| Substantive Knowledge Timeline | | | | | |
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| **EYFS - Reception Language Explorers**  Listening skills, joining in with songs and celebrations. | | **KS1- Year 1 Language Explorers**  Year 1 Talking about me; nouns and phrases. | | **KS1 – Year 2 Language Explorers**  Listen and respond, songs, stories and celebrations. | |
| **Stage 1 - Language Detectives**  Core language content, retrieval. Nouns, stories. | | | **Stage 2 - Language Detectives**  Core language retrieval. Nouns + adjectives, simple sentences. Commands, opinions. | | |
| **Stage 3 - Language Detectives**  Core language retrieval. Verbs. Conjunctions to extend sentences, role-play, descriptions. | | | **Stage 4 - Language Detectives**  Core language retrieval. Complex sentences, verbs. Manipulating language structures. | | |

| Substantive Knowledge Summary for Language Explorers | | | | | |
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| **EYFS** - Begin to develop an awareness of listening to and replicating the sounds of a new language. Join in with songs and games. Begin to investigate and appreciate similarities and differences of other cultures and their celebrations. | | **KS1 Year 1**-Begin to talk about themselves using words and simple sentences. Listen to, join in with and appreciate rhymes, songs and games. Begin to explore nouns and phrases. | | **KS1 Year 2** - Begin to understand questions and respond with confidence. Explore celebrations and start to make comparisons. Follow and join in with stories, songs and games. | |
| **Stage 1**: Explore core language, personal information and basic conversation (introduce 1st and 2nd person singular questions and answers). Recognise and use nouns in singular and plural forms. Understand noun gender. Know there is more than one word for ‘a’. Express simple opinions. Retrieval of familiar core language content. Appreciate, follow and understand simple stories, linked to language learnt. Introduction to the geography and culture of the target language country. Hear and identify phonemes and recognise graphemes. | | | **Stage 2**: Retrieval of core language content. Develop how to use singular and plural nouns with adjectives to describe. Understand noun gender. Know there is more than one word for ‘a’ and ‘the’. Read, understand, follow, and use commands. Express simple opinions. Produce simple descriptive sentences. Participate in simple dialogues. Practise 1st and 2nd person singular questions and answers. Hear and identify phonemes and recognise and read aloud graphemes. | | |
| **Stage 3**: Continue to develop and extend skills in language retrieval. Produce familiar personal information sentences in 1st and 3rd person singular. Begin to explore the conjugation of a regular present tense verb (to wear). Create spoken and written extended sentences including conjunctions and giving an opinion. Engage in extended role play dialogues. Say and write detailed descriptions including a verb, nouns and a variety of adjectives. Begin to consolidate understanding of how to use nouns in a simple sentence with adjectives. Use modal verbs (to be able to) plus infinitives to create persuasive sentences, including a variety of sentence starters. Recognise, use and apply familiar phonemes and graphemes confidently. | | | **Stage 4**: Retrieval of core language content. Create complex sentences including conjunctions. Explore and use common present tense verbs (to be, to have, to play). Write descriptions including verbs, nouns and a variety of adjectives. Secure understanding of how to use nouns in a simple sentence with adjectives. Use language structures they know to create their own adapted sentences. Use knowledge of language to create performances. Explore and appreciate the origins of another country’s culture. Recognise, use, and apply familiar/unfamiliar phonemes and graphemes confidently. | | |

| **Reception** | **Year 1** | **Year 2** | **Year 3 (Stage 1)** | **Year 4 (Stage 2)** | **Year 5 (Stage 3)** | **Year 6 (Stage 4)** |
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| **Hello, Goodbye**  **(Joining In)**  **Autumn 2** | **Me & You**  **(Salutations & Name Phrases)**  **Autumn 1** | **Language Learning Powers**  **Autumn 1** | **Getting Started**  **Autumn 1** | **Welcome to School, Super Learners**  **Autumn 1** | **Talking About Us, School & Subjects.**  **Autumn 1** | **Daily Routine**  **Autumn 1** |
| To listen and respond physically to a greeting, a farewell, and the phrase ‘Thank you’.    To attempt to say in the target language a greeting, a farewell, and the phrase ‘Thank you’.  To understand that the target language country is another place in the world where people speak another language. | To listen and respond physically to specific greetings such as: ‘good morning, good afternoon and good night’.  To listen, respond and answer the question ‘What are you called?’  To join in with an authentic target language rhyme. | To listen to, respond and join in with a song in the target language.  To recall and count numbers from 1-10. | To say greetings in the target language.  To ask and answer about feelings in the target language  To say, recall, identify numbers between 1 and 10 in the target language.  To write some colours in the target language. | To ask and answer questions about self in the target language.  To listen, recall and respond to classroom instructions in the target language.  To say and write the name of rooms in school in the target language.  To say and write nouns for some classroom objects in the target language | To have a conversation with a friend involving their name, how they are feeling, how old they are and where they live.  To say a third person singular sentence with details about someone else.    To say an extended opinion of a school subject including a reason for liking/disliking a subject. | To understand ‘o’clock’ phrases in the target language.  To talk about and answer questions about daily routine in the target language. |
| **Counting and Singing**  **Spring 1** | **Colours and Counting - Fireworks**  **Autumn 2** | **Week Days, Birthdays & Christmas**  **Autumn 2** | **Calendar and Celebrations**  **Autumn 2** | **My Local Area, Your Local Area**  **Autumn 2** | **In the City**  **Autumn 2** | **Homes & Houses**  **Autumn 2** |
| To listen and respond physically to counting 1-10.  To attempt to say a number or sequence of numbers in the target language. | To say a sequence of numbers  To be able to identify a specific number and colour.  To know some facts about Christmas in the target language country. | To attempt to say a day or a sequence of days in the target language  To join in and try to sing the birthday song.  To listen, respond to the song of Rudolph the Red-nosed Reindeer in the target language. | To understand basic classroom commands.  To understand and say days of the week in the target language.  To understand, say and try to write some months of the year in the target language.  To recall some facts about Christmas traditions in the target language country. | To say and recognise some places in a town in the target language.  To give simple directions to places in a town in the target language.  To write a sentence using nouns of shops in a town. | To say and understand nouns for places in a city.  To ask for and give simple directions.  To participate in a dialogue for buying a ticket.  To write simple descriptive sentences to describe their town/city. | To understand the nouns for rooms in a house in the target language and the nouns for some items of furniture.  To write descriptive sentences using adjectives of colour and size.  To recognise and understand some familiar and unfamiliar nouns in the target language.  To understand some prepositions. |
| **Rainbows & Colours**  **Spring 2** | **Jungle & Farm Animals & Celebrations**  **Spring 1 and 2** | **Birthdays and Celebrations**  **Spring 1** | **Animals I like & I don’t like**  **Spring 1** | **Family & Faces**  **Spring 1** | **Healthy Eating & Going to the Market**  **Spring 1** | **Playing & Enjoying Sport**  **Spring 1** |
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| To listen and respond physically to some colours (eg. Red, yellow, green and blue).  To attempt to say a colour in the target language.  To join in with a guessing game to anticipate the colour. | To join in with names of animals,when singing a carnival rhyme.  To listen and respond physically to the names of animals. | To listen and respond physically to the months of year in the target language.  To name their birthday month in the target language.  To identify months written in the target language. | To say and read the name of some animals in the target language.  To begin to understand a simple story in the target language.  To say and write a simple sentence to say their favourite animal. | To say some family nouns in the target language.  To write personal information sentences in 1st person singular about a family member in the target language.  To understand the nouns for face parts in the target language to write a simple descriptive sentence to describe a face | To read, understand, write and say some fruit and vegetables in the target language and use these in simple dialogues.  To know to say ‘I have’ and ‘I haven’t’ in the target language and that we use part of the verb to have.  To read, write and understand a recipe. | To create opinions about a sport in the target language.  To look at and use the verb ‘to play’.  To understand and write simple information about a sport in the target language. |
| **Families**  **Summer 1** | **Whatever the Weather**  **Summer 1** | **Minibeasts**  **Spring 2** | **Carnival Time & Numbers**  **Spring 2** | **Face & Body Parts**  **Spring 2** | **Clothes**  **Spring 2** | **Funfair & Favourites**  **Spring 2** |
| To listen and respond to the question ‘What are you called?  To attempt to say the name phrase in the target language (I am called…).  To be aware of some nouns of members of the family in the target language. | To listen and respond physically to some phrases about the weather.  To say a weather phrase.  To perform a traditional rhyme. | To say specific sounds aloud in unfamiliar nouns in the target language.  To know some facts about the Easter bells and the role of these in Easter in the target language country, | To know some facts about Carnival in the target language country.  To say and begin to write numbers 1-15  To say simple sentences about themselves  To begin to read and write dates in the target language | To understand and respond to body part nouns and commands in the target language, including plural nouns.  To write some body parts in the target language.  To write a simple descriptive sentence, using verbs, nouns and adjectives. | To say nouns for some items of clothing in the target language, including the singular/  plural and masculine  /feminine changes when we describe clothes with adjectives in the target language.  To read and write descriptive sentences with nouns and colour adjectives in the target language, using the verb ‘to wear’. | To know some nouns for fun fair rides and food in the target language.  To write simple sentences about a funfair in the target language.  To express opinions of favourite things in the target language, recalling prior learning. |
|  |  |  | **Fruits & Veg (Hungry Giant story)**  **Summer 1** | **Feeling Unwell and Jungle Animals**  **Summer 1** | **Out Of this World**  **Summer 1** | **Cafe Culture & Exploring a New Language**  **Summer 1 & 2** |
|  |  |  | To ask politely for some fruit or vegetable item in the target language.  To write, with support, a simple sentence or several sentences in 1st person singular. | To understand and say phrases to describe feeling unwell, aches and pains.  To understand adjectives to describe jungle animals in the target language, to write a simple sentence to describe a jungle animal in the target language. | To ask and answer questions about someone’s identity in the target language.  To read and recognise names of planets in the target language.  To read and write simple sentences about an imaginary planet in the target language. | To ask politely for snacks and drinks in the target language.  To explore breakfast foods and different types of breakfast. |
|  |  |  | **Going on a Picnic & Aliens in Spain**  **Summer 2** | **The Weather & Ice-creams**  **Summer 2** | **Going to the Seaside**  **Summer 2** |
|  |  |  | To recall nouns for picnic items in the target language.  To write a simple phrase, using verbs, nouns and adjectives.  To complete some simple sentences to say where they live.  . | To say different types of weather phrases in the target language.  To name the seasons in the target language.  To write a simple sentence to describe the weather in the target language.  To say ice cream flavours and spot sounds in the flavours in the target language. | To read aloud and understand sentences about the seaside in the target language.  To read and understand facts about going to the beach in the target language. |