

World of Languages and Languages of the World		KS2 Unit 4: How Language Works	
<b>Unit Objectives:</b> <ul style="list-style-type: none"><li>1. To understand that languages have grammar rules</li><li>2. To understand that grammar rules vary from language to language but there are similarities and differences</li><li>3. To understand that looking for patterns is the key to understanding how language works</li></ul>			
<b>Before. To begin this unit, the children should have already learnt:</b> Languages are linked Words travel and are shared/borrowed Words can be decoded/broken down to understand meaning Languages have rules		<b>Next. The learning in this unit will prepare the children to learn these things in the future:</b> Languages are linked through language trees (Unit 5) English is a Germanic Language (Unit 5) Grammar and vocabulary are often similar within a language family (Unit 5)	
<b>Key Enquiry Question:</b> Can I spot patterns in some grammatical rules? Can I use problem solving skills to work out rules?		<b>The Big Idea:</b> How do languages work?	
<b>To achieve KS2 Unit 4 aims, pupils will need to be secure in the following knowledge:</b>			
<b>Substantive. By the end of this unit, children will know:</b> <ul style="list-style-type: none"><li>• That a verb is a doing word and English infinitives are recognisable</li><li>• That languages often change the verb endings depending on the pronoun</li><li>• That languages have grammatical gender</li><li>• That nouns can be categorised</li><li>• That questions can be formed in different ways in different languages</li><li>• That word order affects meaning</li></ul>		<b>Vocabulary to be learnt:</b> <ul style="list-style-type: none"><li>• Person</li><li>• Subject</li><li>• Verb conjugation</li><li>• Categorise</li><li>• Grammatical gender</li><li>• Endings</li><li>• Word order</li></ul>	
<b>Procedural. By the end of this unit, children will be able to do:</b> <ul style="list-style-type: none"><li>• Spot grammatical verb patterns across languages</li><li>• Spot grammatical gender patterns across languages</li><li>• Categorise nouns in different ways</li><li>• Play with word order to change meaning or inference</li><li>• Recognise grammatical terms for some parts of speech</li></ul>		<b>Resources including books:</b> <ul style="list-style-type: none"><li>• 6 x Lessons for Unit 2</li><li>• Powerpoints</li><li>• Teacher crib sheets</li><li>• Student worksheets</li></ul>	
<b>Possible Misconceptions:</b> All languages follow the same rules of word order and conjugation Word order is not important to the meaning of a sentence Questions are formed in the same way in all languages Gender is only natural not grammatical  <b>Assessment Opportunities:</b> End-of-unit summative assessment. Formative assessments through starter and plenary retrieval exercises.		<b>Curriculum. Horizontal, Vertical and Diagonal links:</b> <b>English</b> – Use and understand grammatical terminology. <b>English</b> - Identify how language, structure and presentation contribute to meaning. <b>Science</b> - Identify that most living things depend on each other. Can we see language as a habitat depending on each other? <b>Maths</b> - Interpret and present data using bar charts, pictograms and tables. Conjugation tables and transliteration tables. <b>Geography</b> - understand geographical similarities and differences through the study of human and physical geography <b>MFL</b> - Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English	

