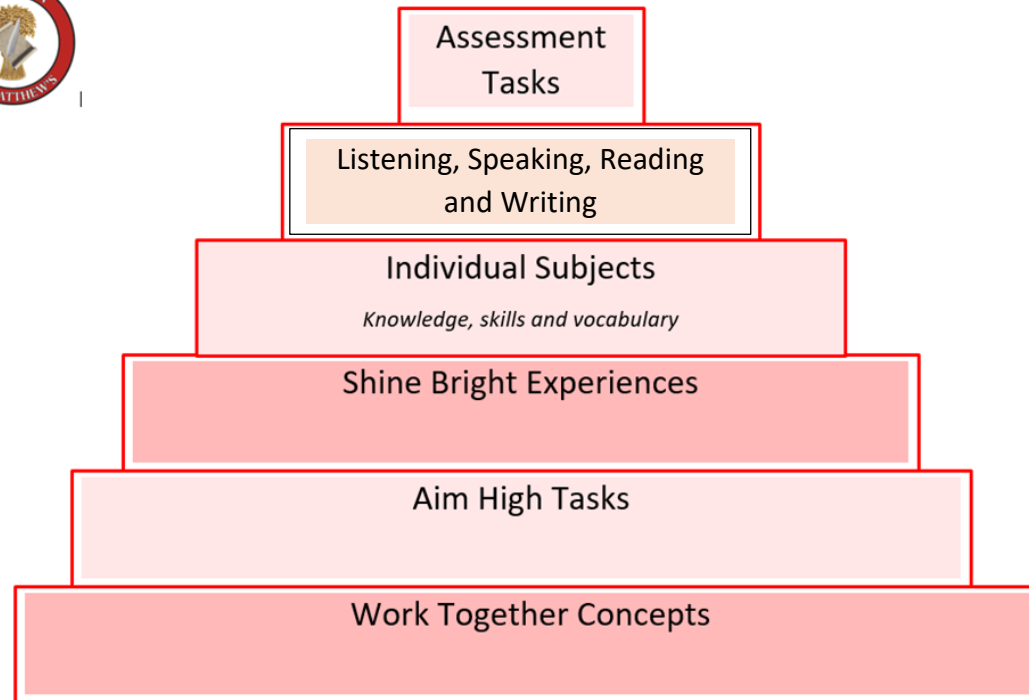


Modern Foreign Languages Curriculum



Curriculum Intent

At Stretton St Matthew's CE Primary, we aim offer a broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils. The intention is that pupils will become life- long language learners and will develop a deeper understanding of other cultures and the world around them.

Through our Work Together Concepts and linked enquiry questions children's speaking, listening, reading and writing skills are developed and flourish through a range of engaging activities.

Work Together Concepts	Outcome	Enquiry Question
Self	Children will be taught to: - listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - present ideas and information orally to a range of audiences - read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly - describe people, places, things and actions orally and in writing - 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	Y3- Can we have a simple conversation? Y4- Can we describe our family? Y5- Can we create an outfit that we'd like to wear? Y6- Can we describe different sports? Y6- Can we describe our likes and dislikes?
Others		Y4- Can we create a fantasy character and describe it? Y5- Can we create a fact file about an imaginary person?
Animals		Y3- Which animals do we like? Y4- Can we describe an animal?
Places		Y4- Where would we like to visit? Y5- Can we give directions? Y5- Can we describe what we'd need for a day out at the beach? Y6- Can we describe our ideal house?
Food		Y3- Can we give our opinion about fruits and vegetables? Y3- Can we create a simple story? Y4- Can we order an ice cream? Y5- Can we use fruits and vegetables to create a play script? Y6- Can we order from a menu?
School		Y4- Can we recall classroom equipment? Y5- Can we give opinions about school subjects? Y6- Can we describe our daily routine?
Celebrations		Y3- How is Christmas celebrated? Y3- Can we create a carnival mask? Y6- Can we create a short play to perform to the rest of school?

Overview of TOPICS and WORK TOGETHER QUESTIONS (KS2 only)

	Year R	Year 1	Year 2
Themes explored throughout the year	Let's Sing	Greetings and Numbers	At the Farm
	Listen and Join In	Playground Games	Autumn Walk and Harvest
	Goldilocks	Minibeasts	Birthday Party
	Three Bears' Picnic	Dinosaurs	Me and My Puppy
	Jack and the Beanstalk	Plant Pot Story	Over the Rainbow
	Holiday Time	Mr Biscuit	Pirate Personalities

	Year 3 (Stage 1)	Year 4 (Stage 2)	Year 5 (Stage 3)	Year 6 (Stage 4)
Autumn 1	A new start Can we have a simple conversation?	Welcome to school super learners Can we recall classroom equipment?	Talking about us/ School subjects and opinions Can we give opinions about school subjects?	Daily routine Can we describe our daily routine?
Autumn 2	Calendar and celebrations How is Christmas celebrated?	My local area /Your local area Where would we like to visit?	In the city Can we give directions?	Homes and houses Can we describe our ideal house?
Spring 1	Animals I like/ don't like Which animals do we like?	Family and faces Can we describe our family?	Healthy Eating/ Going to the market Can we use fruits and vegetables to create a play script?	Playing sport and enjoying sport Can we describe different sports?
Spring 2	Carnival/ using colours Can we create a carnival mask?	Face and body parts Can we create a fantasy character and describe it?	Clothes Can we create an outfit that we'd like to wear?	Funfair and favourites Can we describe our likes and dislikes?
Summer 1	Fruits and vegetables/ The Hungry Giant story Can we give our opinion about fruits and vegetables?	Feeling unwell/Jungle Animals Can we describe an animal?	Out of this world Can we create a fact file about an imaginary person?	Cafe culture Can we order from a menu?
Summer 2	Going on a picnic!/ Aliens in France Can we create a simple story?	The weather/ Ice creams Can we order an ice cream?	At the seaside Can we describe what we'd need for a day out at the beach?	Performance time Can we create a short play to perform to the rest of school?

Substantive Knowledge Timeline

KS1 Language Explorers

EYFS
Listening
skills, joining
in with songs
and
celebrations.

KS1 – Year 1
Talking
about me;
nouns and
phrases.

KS1 – Year 2
Listen and
respond,
songs, stories
and
celebrations.

KS2 Language Detectives

Stage 1
Core
language
content,
retrieval.
Nouns,
stories.

Stage 2
Core
language
retrieval.
Nouns +
adjectives,
simple
sentences.
Commands,
opinions.

Stage 3
Core
language
retrieval.
Verbs.
Conjunctions
to extend
sentences,
role-play,
descriptions.

Stage 4
Core
language
retrieval.
Complex
sentences,
verbs.
Manipulating
language
structures.

Transition

KS3
Core
language
retrieval.
Transferable
skills to
another
language.

Substantive Knowledge Summary – EYFS and KS1 ‘Language Explorers’

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.

LKS2 – 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.

LKS2 – 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.



Substantive Knowledge Summary – KS2 ‘Language Detectives’

UKS2-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 description 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 verb (to be able to) plus infinitive to create persuasive sentences, including a variety of sentence starters. Recognise, use and apply familiar phonemes and graphemes confidently.

UKS2-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 verb, nouns and 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.

Substantive Knowledge Summary – KS3 (Moving on/Transition)

KS3: Retrieval and development of core language content acquired at KS2 as a platform upon which to build and apply transferable skills to learn another language or continue in the same language.

EYFS - Substantive Knowledge End Points

Hello, goodbye	• 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.
Counting	• To listen and respond physically to counting 1-10 • To attempt to say a number or sequence of numbers in the target language • To enjoy and join in with an authentic target language counting rhyme
Days and Birthdays	• To listen and respond physically to the days of the week • 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
Rainbows	• 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
Families and bears	• 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.
Having fun whilst listening and joining in	• To listen and respond physically to a greeting, a colour and a number. • To attempt to ask and answer in the target language the question 'What are you called?' • To join in with an authentic target language song.

Waiting for this to be updated.

KS1- Year 1- Substantive Knowledge End Points

Greetings and numbers	• To listen and respond to specific greetings such as: 'good morning, good afternoon and good night' • To listen, respond and answer the question 'What are you called?' • To listen, respond and answer about feelings • To listen and join in with a series numbers
Playground Games	• To listen and join in with a series of playground games covering key language such as: • numbers • days of the week • sea creatures
Minibeasts	• To listen and respond to minibeast nouns • To identify and remember numbers and colours • To enjoy and join in with a story. • To understand and respond to the butterfly cycle.
Dinosaurs	• To listen and respond to the names of dinosaurs • To identify and understand the names of habitats • To remember colours, numbers and name phrase • To enjoy and join in with a story.
Plant pot story	• To listen and understand a simple story • To listen and respond to commands • To listen and join in with a simple rhyme, then perform it • To create own action rhyme
Mr Biscuit	• To listen and respond to body parts • To listen and respond to commands and actions • To recognise and respond to colours and numbers

KS1- Year 2- Substantive Knowledge End Points

At the Farm	• To listen and respond to nouns for farm animals, including plural nouns • To listen and join in with a series of numbers • To join in with a rhyme and a song in the target language
Autumn Walk and Harvest	• To identify and name colours • To listen to and join in with a story in the target language • To listen and join in with a series of numbers
Birthday Party	• To listen to and join in with a story in the target language • To recall numbers and say the age sentence • To listen and respond to commands
Me and my puppy	• To listen to and understand likes and favourite things • To listen and respond to commands • To listen to and understand numbers
Over the Rainbow	• To listen and respond to colours and weather phrases • To listen and join in with songs in the target language
Pirate personalities	• To listen and join in with a song and a story in the target language • To identify and read vocabulary associated with pirates • To use new vocabulary to play a board game

KS2 – Stage 1 - Substantive Knowledge End Points

A new start	- 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
Calendar and celebrations	- 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.
Animals I like/I don't like	- To say and read the name of some animals in the target language. - To begin to recognise some plural nouns for animals in the target language. - To begin to understand a simple story in the target language. - To begin to copy some names of animals in the target language. - To say a simple sentence to say their favourite animal. - To begin to write simple sentences about animals.
Carnival Using numbers	- 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
Fruits and Vegetables Hungry Giant story	- To understand and participate in games involving fruit and vegetable nouns in the target language. - To ask politely for some fruit or vegetable item in the target language. - To listen, understand and enjoy a story in the target language. - To write, with support, a simple sentence or several sentences in 1st person singular.
Going on a picnic Aliens in _____ (France/Spain/Germany)	- To recall nouns for picnic items in the target language - To write a simple phrase, using verb, noun and adjective. - To complete some simple sentences to say where they live. - To ask a simple question and understand the answer - To apply their language skills to begin to learn other languages

KS2 – Stage 2 - Substantive Knowledge End Points

Welcome to school super learners	• 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
My Local Area/Your Local Area	• 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 read and understand some useful directions in the target language • To copy some names of places in a town: Church, shop, park, pharmacy in the target language • To write a sentence using nouns of shops in a town.
Family and faces	• To know some important facts about Epiphany in the target language country • 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
Face and Body Parts	• To understand and respond to body part nouns and commands in the target language • To understand and participate in yoga sequences including commands and body part nouns • To identify singular and plural body parts in the target language • To write some body parts in the target language • To write a simple descriptive sentence or sequence of sentences, using verb, noun and adjective
Feeling Unwell/ Jungle Animals	• To understand and say phrases to describe feeling unwell, aches and pains • To remember some jungle animal nouns in the target language • To understand adjectives to describe jungle animals in the target language • To write a simple sentence or sequence of sentences to describe a jungle animal in the target language
The Weather/ Ice creams	• 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 say an ice cream order in the target language • To apply their language skills to learn other languages

KS2 – Stage 3 - Substantive Knowledge End Points

Talking about us/ School subjects and opinions	- To know how to introduce themselves using extended sentences about how they are feeling and a reason why they are feeling this way. - 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 know at least five nouns for school subjects and can use this language in a spoken sentence. - To say an extended opinion of a school subject including a reason for liking/disliking a subject.
In the city	- To recall some facts about a city in the target language country - 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.
Healthy Eating / Going to market	- To say some fruit and vegetables in the target language and use these in simple dialogues. - To read and understand some fruit and vegetables in written texts in the target language. - To understand plural nouns and how to write them - To know to say 'I have' in the target language and that we use part of the verb to have . - To understand how to say I haven't in the target language (negating) - To write some fruits and vegetables - To read and understand a recipe - To write a recipe including ingredients and instructions
Clothes	- To say nouns for some items of clothing in the target language. - To read and write descriptive sentences with nouns and colour adjectives in the target language. - To understand the singular/plural and masculine/feminine changes when we describe clothes with adjectives in the target language - To explore and use the verb 'to wear'
Out of this world	- 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 some simple information about planets in the target language. - To read and write simple sentences about an imaginary planet in the target language.
At the seaside	- To read aloud and understand sentences about the seaside in the target language - To creative simple persuasive extended sentences in the target language - To read and understand facts about going to the beach in the target language - To explore beach culture in the target language country - To apply their language skills to learn other languages

KS2 – Stage 4 - Substantive Knowledge End Points

Daily routine	• To recall phrases to describe feelings in the target language • To understand 'o'clock' phrases in the target language • To talk about daily routine in the target language • To answer questions about daily routine in the target language
Homes and Houses	• To understand the nouns for rooms in a house in the target language • To understand the nouns for some items of furniture • To read and understand some simple descriptions of rooms in a house in the target language. • To follow and understand a descriptive story • 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
Playing and Enjoying Sport	• 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 • To express a like or dislike of a sport in the target language
Funfair and Favourites	• 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 • To recall some key facts about a tradition in the target language country
Café culture	• To know some facts about café culture • To ask politely for snacks and drinks in the target language • To understand information about food and meals • To explore breakfast foods and different types of breakfast
Performance time	• To participate in short sketches using familiar language • To recall familiar core language in the target language • To apply their language skills to learn other languages

Disciplinary Knowledge Timeline

KS1 Language Explorers

EYFS Education of the ear. Learn to listen and join in.	KS1 – Year 1 Education of the ear: Listen and repeat.	KS1 – Year 2 Begin to memorise, learn through song. Use actions.
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KS2 Language Detectives

Stage 1 Introduction to 'cognate'. Use memory hooks. Simple, effective communicat ion.	Stage 2 Simple, effective communica tion with more detail. Use of bilingual dictionary.	Stage 3 Simple, structured, effective communicati on. Manipulating language structures.	Stage 4 Simple, structured, effective and descriptive communicati on. Independent manipulation of language.
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Transition

KS3 Transferable skills to another language

Disciplinary Knowledge End Points

EYFS End Points:

To begin to understand that sounds in a different language have different meaning.

To explore how to listen to be able to hear new sounds and words.

To explore how to learn and remember language through song and rhyme.

To explore replicating mouth shapes and repeating/imitating sounds.

To begin to develop as a global citizen, exploring similarities and differences between own and other cultures.

Disciplinary Knowledge End Points

KS1 End Points:

To educate the ear to new sounds and meaning.

To engage with how to listen to be able to hear new sounds and words

To repeat and imitate and begin to form utterances independently

To engage in turn-taking as a precursor to conversation

To attempt to copywrite single words in the target language

To explore and begin to memorise language through song and rhyme.

To use actions and gesture to aid memorisation.

To begin to develop cultural understanding and empathy as a global citizen.

Disciplinary Knowledge End Points

LKS2 End Points (Stages 1 and 2):

To understand and use the terms 'cognate' and 'semi-cognate' (words that are the same or similar to English) as a way in to understanding a foreign language.

To begin to form educated guesses based on the context of the language.

To begin to use memory hooks to help remember.

To begin to understand what helps make me a better language learner

To engage with opportunities to practise to aid long-term memory

To develop confidence to 'have a go' and learn from any mistakes.

To write single words and set phrases with support

To begin to improve independent pronunciation and intonation through an understanding of phonemes and graphemes in the target language.

To begin to practise bilingual dictionary skills.

To develop as global citizens through broadening the understanding of the target language and culture.

Disciplinary Knowledge End Points

UKS2 End Points (Stages 3 and 4):

To improve confidence to spot and use the terms 'cognate' and 'semi-cognate' when working with new or unfamiliar language.

To have an awareness of the term 'false friends' (words which appear as cognates but have other meanings) and begin to be able to spot them.

To use reading comprehension strategies such as skim and scan to understand unfamiliar language

To use context to form educated guesses and use this and prior learning to aid translation

To improve pronunciation and intonation through an increasing understanding of phonemes and graphemes in the target language.

To develop the ability to speak fluently (without conscious thought)

To use a model effectively to aid writing grammatically accurate and extended sentences.

To develop the ability to use and create memory hooks to remember more.

To develop metacognitive strategies to learn and remember more language.

To know how to use opportunities to practise to improve long-term memory and recall.

To use a bilingual dictionary independently to look up unfamiliar words

To develop as global citizens through broadening the understanding of the target language and culture.

DfE Attainment Targets Unit Mapping

This document refers to the DfE Attainment Targets which can be found in full [here](#). The grids below demonstrate the depth of coverage throughout each stage, topic, and lesson within the PLN Scheme of Work for KS2 (both Video2Teach and Click2Teach).

Stage 1 – Beginning

Listening	Listen attentively	Explore the patterns and sounds of language	Engage in conversations	Speak in sentences	Develop accurate pronunciation	Present ideas and information orally	Read carefully and show understanding	Appreciate stories and songs	Broaden their vocabulary	Write phrases from memory	Describe people, places and things in writing	Understand basic grammar
Speaking												
Reading												
Writing												
Grammar												
Autumn 1: A new start	L1 ✓	L5 ✓	L3 ✓	L3 ✓	L4 ✓			L1 ✓	L6 ✓		L2 ✓	L3 ✓
Autumn 2: Calendar and celebrations	L3 ✓	L1 ✓		L4 ✓	L4 ✓		L5 ✓	L6 ✓	L5 ✓			L2 ✓
Spring 1: Animals I like and don't like	L2 ✓	L1 ✓	L2 ✓	L3 ✓	L1 ✓	L3 ✓	L5 ✓	L5 ✓	L4 ✓	L6 ✓	L6 ✓	L4 ✓
Spring 2: Carnival and playground games	L1 ✓	L1 ✓	L3 ✓	L4 ✓	L3 ✓	L4 ✓	L2 ✓	L2 ✓	L6 ✓	L5 ✓	L4 ✓	L5 ✓
Summer 1: Fruit and vegetable nouns, Hungry Giant	L1 ✓	L1 ✓	L4 ✓	L4 ✓	L2 ✓	L2 ✓	L3 ✓	L3 ✓	L5 ✓	L6 ✓	L6 ✓	L4 ✓
Summer 2: Going on a picnic	L1 ✓	L1 ✓	L1 ✓	L1 ✓	L3 ✓	L3 ✓	L2 ✓	L2 ✓	L2 ✓	L3 ✓	L3 ✓	L1 ✓
Summer 2: Aliens in France/Spain/ Germany	L4 ✓	L4 ✓	L4 ✓	L4 ✓	L5 ✓	L5 ✓	L5 ✓	L5 ✓	L4 ✓	L5 ✓	L5 ✓	L5 ✓

Stage 2 – Revisit and develop

Listening	Listen attentively	Explore the patterns and sounds of language	Engage in conversations	Speak in sentences	Develop accurate pronunciation	Present ideas and information orally	Read carefully and show understanding	Appreciate stories and songs	Broaden their vocabulary	Write phrases from memory	Describe people, places and things in writing	Understand basic grammar
Speaking												
Reading												
Writing												
Grammar												
Autumn 1: Welcome to school	L1 ✓	L5 ✓	L1 ✓	L1 ✓	L2 ✓		L6 ✓	L4 ✓	L4 ✓		L6 ✓	L5 ✓
Autumn 2: My town, your town	L1 ✓	L2 ✓	L5 ✓	L3 ✓	L3 ✓	L6 ✓	L2 ✓	L1 ✓	L4 ✓	L6 ✓	L5 ✓	L5 ✓
Spring 1: Family tree	L1 ✓	L2 ✓	L3 ✓	L2 ✓	L2 ✓	L3 ✓	L2 ✓	L2 ✓	L2 ✓	L3 ✓	L3 ✓	L3 ✓
Spring 1: Faces	L4 ✓	L4 ✓	L5 ✓	L5 ✓	L4 ✓	L4 ✓	L4 ✓	L4 ✓	L5 ✓	L6 ✓	L6 ✓	L6 ✓
Spring 2: Body parts (Yoga)	L1 ✓	L2 ✓	L3 ✓	L3 ✓	L1 ✓	L4 ✓	L3 ✓	L1 ✓	L4 ✓	L6 ✓	L6 ✓	L5 ✓
Summer 1: Feeling unwell	L1 ✓	L1 ✓	L2 ✓	L2 ✓	L1 ✓	L2 ✓	L2 ✓	L2 ✓	L1 ✓	L2 ✓	L2 ✓	L1 ✓
Summer 1: Jungle animals	L3 ✓	L3 ✓	L3 ✓	L4 ✓	L3 ✓	L5 ✓	L4 ✓	L4 ✓	L3 ✓	L6 ✓	L6 ✓	L5 ✓
Summer 2: The weather	L1 ✓	L1 ✓	L3 ✓	L3 ✓	L2 ✓	L3 ✓	L2 ✓	L2 ✓	L1 ✓	L3 ✓	L3 ✓	L3 ✓
Summer 2: Ice creams	L4 ✓	L4 ✓	L5 ✓	L5 ✓	L4 ✓	L5 ✓	L4 ✓		L4 ✓	L5 ✓	L5 ✓	L5 ✓

Stage 3 – Revisit and extend

Listening	Listen attentively	Explore the patterns and sounds of language	Engage in conversations	Speak in sentences	Develop accurate pronunciation	Present ideas and information orally	Read carefully and show understanding	Appreciate stories and songs	Broaden their vocabulary	Write phrases from memory	Describe people, places and things in writing	Understand basic grammar
Speaking												
Reading												
Writing												
Grammar												
Autumn 1: All about us	L1 ✓	L2 ✓	L2 ✓	L3 ✓	L2 ✓	L2 ✓	L4 ✓	L1 ✓	L4 ✓	L4 ✓	L4 ✓	L4 ✓
Autumn 1: School subjects and opinions	L5 ✓	L5 ✓	L6 ✓	L6 ✓	L5 ✓	L6 ✓	L5 ✓	L5 ✓	L5 ✓	L6 ✓	L6 ✓	L6 ✓
Autumn 2: In the city	L2 ✓	L2 ✓	L5 ✓	L4 ✓	L3 ✓	L4 ✓	L1 ✓	L1 ✓	L6 ✓	L6 ✓	L4 ✓	L3 ✓
Spring 1: Healthy eating	L1 ✓	L1 ✓	L2 ✓	L3 ✓	L2 ✓	L3 ✓	L1 ✓	L2 ✓	L2 ✓	L2 ✓	L2 ✓	L1 ✓
Spring 1: Going to market	L4 ✓	L4 ✓	L5 ✓	L5 ✓	L4 ✓	L5 ✓	L6 ✓	L6 ✓	L5 ✓	L6 ✓	L6 ✓	L6 ✓
Spring 2: Clothes	L1 ✓	L1 ✓	L2 ✓	L2 ✓	L3 ✓	L4 ✓	L5 ✓	L5 ✓	L1 ✓	L6 ✓	L4 ✓	L2 ✓
Summer 1: Out of this world	L1 ✓	L3 ✓	L2 ✓	L2 ✓	L4 ✓	L3 ✓	L4 ✓	L4 ✓	L5 ✓	L6 ✓	L6 ✓	L3 ✓
Summer 2: Going to the seaside	L1 ✓	L2 ✓	L2 ✓	L3 ✓	L1 ✓	L4 ✓	L5 ✓	L5 ✓	L1 ✓	L4 ✓	L5 ✓	L3 ✓

Stage 4 – Revisit and enhance

Listening	Listen attentively	Explore the patterns and sounds of language	Engage in conversations	Speak in sentences	Develop accurate pronunciation	Present ideas and information orally	Read carefully and show understanding	Appreciate stories and songs	Broaden their vocabulary	Write phrases from memory	Describe people, places and things in writing	Understand basic grammar
Speaking												
Reading												
Writing												
Grammar												
Autumn 1: Revisiting me	L1 ✓	L1 ✓	L2 ✓	L1 ✓	L2 ✓	L2 ✓	L2 ✓	L2 ✓	L2 ✓	L2 ✓	L2 ✓	L2 ✓
Autumn 1: Daily life of a superhero (including Time)	L3 ✓	L3 ✓	L6 ✓	L5 ✓	L3 ✓	L5 ✓	L5 ✓	L5 ✓	L4 ✓	L5 ✓	L5 ✓	L4 ✓
Autumn 2: Homes and houses	L1 ✓	L2 ✓	L4 ✓	L4 ✓	L2 ✓	L4 ✓	L3 ✓	L6 ✓	L5 ✓	L4 ✓	L3 ✓	L6 ✓
Spring 1: Playing and enjoying sport	L1 ✓	L1 ✓	L2 ✓	L3 ✓	L5 ✓	L5 ✓	L1 ✓	L2 ✓	L1 ✓	L5 ✓	L5 ✓	L4 ✓
Spring 2: Funfair and favourites	L1 ✓	L2 ✓	L5 ✓	L3 ✓	L2 ✓	L4 ✓	L2 ✓	L6 ✓	L1 ✓	L4 ✓	L5 ✓	L3 ✓
Summer 1: Café culture (F, G) Tapas (S)	L4 ✓	L1 ✓	L6 ✓	L2 ✓	L3 ✓	L5 ✓	L5 ✓	L1 ✓	L2 ✓	L4 ✓	L5 ✓	L6 ✓
Summer 2: Performance Time	L1 ✓	L1 ✓	L3 ✓	L3 ✓	L2 ✓	L3 ✓	L1 ✓	L1 ✓	L5 ✓	L2 ✓	L4 ✓	L6 ✓

Progression of skills

	Core skills of Learning			
	Listening	Speaking	Reading	Writing
Stage 1	Can understand a few familiar spoken words and phrases.	Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker	Can recognise and read out a few familiar words and phrases.	Can write or copy a few simple words or symbols as an emergent writer of the target language.
Stage 2	Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.	Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.	Can understand simple written phrases. Can match sounds to familiar written words.	Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.
Stage 3	Can understand the main points from a series of spoken sentences (including questions.) May require some repetition.	Can ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role plays	Can understand the main point(s) from a short, written passage in clear printed script. Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense
Stage 4	Can understand the main points and some detail from a short, spoken passage with comprising of familiar language.	Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker).	Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account. Can use a bilingual dictionary to access unfamiliar language.	Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary

French KS2 Phonics Map

This map shows a selection of one or two key sounds per half term, and vocabulary from the units containing those sounds, throughout the French Scheme of Work in Click2Teach and Video2Teach.

Half Term/ Stage	Stage 1	Stage 2	Stage 3	Stage 4
Autumn 1	A new start 'oi' au revoir noir trois	Welcome to school 'eau' ciseaux bureau	Talking about us/school subjects 'ais' anglais français	Revisiting me/Telling the time/Everyday life 'ante' soixante quarante cinquante
Autumn 2	Calendar and celebrations 'di' 'é' dimanche décembre jeudi février	My town, your town 'ez' 'ou' regardez boulcherie chantez boulangerie	Time in the city 'oo' zoo	Homes and houses 'ui' 'ains' cuisine bains
Spring 1	Animals I like and don't like 'ch' chien chat cheval	Family tree and faces 'ille' 'eux' famille cheveux yeux	Healthy eating, going to market 'ai' J'ai Je n'ai pas	Playing and enjoying sport 'anse' 'tion' danse natation
Spring 2	Carnival and using numbers 'qu' quatorze quinze	Face and body parts 'ou' bouche genou bougez	Clothes 'chau' chaussures chaussettes	Funfair and favourites 'on' maison bonbons montagnes
Summer 1	Fruits and vegetables, Hungry Giant 'on' melon concombre	Feeling unwell/Jungle animals 'inge' singé	Out of this world 'eil' soleil	Café culture 'au' pain au chocolat chaud
Summer 2	Going on a picnic/ Aliens in France/ Language Puzzle 'ique' pique-nique	The weather/ Ice creams/ Language Puzzle 'ille' 'ais' vanille Je voudrais	Going to the seaside/ Language Puzzle 'er' s'allonger manger sauter	Performance Time/ Language Puzzle 'j' Je Bonjour

Progression of Knowledge- Long Term Plans

YEAR 3	Content Beginning to learn...	Phonics Beginning to recognise and practise...	Grammar Beginning to look at...	Language Learning Skills Beginning to
Autumn 1 Getting Started KPIs <i>Can</i> <i>Say a greeting</i> <i>Respond to a question about name or feelings</i> <i>Attempt a question – name or feelings</i> <i>Remember some numbers between 0-11</i> <i>Say at least 4 colours</i>	Greetings/farewells Ask and answer question: name/ feelings. Explore numbers 0-11. Explore 6 colours	Silent letters ç/é/h Sound spelling oi/ix/eu/ou	Intonation when asking a question.	Speak confidently Identify key sounds Ask question with intonation. Read some familiar target language words. Copywrite familiar target language words
Autumn 2 Calendar and celebrations KPIs <i>Can:</i> <i>Read and say some adjectives of colour</i> <i>Recognise and say a day of week</i> <i>Attempt to copywrite accurately a day of week</i> <i>Recognise and say most months</i> <i>Attempt to write accurately an important month of year</i>	Colours Commands in class Days of week Months of year Culture: Christmas	Silent letters e Pronunciation i Sound spelling ou/di/eux/ez	Intonation when asking a question.	Speak confidently Identify key sounds Ask question with intonation. Take risks/positive attitude Listen attentively Make educated guesses Make links with other languages.
Spring 1 Animals I like and don't like. KPIs. <i>Remember and say animal nouns</i> <i>Write a simple sentence about a favourite animal</i> <i>Recognise a noun in a sentence</i>	Animals (pets) nouns What is it? My favourite animal is ... Story: Animals I see when I walk to school.	Silent letters t/s Pronunciation é Sound spelling ou/in/oi/est/eau/qui/ch	Identify a noun Aware of plural nouns Nouns using indefinite article "a" (un/une).	Speak confidently (words and phrases) Imitate pronunciation Ask a question accurately Listen attentively Actions to aid memory Make links with English and home languages. Practise with a friend Write simple sentences using a model.
Spring 2 Carnival Time KPIs <i>Can</i> <i>Recall numbers 0-11</i> <i>Recall personal info questions from Autumn 1</i> <i>Say age</i> <i>Recall some months of year</i> <i>Recall some days of week</i> <i>Attempt to say and write the date</i>	Revisit numbers 0-11. Revisit colours. Ask and answer "How old are you?" Read and write dates in French. Participate in a simple dialogue (name, feelings, age). Culture: Carnival Culture : Easter	Silent letters t/s Sound spelling in/oi/ch/qu	Intonation when asking a question. Forming a question in French. Forming the date in French.	Speak confidently (words and phrases) Actions to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages.

Summer 1 Fruits, vegetables, hungry giant story KPIs <i>Can:</i> <i>Understand and say fruit/veg nouns</i> <i>Recall numbers 0-15</i> <i>Count fruits</i> <i>Understand, enjoy, join in with story and board game</i> <i>Ask politely for an item</i> <i>Attempt to write a simple sentence using conjunction "and"</i>	Fruits and vegetable nouns Numbers 0-11 Colours I want I would like ... Please Story: The hungry giant story, performance Board game: The hungry giant	Silent letters t/s Sound spelling omme/oi/ane/eux/ou/ais	Polite requests Singular and plural nouns.	Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages. Write simple sentences using a model.
Summer 2 - Going on a picnic - Aliens in France - Language Puzzle KPIs <i>Identify and understand familiar colours in a sentence</i> <i>Remember and say familiar colours</i> <i>Understand and join in with a story</i> <i>Ask the question "Where do you live/</i> <i>Respond to the question with "I live in..."</i>	Food and drink nouns for a picnic. Story: going on a picnic Culture: Map and places - in France Where do you live? I live in Language Puzzle: using our language detective skills to explore another language.	Silent letters e/s/t/h Sound spelling ch/j'h/ais/où	Polite requests Singular and plural nouns. Asking a question accurately	Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages. Write simple sentences using a model.

YEAR 4	Content Revisit and develop...	Phonics Revisit and develop...	Grammar Revisit and develop...	Language Learning Skills Revisit and develop...
Autumn 1 Welcome to school, super learners KPIs <i>Can:</i> <i>answer several questions about themselves</i> <i>ask several questions about a friend</i> <i>understand and respond to classroom instructions</i> <i>recall days of week</i> <i>recall months of year</i> <i>say and write some nouns for places in school</i> <i>say and write some nouns for classroom objects</i>	Recall personal information questions and answers Recall 0-11 and some classroom instructions Say and read numbers 10-20 Recall days and months Names of areas /rooms in school Classroom item nouns Culture: School in France	Silent letters t/p Pronunciation of letters x/é/h Sound spelling z/ngt/ze/ez/on	Masculine and feminine singular nouns.	Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Ask question with correct intonation. Read some familiar and unfamiliar target language words. Write familiar target language words from memory.
Autumn 2 My local area, your local area KPIs <i>Can:</i> <i>Listen and respond accurately to sequence of commands</i> <i>Communicate simple instructions</i> <i>Recognise and read places in town nouns</i> <i>Ask and respond appropriately to where something is</i>	Revisit /extend colours Revisit/extend classroom commands Commands of movement and direction Places in town/shops nouns Ask and answer question "Where is ...?" Poem: Bonfire Night Culture: shops and a typical town in France Culture: Christmas	Silent letters t/e Pronunciation i Sound spelling ou/on/eu/oi/an/ch/ez	Classify masculine and feminine singular nouns.	Speak confidently (words, phrases, sentences) Identify key sounds/silent letters Take risks/positive attitude Listen attentively Make educated guesses Recall previously learnt language.

Spring 1 Family tree and faces. KPIs <i>Remember and say nouns for members of family</i> <i>Recognise, understand and say parts of face nouns</i> <i>Write a simple sentence with a part of face and a colour.</i>	Culture: Epiphany in France. Family member nouns Recall personal information Parts of the face nouns Simple sentences to describe a face Create an alien face.	Silent letters t/s Pronunciation é/è/ç Sound spelling an/ille/oi/qui/suis/ai/eux /ez	Practise masculine and feminine nouns, singular and plural Explore plural nouns with adjectives in French Practise/use first person singular of verbs to have and to be. Practise asking a question.	Speak confidently (words, phrases and sentences) Explore how to use a bilingual dictionary Imitate pronunciation Make educated guesses using context Actions and games to aid memory Recall and use previously learnt language Take risks and learn from mistakes Understand basic grammar Identify sounds and silent letters. Practise with a friend Write simple sentences using a model.
Spring 2 Face and body parts KPIs <i>Recognise and use accurately body part nouns</i> <i>Understand simple descriptive sentence about body parts with colour adjectives and size adjectives</i> <i>Say and write simple sentence about for a physical description</i> <i>Follow a simple sequence of physical movement commands</i> <i>Communicate a simple sequence of physical movement commands</i>	Revisit face part nouns Body parts nouns Movement commands Use of “I have” with physical descriptions in French. Generate simple sentence descriptions, adjective and nouns, to describe an alien.	Silent letters t/s/x Pronunciation é Sound spelling ez/eux/eille/ge	Practise French verbs as commands. Explore use of plural nouns Explore use of singular nouns, Practise using colours as adjectives with nouns in French	Speak confidently (words and phrases) Imitate the pronunciation of sounds Use a bilingual dictionary to check spellings or look up new words Make educated guesses of context Actions/games to aid memory Recall and use prior learning Positive attitude Take risks and learn from mistakes Imitate pronunciation
Summer 1 - Feeling unwell - Jungle animals KPIs <i>Recall body part nouns</i> <i>Explain what hurts and how feeling</i> <i>Take part in at the doctors’ roleplay</i> <i>Identify jungle animal nouns</i> <i>Remember jungle animal nouns</i> <i>Identify and find meaning of unfamiliar adjectives</i> <i>Understand and join in with a story.</i> <i>Say/write a simple sentence – noun, adjective, conjunction about jungle animals.</i>	Recall body parts nouns Explaining how something hurts Ask the question “What is wrong?” At the doctors’ roleplay Jungle animal nouns Adjectives of colour and size to describe animal nouns Story: Walking through the jungle Poem :Jungle animal explorers	Silent letters t/s/h Pronunciation i Sound spelling en/in/erre/un/oi	Revisit intonation when asking a question Using adjectives to describe a noun in French	Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks and learn from mistakes Make links with English and home languages. Write simple sentences using a model.
Summer 2 - The weather - Ice creams - Language Puzzle KPIs <i>Can:</i> <i>Read and understand 3 simple sentences about the weather</i> <i>Say and write 3 simple sentences about the weather</i> <i>Understand some ice cream flavours</i> <i>Describe a favourite ice cream</i> <i>Participate in a buy an ice cream roleplay</i>	Weather statements Weather question. Ice cream flavours Buying an ice cream dialogues Ice creams- I love, like, dislike Culture: Map and places - in France and weather forecasts Language Puzzle: using our language detective skills to explore another language.	Silent letters e/s/t/d Sound spelling ch/oi/au/ai/ille/at/ ette/ace	Can ask for an item politely Asking a question accurately	Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages. Write simple sentences using a model.

YEAR 5	Content Revisit and extend...	Phonics Revisit and extend...	Grammar Revisit and extend...	Language Learning Skills Revisit and extend...
Autumn 1 Talking about Us KPIs <i>Can:</i> Say an extended sentence about how feeling with a reason Say a 3 rd person singular sentence with details about someone else recognise and say at least 5 school subjects say and write an extended opinion about a school subject using a like/dislike verb	Recall personal information questions and answers Introduce myself Introduce another person Talk about feelings Opinions and reasons School subjects Likes and dislikes Culture: School in France and school timetable	Silent letters s/e/d/h/x Sound spelling us/gué/ai/ei/on/in	Conjunctions Extended sentences Verbs of opinion – 1 st /2 nd person singular Begin to explore 3 rd person singular	Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Identify word roots across languages Develop reading aloud skills Develop comprehension skills and strategies Develop speaking and writing skills Continue to develop word reference tools skills. Ways to explore sentence structure Write simple extended sentences using a model.
Autumn 2 Time in the city KPIs <i>Can:</i> Understand at least 5 places in the city/town nouns Say and write a simple sentence to describe what is in a town/city Can say and write the nouns for presents on a charity stall. Can ask and answer politely to purchase an item Can participate in a simple shopping dialogue Write a simple descriptive sentence about a festive jumper.	Recall familiar places in town/shops nouns Places and nouns for places in a city Simple directions around town/city Buying an entrance ticket Buying an item and asking the price Numbers 0-100 and euros Shopping roleplay Festive jumper nouns Culture: visiting Paris and getting to know a city in France Culture: A charity stall Culture: a festive jumper competition (for Xmas)	Pronunciation é Sound spelling ou/is/an/en/oi/ch	Write simple present tense descriptive sentences using nouns and adjectives.	Speak confidently (words, phrases, sentences) Listen attentively Make educated guesses Recall previously learnt language. Practise language with a friend Games to aid memory Use bilingual dictionaries to check spelling and meanings
Spring 1 Healthy eating and going to the market. KPIs <i>Can:</i> Remember and say familiar fruit/veg nouns Identify cognates and semi cognates (fruit/veg nouns) Say some numbers between 0 and 100 Participate in an at the market roleplay Follow simple instructions for a recipe Give simple instructions for a recipe	Recall nouns for fruit and vegetables Extend knowledge of fruits and vegetables Culture: explore fruits and vegetables grown in France Likes, dislikes and preferences Recall numbers 0-100 Weights and quantities At the market roleplays Recipe instructions Culture: fruit salad	Silent letters s Sound Spellings gn/oi/gue/in/ai/as/ez /uit	Consolidate understanding of masculine and feminine nouns, singular and plural Commands Practise question words and forming a question in French.	Speak confidently (words, phrases and sentences) Explore how to use a bilingual dictionary Imitate pronunciation Make educated guesses using context Actions and games to aid memory Recall and use previously learnt language Take risks and learn from mistakes Identify sounds and silent letters. Practise with a friend Write simple sentences using a model.
Spring 2 Clothes, colours and fancy dress KPIs <i>Can:</i> Identify and understand clothes nouns Can say nouns for clothes accurately Can read and understand descriptive sentences about clothes	Clothes nouns Verb; to wear in French. Adjectives of size and colour A fancy dress outfit – nouns and adjectives Sports kit nouns	Silent letters t/s/e Pronunciation é Sound spelling ez/ch/ou/oi/ent/eau/ail	Consolidate understanding of masc/fem nouns in French Consolidate position and agreement of familiar adjectives with nouns in French Question words Present tense conjugation of the verb “to wear” in French	Speak confidently (words and phrases) Identify key sounds and silent letters Use a bilingual dictionary to check spellings or look up new words Actions/games to aid memory Recall and use prior learning Take risks and learn from mistakes

Can use nouns and adjectives accurately to create descriptive sentences Can use parts of the verb to wear to write simple clothes descriptions				
Summer 1 Out of this World KPIs Can: Understand information on a simple ID card Ask and answer details about identity Recognise planets in target language Use adjectives accurately to describe planets Read and understand simple facts about the planets. Recall and use prior learning to create a simple imaginary planet description.	Personal identity nouns Questions and answers about ID Planets in French Adjectives to describe the planets Recall familiar language from range of topics to create an imaginary planet Links between languages: etymology of planets	Silent letters t/s Pronunciation é	Consolidate understanding of masc/fem nouns in French Consolidate position and agreement of familiar adjectives with nouns in French Question words Use of verb “to be” in present tense descriptions Conjunctions to extend sentences	Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Take risks and learn from mistakes Make links with English and home languages. Write simple sentences using a model.
Summer 2 - At the seaside - Language Puzzle KPIs Can: Understand and say nouns for beach bag items Use sentence starters to create a sequence of sentences Use “you can” + infinitive of a verb to create a persuasive sentence Say/write extended sentences to describe a day at the seaside.	Beach bag item nouns Sentence starters You can + verbs as infinitives about activities at the seaside Conjunctions Opinions and reasons Culture: Map and places - in France to go on holiday Beach culture in France Language Puzzle: using our language detective skills to explore another language.	Silent letters e/s/t Sound spelling eau/ait/au/oi/gue	Consolidate position/agreement of adjectives with nouns in French Explore and understand sentence structure in French: nouns, verbs, adjectives, personal pronouns. Conjunctions Explore use of modal verb + infinitive for persuasive sentences	Speak confidently (words and phrases) Actions/games to aid memory Identify key sounds and silent letters Take risks Games and actions to aid memory Use a bilingual dictionary to check spellings or look up new words Write simple extended sentences using a model.

YEAR 6	Content Revisit and enhance...	Phonics Revisit and enhance...	Grammar Revisit and enhance...	Language Learning Skills Revisit and enhance...	Skill Level
Autumn 1 - Revisiting me - Telling the time - Everyday Life KPIs Can: Participate in brief conversations about themselves and others. Understand and say several o'clock time phrases Say and write a sequence of daily routine sentences Ask and answer some question about own daily routine	Recall personal information questions and answers Revisit and extend “talk” about myself and my feelings, emotions and physical descriptions Recall and revisit 0-60 Question to ask the time O'clock times in French Simple daily routine sentences Story : Daily life of a super hero Culture : Daily life	Silent letters e/t/s Pronunciation of letters o/q/x/e Sound spelling ingt/ilte/illes/eize/ce/ze/qu	Conjunctions Extended sentences Verbs of opinion – 1 st /2 nd person singular Time phrases – for o'clock time 1 st /2 nd person singular questions and answers about daily routine	Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Continue to develop word reference tools skills. Practise new language with a partner Ask and answer questions with accurate sentence form and intonation. Write simple extended sentences using a model.	Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases. Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Reading Can understand simple written phrases. Can match sounds to familiar written words.

Autumn 2 Time in the city KPIs <i>Can:</i> <i>Understand brief descriptions of items in a house</i> <i>Use a sequence of simple sentences with nouns and adjectives to describe a house</i> <i>Ask and answer where something is, using prepositions of place.</i>	House and home nouns Adjectives to describe the house Prepositions of place Story : A spooky house Culture : Mondrian's house and furniture Culture : houses in France Culture : castles in France Culture : a festive elf on the shelf lesson (for Xmas) Boardgame : escape from the castle	Silent letters t/x/s/d Pronunciation é Sound spelling ch/on/eau/able/ile	Consolidate: adjectives of colour and size- agreement and position with nouns Consolidate – singular and plural nouns Prepositions of place	Speak confidently (words, phrases. sentences) Listen attentively Make educated guesses Recall previously learnt language. Practise language with a friend Games to aid memory Use bilingual dictionaries to check spelling and meanings	Writing Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood. Assessment: Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term In line with the Common European Framework of Reference (CEFR), A1 (CEFR)
Spring 1 Investigating sports. KPIs <i>Can:</i> <i>Say and write nouns for sport</i> <i>Identify cognates and semi-cognates</i> <i>Express a like/dislike of a sport</i> <i>Identify and attempt to use parts of the present tense of jouer</i> <i>Give an opinion</i> <i>Say and write a description of a sport.</i>	Sports nouns Cognates and semi cognates Likes, dislikes and preferences Opinions about sports Culture : handball in France	Silent letters t/s/h Sound Spellings ans/oo/all/ou/er/isme	Identify cognates and semi-cognates Use of jouer and faire with sports Regular present tense conjugation of verb: jouer Sentences to express likes, dislikes preference with conjunctions and opinions	Speak confidently (words, phrases and sentences) Explore how to use a bilingual dictionary Imitate pronunciation Make educated guesses using context Actions and games to aid memory Recall and use previously learnt language Take risks and learn from mistakes Make links between English/home languages and French Practise with a friend Write simple sentences using a model.	
Spring 2 - At the funfair - Favourite things - Traditions KPIs <i>Can:</i> <i>Understand information about a theme park</i> <i>Describe funfair rides in simple sentences.</i> <i>Express opinions of rides in extended sentences using conjunctions and adjectival phrases.</i> <i>Say a simple statement about favourite things</i> <i>Write a simple statement about favourite things</i>	Funfair ride nouns Likes, dislikes, preferences Opinions and adjectives for rides Cognates and semi-cognates Descriptions of a theme park Favourite things (with familiar language from previous topics) Culture : theme park in France Culture : April fool- poisson d'avril	Silent letters t/s/h Sound spelling ôme/ûche/gne/use/aut	Identifying cognates/semi cognates Consolidate use of adjectives with nouns in French Conjunctions to extend sentences	Speak confidently (words and phrases) Identify key sounds and silent letters Use a bilingual dictionary to check spellings or look up new words Actions/games to aid memory Recall and use prior learning Take risks and learn from mistakes Positive attitude to language	
Summer 1 Café culture KPIs <i>Can:</i> <i>Understand a target language menu.</i> <i>Ask for 3 drinks politely</i> <i>Ask for 3 snacks politely</i> <i>Ask politely for typical target language breakfast items</i> <i>Participate in short café roleplays</i>	Snacks and drinks Asking for snacks and drinks Euros and recall of numbers 0-100 Roleplay: at the café/ in the hotel Breakfast foods Asking for and understanding a simple menu an imaginary planet Culture : Café culture in France	Sound spelling ait/ou/ai	Consolidate understanding of how to use verbs to express likes and dislikes Revisiting and extending polite requests and transactions Opinions to express like/dislike	Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Take risks and learn from mistakes Make links with English and home languages.	

	Traditional French breakfast foods				
Summer 2 - Performance - Transition to KS3 (Read/hear all about it!) - Language Puzzle KPIs <i>Can:</i> <i>Understand a simple short sketch</i> <i>Develop and adapt a simple short sketch and add new language</i> <i>Remember a short sketch</i> <i>Participate in a sketch</i> <i>Use a word reference tool and comprehension strategies to access unfamiliar language</i> <i>Compile over time and write a sequence of short texts to describe themselves and the things they like.</i>	Revisit and extend roleplay language to create a café sketch and performance Nature nouns (nature trail/ scavenger hunt) Recall language from prior learning to generate individual read all about it documents- personal info/sports/foods/hobbies/ likes and dislikes Language Puzzle: using our language detective skills to explore another language.		Consolidate understanding of how to use verbs to express likes and dislikes Revisiting and extending polite requests and transactions Opinions to express like/dislike Building sentences and short texts with present tense verbs/ nouns. adjectives and conjunctions	Speak confidently (words and phrases) Actions/games to aid memory Identify key sounds and silent letters Recall and use prior learning Take risks Games and actions to aid memory Use a bilingual dictionary to check spellings or look up new words Write simple extended sentences using a model.	

Progression of vocabulary

Year 3					
Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Bonjour – good day Salut - hello À bientôt – see you soon Au revoir- good bye Ça va?- how are you? Ça va bien – I am feeling good Ça va- I am feeling okay Comme ci comme ça- okay Ça va mal- I am not feeling good Comment t’appelles –tu?- What are you called? Je m’appelle..... I am called..... zéro - 0 un - 1 deux- 2 trois - 3 quatre- 4 cinq - 5 six - 6 sept - 7 huit- 8 neuf - 9 dix- 10 bleu- blue blanc-white rouge-red noir-black jaune-yellow vert -green C’est de quelle couleur?- What colour is it?	lundi - Monday mardi- Tuesday mercredi - Wednesday jeudi- Thursday vendredi- Friday samedi - Saturday dimanche- Sunday C’est quel jour aujourd’hui?- What day is it today? janvier- January février- February mars- March avril- April mai- May juin- June juillet- July août- August septembre octobre novembre décembre Quand est ton anniversaire?- When is your birthday?	Un chat – a cat Un chien- a dog Un poisson – a fish Un cheval- a horse Un lapin- a rabbit Un mouton – a sheep Un serpent- a snake Un oiseau – a bird Une vache- a cow Une souris- a mouse J’aime .. – I like Mon animal préféré est My favourite animal is.... Quel est ton animal préféré? – What is your favourite animal?	Onze- 11 Douze- 12 Treize- 13 Quatorze- 14 Quinze- 15 Seize- 16 Dix-sept -17 Dix-huit- 18 Dix-neuf- 19 Vingt- 20 Quel âge as-tu?- How old are you? J’ai ans – I am years old	Une pomme –an apple Une banane- a banana Une pêche- a peach Une grappe de raisin- a bunch of grapes Une tomate- a tomato Une carotte- a carrot Une orange- an orange Une poire- a pear Un melon- a melon Un concombre- a cucumber Je voudrais- I would like... s’il vous plaît - please	Comment t’appelles-tu?- what are you called? Où habites-tu? – Where do you live? Comment ça va?- How are you? Quel âge as-tu? – How old are you? Et toi? – And what about you? Le pique-nique- the picnic Du fromage- some cheese Du pain – some bread Du lait- some milk De l’eau- some water Un jus d’orange- an orange juice Un sandwich- a sandwich Une banane- a banana Une pomme – an apple Des chips- some crisps Du chocolat – some chocolate Il y a - there is/ there are
Year 4					
Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6

La salle de classe- the classroom Le sac à dos – the rucksack Le crayon- the pencil Le stylo- the pen Le livre- the book Le taille de crayon-pencil sharpener La gomme- the eraser La table- the table La chaise- the chair La règle- the ruler Des ciseaux- some scissors Des crayons de couleurs- some coloured pencils De la colle – some glue As-tu? – Have you got? J'ai - I have Je n'ai pas ...- I have not	Montrez-moi- show me Regardez- look Ecoutez- listen Répétez- repeat Levez- vous- stand up Asseyez- vous- sit down Comptez- count Chantez- sing Trouvez- moi- find me Cherchez- look for Le café- the cafe Le cinéma- the cinema Le restaurant – the restaurant Le supermarché- the supermarket Le stade – the stadium La boucherie- the butchers La boulangerie- the bakers La pâtisserie- the cake shop La pharmacie- the chemist L'école – the school Où est.....?- Where is? Voici - Here is	Le papa –the dad Le frère – the brother Le bébé – the baby Le grand- père – the grandad La maman - the mum La soeur – the sister La grand-mère- the grandma La famille– the family Qui es- tu? – Who are you? Je suis – I am Le nez – the nose La bouche- the mouth La tête- the head Les cheveux- the hair Les yeux – the eyes Les oreilles- the ears De quelle couleur est? – What colour is ...? De quelle couleur sont.....? What colour are.....? La bouche est - The mouth is..... Les oreilles sont The ears are.....	Le pied – the foot Les pieds- the feet La jambe- the leg Les jambes- the legs Le bras – the arm Les bras- the arms La main – the hand Les mains – the hands La tête – the head Le genou- the knee Les genoux- the knees	Qu'est-ce qu'il y a ?- What's wrong? Je ne me sens pas bien- I don't feel well J'ai mal aux dents- My tooth J'ai mal à la tête- I have a headache J'ai mal à l'oreille- I have earache J'ai mal au ventre - I have tummy ache Je me suis coupé au genou- I have cut my knee La jungle- the jungle La girafe- the giraffe Le serpent- the snake Le perroquet- the parrot Le singe- the monkey Le tigre- the tiger L'éléphant- the elephant petit- small grand- big long- long rapide- quick multicolore- multicoloured terrible- fierce/frightening	Quel temps fait-il?- what's the weather like? Il fait du soleil – It's sunny Il fait du vent – It's windy Il fait du brouillard- It's foggy Il fait chaud – It's hot Il fait froid – it's cold Il neige – It's snowy Il pleut – It's raining Je voudrais – I would like Une glace- an ice cream Une glace au chocolat- a chocolate ice cream Une glace au citron- a lemon ice cream Une glace à la fraise- a strawberry ice cream Une glace à la framboise- a raspberry ice cream Une glace à la menthe- a mint ice cream Une glace à la vanille- a vanilla ice cream S'il vous plaît- please
Year 5					
Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6

What is he called? Comment s'appelle t-il? What is she called? Comment s'appelle t-elle? He is called... Il s'appelle She is called... Elle s'appelle Where does he live? Où habite t-il? Where does she live? Où habite t-elle? He lives in Il habite à... She lives in Elle habite à ... My teacher is called Mon prof s'appelle My school timetable Mon emploi du temps I learn J'apprends What do you learn? Qu'est ce que tu apprends? Geography La géographie French Le français English L'anglais Maths Les maths PE L'EPS RE La religion Art Le dessin Science Les sciences History L'histoire DT La technologie Reading Lire I like J'aime I don't like Je n'aime pas What are you learning? Qu'est ce que tu apprends? It is interesting C'est intéressant It is useful C'est utile It is difficult C'est difficile I am good at ... Je suis ort en...	Welcome to my town Bienvenue dans ma ville In my town there is / are Dans ma ville, il y a... Have you a in your town? As tu un/une... dans ta ville? My favourite town has Ma ville préférée a... The town La ville The park Le parc The zoo Le zoo The railway station La gare The shopping centre Le centre commercial The museum Le musée The art gallery La gallerie d'art The leisure centre Le centre sportif The swimming pool La piscine What would you like? Qu'est ce que tu voudrais? Can I help you? Je peux vous aider? I would like.... Je voudrais... Do you have any? Avez vous...? I would like a present for Je voudrais un cadeau pour... Christmas presents Les cadeaux de Noël Here you are ... Voilà How much is it? C'est combien? It's euros C'est....euros I will take it Je prendrai... Please S'il vous plaît Thank you Merci	We are going to carry out a survey. Nous allons faire un sondage Who likes which fruits? Qui aime quels fruits? Who likes which vegetables? Qui aime quels légumes? Which is the favourite class fruit? Quel est le fruit préféré dans la classe? Which is the favourites class vegetable? Quel est le légume préféré é dans la classe? I like J'aime I don't like Je n'aime pas What do you like? Qu'est ce que tu aimes? Do you like Tu aimes? What is your favourite fruit? Quel est ton fruit préféré ? What is your favourite vegetable? Quel est ton légume préféré ? My favourite fruit is Mon fruit préféré est My favourite vegetable is My favourite fruit is I hate Je déteste I prefer Je préfère What do you prefer? Qu'est ce que tu préfères ? I would like Je voudrais What would you like? Qu'est ce que tu voudrais? Qu'est ce que vous voudriez? Anything else? Autre chose? Have you got ... Avez vous I will have Je prendrai I have J'ai I haven't Je n'ai pas How much does it cost? C'est combien? It costs Ça coûte An apple costs Une pomme coûte Two apples cost Deux pommes coûtent	It's carnival time C'est le carnaval The carnival Le carnaval Look at the carnival parade Regardez le défilé du carnaval Look at the picture Regardez l'image Can you see any animals? Peux-tu voir des animaux? Can you see any clowns? Peux- tu voir des clowns? Can you see any hats? Peux-tu voir des chapeaux? What colours can you see? Quelles couleurs peux-tu voir? Show me Montrez moi How many are there? Combien d'.... y –a t-il ? There are Il y a Count with me Comptez avec moi What colour is it? C'est de quelle couleur? It is C'est.. What can you see in the picture? Qu'est ce que tu peux voir sur l'image? Tell your partner about the picture! Dites a votre partenaire ce que vous pouvez voir? Can you see any masks? Peux- tu voir des masques? Which masks do you like? Quels masques peux- tu voir? Socks Des chaussettes Shoes Des chaussures Trousers Un pantalon Shorts Un short Jeans Un jean Dress Une robe skirt Une jupe Shirt Une chemise blouse Une blouse Tie Une cravate Jumper Un pull Sweatshirt Un sweat Tshirt Un tee-shirt Trainers Des baskets Coat Un manteau	Mercure- Mercury Vénus- Venus Pluton- Pluto Jupiter- Jupiter Mars- Mars Saturne- Saturn Neptune- Neptune Le Soleil – the Sun La Lune- the Moon La Terre- the Earth Les astronautes- the astronauts La planète- the planet Les étoiles- the stars L'espace- Space Prénom first name Nom de famille surname Âge age Date de naissance date of birth Adresse address Numéro de téléphone telephone number Nationalité nationality Couleur des yeux- colour of eyes Je m'appelle- I am called J'habite à- I live in.... J'ai ans I am years old Je suis.... I am Je ne suis pas.... I am not C'est.... It is....	The beach La plage Come to the beach Viens à la plage It's going to be great Ça va etre super What's the weather like on the beach? Quel temps fait-il à la plage? With golden sand Avec le sable d'or And the blue sky Et le ciel bleu We can enjoy ourselves On peut s'amuser We can eat ice creams On peut manger des glaces Can we eat ice creams? Est-ce qu'on peut manger des glaces ? Ice lollies Des sucettes Can we go swimming? Est-ce qu'on peut nager? We can go swimming On peut nager Can we build sandcastles? Est-ce qu'on peut faire des châteaux de sable? We can build sandcastles On peut faire des châteaux de sable Can we play Est-ce qu'on peut jouer.... We can play football On peut jouer au foot We can play volleyball On peut jouer au volley We can play tennis On peut jouer au tennis In my beach bag Dans mon sac à dos There is / there are Il y a Flip flops Des tongues Sun hats Des chapeaux Sunglasses Des lunettes de soleil A swimming costume Un maillot de bain Swimming shorts Un short de bain A Frisbee Un Frisbee Sun cream De la crème solaire What's in your beach bag? Qu'est ce qu'il y a dans ton sac de plage? What's inside the beach bag? Qu'est ce qu'il y a dans le sac de plage? Let's play a memory game Jouons à un jeu de memoire
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Year 6					
Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Quand te lèves- tu? – What time do you get up? Je me lève à.....- I get up at Quand manges- tu le petit déjeuner?- What time do you have breakfast? Je mange le petit déjeuner à..... – I eat my breakfast at Quand vas- tu à l'école? – What time do you go to school? Je vais à l'école à.....- I go to school at Quand rentres- tu à la maison? - What time do you get home? Je rentre à la maison à..... - I get home at Quand vas- tu te coucher? – What time do you go to bed? Je vais me coucher à.....- I go to bed at Il est ...- it is une heure- one o'clock deux heures- two o'clock trois heures- three o'clock quatre heures- four o'clock cinq heures- five o'clock six heures- six o'clock sept heures- seven o'clock huit heures- eight o'clock neuf heures – nine o'clock dix heures – ten o'clock onze heures – eleven o'clock douze heures – twelve o'clock Quelle heure est-il?	La maison- the house La chambre- the bedroom La cuisine – the kitchen La salle de bains- the bathroom La salle à manger- the dining room Le W.C. – the toilet Le salon- the lounge Le garage- the garage Le jardin- the garden Qu'est -ce qu'il y a dans la maison? What's in the house? Il y a- There is/ there are Bienvenue..... welcome	Le cricket- cricket Le tennis- tennis Le football - football Le basket La danse - basket ball La gymnastique- gymnastics L'équitation horse riding La natation- swimming rapide- fast ennuyeux- boring intéressant difficile – difficult gracieux-elegant C'est bon pour ma santé- it's good for my health	Je m'appelle.. – I am called J'ai ans- I am years old Mon nom de famille est- My surname is ... Voici ma famille.- This is my family Je viens de ... I come from J'habite près de...- I live near J'ai un frère- I have a brother J'ai une soeur- I have a sister qui s'appelle – who is called J'aime - I like Je n'aime pas ...I don't like <u>Mon animal</u> préféré est My favourite animal is Mon livre préféré - my favourite book Mon sport préféré - my favourite sport Mon film préféré - my favourite film Quel est <u>ton sport</u> préféré? –What is your favourite sport Les montagnes russes – the rollercoaster Les bûches – the log flume Les tasses – the teacups La maison hantée – the haunted house Le toboggan spirale – the helter-skelter La grande roue – the ferris wheel Le bateau pirate – the pirate boat Le train fantôme – the ghost train Le manège – the carousel Une crêpe – a crepe Le popcorn – popcorn La barbe à papa – candy floss Les bonbons – sweets Les frites – fries La glace – icream J'aime - I like Je n'aime pas ...I don't like C'est lent – it is slow C'est haut – it is high Ça fait peur – it is scary Ça tourne en rond – it goes round and round C'est rapide – it is fast	Les boissons- drinks Un café- a black coffee Un thé- a tea Un café au lait- a coffee with milk Un coca- a coca cola De l'eau- some water Une pizza= a pizza Un sandwich (au fromage/ au jambon) – a (cheese/ham) sandwich Des frites- some chips Des chips – some crisps Un croque monsieur Vous désirez?- What would you like? Je prends – I will have Je voudrais...I would like Merci- thank you S'il vous plait- please Des spaghettis bolognaise- spaghetti bolognaise Jambon purée – Ham and mashed potato Du fromage frais – fromage frais Steak haché et frites- burger and chips De la mousse au chocolat- some chocolate mousse Des viennoiseries- some pastries	Recap half term of all language learnt in preparation for high school

Shine Bright Experiences

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
European Day of Languages						
End of year French celebration assembly						

Aim High Tasks

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children to learn some key words in another language- link to European Day of Languages						
Children to learn a French Christmas song.						

