pre reading: start decoding simple familiar words

Can recognise the similarities and differences of the English and Stream Language alphabets.

Can match the upper and lower letters and start to identify the letters in the stream language cursive handwriting.

Are able to copy/trace the letters in the cursive handwriting of the stream language (from January) and write single words with a model .

YEAR 2

Have developed strong phonemic awareness and can decode familiar words, discriminating and recognising simple and complex sounds, and can sound them out loud.

Can read and understand familiar names, words and simple sentences.

Can read and understand concrete information (e.g. places and times) on familiar topics.

Can recognise plural and singular forms.

Start to copy/ write longer chunks of sentences using cursive handwriting from a model

With preparation and support (word banks, pictures, spoken pre production...), can write independently a short and simple sentence using familiar words and making a correct use of the punctuation and capital letter .

With the support of an adult, can write 2 or 3 sentences.

Can use phonemic awareness to write and begin spelling some familiar words correctly.

LISTENING (ORAL COMPREHENSION) END OF YEAR SKILLS EYFS– YEAR 2

LISTENING

RECEPTION CLASS

Can listen carefully during stories, class discussions, and group activities.

Can enjoy rhymes, poems, and songs in the target language.

Listen and respond to discrete items of the vocabulary, rhymes, songs, and routines/instructions which involve repeating words, answering simple questions either in English or simple target language, or engaging in some form of interaction (join in, act out parts of rhymes, songs, or stories.).

Can understand when hearing parts or whole sentences or short stories in the target language and show understanding by answering with a single word or a short phrase.

YEAR 1

Listen and respond to discrete items of the vocabulary and songs which involve identifying meanings, repeating words, answering questions, or engaging in some form of interaction.

YEAR 2

Can understand simple questions that directly concern them if the person is asking slowly and clearly.

Can recognise simple greetings.

Can use and understand simple numbers in everyday conversations.

Can understand everyday expression, and instructions delivered slowly and clearly with repetition if necessary.

Can understand words , short sentences and statements in a simple conversation if the delivery is slow and clear