

	AUTUMN TERM Local	SPRING TERM	SUMMER TERM
EYC		EYC	
New Learning	<p>Learning about another country</p> <p>EYFS Objectives</p> <ul style="list-style-type: none"> To understand that English is not the only language in the world. 	<p>Listening songs/ nursery rhymes in different language</p> <p>EYFS Objectives</p> <ul style="list-style-type: none"> I know how to, in pretend play, imitate everyday actions and events from my own family and culture and other cultures. I know how to count in 	<p>Multicultural-Day</p> <p>EYFS Objectives</p> <ul style="list-style-type: none"> To understand diversity Sample food from the world To understand a variety of cultures
Connections	<p>Cross-curricular connections:</p> <p>Understanding the World</p>	<p>Cross-curricular connections:</p> <p>Understanding the World</p>	<p>Cross-curricular connections:</p> <p>Understanding the World</p>
FS		Foundation Stage	
Revisit	<p>Links to prior learning:</p> <p>Understanding the World</p>		
New Learning	<p>Learning about Portugal/Christmas</p> <ul style="list-style-type: none"> Find Chard on map of UK, find Portugal. <ul style="list-style-type: none"> Link country/continent. To mentioned the language spoken- Portuguese Christmas traditions in Portugal are similar with English tradition 	<p>Mother's Day/Carnival</p> <ul style="list-style-type: none"> How Mother's Day is celebrated around the world including Portugal. Learning how to say Mother's Day in Portuguese and mum (Dia da Mãe, mãe) Understanding that carnival is celebrated in different dates around the world/ in Portugal is in February or March (forty days before Easter). 	<p>Multicultural Day</p> <ul style="list-style-type: none"> Understanding the diverse world they live in <ul style="list-style-type: none"> Understanding other cultures Traditional celebrations

Connections	Cross-curricular connections: RE - Diwali	Cross-curricular connections: Mother's Day	Cross-curricular connections: English - stories
1 & 2	Year 1		
Revisit	<p>Links to prior learning:</p> <p>Year 1 Portuguese planing builds directly on the learning undertaken in the EYFS.</p> <p>Understanding the World/ People, Culture and languages.</p> <ul style="list-style-type: none"> • Explain some similarities and differences between language patterns in Portuguese and English, drawing on knowledge from stories, songs and sounds. <ul style="list-style-type: none"> • Children will be introduced to Portuguese language through a variety of activities through the book 'The Very Hungry Catterpillar' allowing them to understand similarities and differences in both languages. 		
New Learning	<p>Greetings/ Introduce the language</p> <ul style="list-style-type: none"> • To greet people in Portuguese • To answer the register and how they are in P. • To name colours in P. • Counting up to ten forwards and backwards • Days of the week/ Months of the year • Naming body parts through the song 'head, shoulders, knees and toes', in Portuguese • Christmas in Portugal: how is it celebrated 	<p>The Very Hungry Catterpillar Life cycle</p> <ul style="list-style-type: none"> • To understand a familiar story: listening the story in Portuguese making connections between both languages. • To name fruit mentioned in the story in Portugues • Understanding a caterpillar life cicle in Portuguese by naming ' ovo, lagarta, pupa, casulo, borbuleta'. • Introduce pronoun ' I ' in P. • The verb like/ don't like • To write short sentences about which fruit the like/ don't like. 	<p>Brown Bear, Brown Bear what do you see Animals/Habitats</p> <ul style="list-style-type: none"> • To understanding a familiar story by listening and retelling using words in Portuguese. • Recap colours through the story • To name animals in Portuguese • Understanding their natural habitats and name them • Learning a song in Poruguese for the end of the year shows • Multicultural Day
Connections	Cross-curricular connections:	Cross-curricular connections: Y1- Science/ Literacy/ Phonics	Cross-curricular connections: Y1- Literacy/ Diversity/ Science/ Phonics

	Y1 – Geography/ Understanding the world/ Maths/ Phonics		
1 & 2		Year 2	
Revisit	Links to prior learning: Y1- Greetings/ counting/ colours	Links to prior learning: Y1- Writing sentences	Links to prior learning: Y1- Revisiting some topics
New Learning	<p>Greetings/ Introduce the language</p> <ul style="list-style-type: none"> To greet people in Portuguese To answer the register and how they are in P. To name colours in P. Counting up to ten forwards and backwards Days of the week/ Months of the year Naming body parts through the song ‘head, shoulders, knees and toes’, in Portuguese Christmas in Portugal: how is it celebrated To understand that words in Portuguese ending with /o/ are masculine and with /a/ feminine. That they have genres Sentence structure that nouns are before adjectives. 	<p>The Very Hungry Caterpillar Life cycle</p> <ul style="list-style-type: none"> To understand a familiar story: listening the story in Portuguese making connections between both languages. To name fruit mentioned in the story in Portugues Understanding a caterpillar life cycle in Portuguese by naming ‘ ovo, lagarta, pupa, casulo, borbuleta’. Introduce pronoun ‘ I ’ in P. The verb like/ don’t like To write short sentences about which fruit the like/ don’t like. Understanding Mother’s Day in Portugal/ to create a mother’s card 	<p>Brown Bear, Brown Bear what do you see Animals/Habitats</p> <ul style="list-style-type: none"> Class instruction in Portuguese/ to understand and following instructions in Portuguese To understanding a familiar story by listening and retelling using words in Portuguese. Recap colours through the story To name animals in Portuguese Understanding their natural habitats and name them Learning a song in Poruguese for the end of the year shows Multicultural Day
Connections	Cross-curricular connections: Geography/ Understanding the world/ Maths/ Phonics	Cross-curricular connections: Science/ Literacy/ Phonics	Cross-curricular connections: Science/ Literacy/ Phonics
3		Year 3	
Revisit	Links to prior learning: Revisiting some vocabulary/ topics Counting in ones Christmas traditions Recap meaning of words ending with o and a	Links to prior learning: Days of the week/ months of the year Carnival Mothers’ Day	Links to prior learning: Sentences structure

<p>New Learning</p>	<p style="text-align: center;">Verbs/prepositions</p> <ul style="list-style-type: none"> • <i>Counting in tens.</i> • Children to learn introducing their selves/ to use the first and third person in sentences. • To be able to understand and use a variety of verbs in sentences. • To be able to describe what someone is doing/ to form sentences and answering questions about what action someone is doing. • To learn a range of prepositions • Classroom objects: reading and writing short sentences to state where an item is. • To create Christmas cards in Portuguese. 	<p style="text-align: center;">Clothing/Seasons</p> <ul style="list-style-type: none"> • Revisiting months of the year. • Children to understand important dates: birthdays, Christmas, Easter. • To name seasons in Portuguese/ weather conditions in the four seasons. • To name and write a variety of clothes and the ones suitable for each season. • To understand Mothers' Day around the world/ create mothers day cards. • Learning about carnival around the world/ create traditional masks. 	<p style="text-align: center;">Family members</p> <ul style="list-style-type: none"> • To be able to describe their family members. • To state what family member that person is. • To form sentences to describe their family. • To create a family tree. • To learn a Portuguese song for summer shows. • To celebrate multicultural day.
<p>Connections</p>	<p style="text-align: center;">Cross-curricular connections: English/ language communication</p>	<p style="text-align: center;">Cross-curricular connections: Recognise and respond to sound patterns and words</p>	<p style="text-align: center;">Cross-curricular connections: Understanding their family.</p>
<p style="text-align: center;">4</p>	<p style="text-align: center;">Year 4</p>		
<p>Revisit</p>	<p style="text-align: center;">Links to prior learning: Counting Sentence structure</p>	<p style="text-align: center;">Links to prior learning: Verbs and prepositions</p>	<p style="text-align: center;">Links to prior learning: Pronouns Numbers Colours</p>
<p>New Learning</p>	<p style="text-align: center;">Transports</p> <ul style="list-style-type: none"> • Children to begin to write long date in books in Portuguese • To name and label transports • To be able to describe the transports • To be able to describe the modes of transports • To answer questions about transports 	<p style="text-align: center;">Houses/ professions</p> <ul style="list-style-type: none"> • To understand different buildings. • To be able to describe rooms in a house/ forming sentences using verbs and prepositions. • To be able to state the correct name of an item. • Upleveling their writing in sentences. • To be able to describe and write professions. 	<p style="text-align: center;">Toys</p> <ul style="list-style-type: none"> • To name and write a variety of toys. • To be able to describe a toy. • To use prepositions and verbs in sentences. • To create a teddy bear using a variety of material.

	<ul style="list-style-type: none"> Understanding St. Martins' Day (a national celebration in Portugal) To research about Christmas around the world 	<ul style="list-style-type: none"> To be able to state what each profession is and does. To research and create a factfile about Portugal. 	<ul style="list-style-type: none"> Learning the concept of writing instructions in Portuguese, where they need to describe how they have created their teddy. Multicultural Day.
Connections	<p>Cross-curricular connections: Understanding the world</p>	<p>Cross-curricular connections: Identify and respond to patterns in language. Use word recognition</p>	<p>Cross-curricular connections: Art/DT</p>
5	Year 5		
Revisit	<p>Links to prior learning: Vocabulary/ sentence structure</p>	<p>Links to prior learning: Writing instructions</p>	<p>Links to prior learning:</p>
New Learning	<p style="text-align: center;">Portuguese culture</p> <ul style="list-style-type: none"> Revisiting pronouns. Research about education in Portugal to create a powerpoint in Portuguese and present information to a audience. To be able to write a letter in Portuguese, to send to a child in a Portuguese school, creating a Penpal. Naming and writing countries and their flags. Regions and districts of Portugal: recognising on the map To write a Christmas card in Portuguese, to someone they love. 	<p style="text-align: center;">Food/ Traditions</p> <ul style="list-style-type: none"> Children to experiment real life situations: going to the Portuguese café and order food in Portuguese. To articulate and writing a variety of fruit in Portuguese/ to described the texture. To use negative and positive forms in sentences to state which fruit they like and dislike. To make a fruit salad: children to fluently name fruit in Portuguese. To write instructions on how they made the fruit salad. Children to produce a Portuguese traditional craft: painting tiles. 	<p style="text-align: center;">Food/ Themselves</p> <ul style="list-style-type: none"> Children to write sentences about themselves: what they like, dislike, hobbies. To learn different times of the day such as breakfast, lunch, afternoon-tea, dinner. To respond to questions and form sentences about what they like to eat during the day and their friends. To develop fluency through the language patterns. Children to name and write healthy food in Portuguese through the creation of a food wheel. To bake a Portuguese traditional cake by naming the ingredients in Portuguese. To write instructions on how they baked the cake. Multicultural day: to state what this day is about.

Connections	Cross-curricular connections: Geography	Cross-curricular connections: Arts	Cross-curricular connections: DT/ Science
6		Year 6	
Revisit	Links to prior learning: Counting Greetings/ instructions	Links to prior learning: Sentence structure Colours objects	Links to prior learning:
New Learning	<p style="text-align: center;">Portuguese culture</p> <ul style="list-style-type: none"> • Revisiting pronouns. • Research about education in Portugal to create a powerpoint in Portuguese and present information to a audience. • To be able to write a letter in Portuguese, to send to a child in a Portuguese school, creating a Penpal. • To write a Christmas card in Portuguese, to their Penpal. • Regions and districts of Portugal • Naming and writing countries and their flags in Portuguese: using maps (revisit). 	<ul style="list-style-type: none"> • Children to experiment real life situations: going to the Portuguese café and order food in Portuguese. • Revisiting verbs, prepositions, pronouns • To understand plurals and to apply in sentences • To understand negative/ positive forms • Revisiting genders forms in words that the word before the noun need to have the same form. • World Book Day: to understand similarities in both languages and familiar story tails/ novels and how is it celebrated in Portugal. • Children to produce a Portuguese traditional craft: painting tiles. 	<ul style="list-style-type: none"> •
Connections	Cross-curricular connections: Geography/ ICT	Cross-curricular connections: Cultures/ Diversity	Cross-curricular connections: