



Overview:
 Learning a foreign language provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims for the National Curriculum languages curriculum:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

Pupils will be taught the following knowledge and skills:

	Y3	Y4	Y5	Y6
SPEAKING & LISTENING	<p>Can understand a few familiar spoken words and phrases Can say/repeat a few words and short simple phrases using correct pronunciation Shows understanding of single words through physical response Recognises a familiar question and responds with a simple rehearsed response Names objects and actions Describes an object using adjectives Expresses likes and dislikes Shows awareness of accent</p>	<p>Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases Listens and repeat modelled phrases using correct pronunciation Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately. Shows understanding of phrases words through physical response Names objects and actions and begin to link with conjunctions Expresses preferences</p>	<p>Can understand the main points from spoken sentences (including questions.) May require some repetition Can ask and answer simple questions on several topics Can take part in brief pre-prepared tasks such as short presentations and role plays Shows understanding of simple sentences through physical response Uses intonation to mark exclamation Expresses an opinion</p>	<p>Can understand the main points and some detail from a series of sentences comprising of familiar language Can take part in a simple conversation Generally accurate pronunciation Shows understanding of more complex sentences through physical response Asks and answers more complex questions with a scaffold of responses Converses briefly without prompts Adapts intonation to questions, instructions and exclamations Presents prepared ideas and information Understands the impact of accents and position them correctly when writing</p>
READING & WRITING	<p>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 Uses picture clues to predict the meaning of new words Match English and French words by meaning Writes single words from memory Writes phrases to describe people, places, things and actions using a model</p>	<p>Can understand simple written phrases. Can match sounds to familiar written words. Can spell some familiar written words and phrases accurately Uses context to predict the meaning of new words Uses a simple bilingual dictionary to find the meanings of French words Writes simple phrases from memory using a writing frame Writes simple sentences to describe people, places, things and actions using a scaffold</p>	<p>Can understand the main point(s) from a short, written passage Can apply phonic knowledge to find, understand and/or produce spoken and written words Attempts to use accurately nouns and adjectives Shows awareness of the use of and conjugation of some commonly regular verbs in the present tense. Uses a bilingual dictionary to translate nouns into French and identifies their gender Writes simple sentences from memory using visual prompts Writes several simple sentences using familiar vocabulary to describe people, places, things and actions</p>	<p>Can understand the main points of a longer written passage Can write a short text attempting to use accurately nouns, adjectives and some commonly used regular verbs in the present tense on a familiar topic (using reference materials to support if necessary) Uses a bilingual dictionary to translate English to French and French to English as required Writes several sentences from memory drawing on familiar topic vocabulary Choose more creative and complex language to describe people, places, things and actions</p>



GRAMMAR	<p>S'appeler: je and tu forms Possessive adjectives: mon, ma, mes Singular and plural nouns Regular -er verbs: je être: je suis, tu es Pronouns: il/elle used for 'it Négatives (ne ... pas)</p>	<p>Regular -er verbs: tu and vous forms Simple adverbs of place Adjectives: masculine and feminine singular agreement Basic open questions eg Qu'est-ce que 'c'est? Basic Negatives (ne ... pas)</p>	<p>Plural nouns with les and des Compound sentences with connectives et and mais Adjectives: masculine and feminine plural agreement The alphabet C'est, Ce n'est pas + noun Prepositions en, au (with seasons) Respond to simple open questions eg qu'est-ce qu'il y a dans? Create the negative response : Il n' y a pas de ...</p>	<p>je form of presents tense (revision) Adjectives: masculine plural agreement and position (revision) Plural indefinite article (des) Definite and indefinite article: le/la; un/une (revision) avoir: il y avait Adjectives: using two adjectives to describes a noun (position and agreement) Prepositions: au, à la expressing and justifying opinions using car as an alternative to parce que</p>
CORE LANGUAGE	<p>Salut! S'il te plaît S'il vous plaît Voilà Voici ... Merci oui/non Tu aimes ...? J'aime ... Je n'aime pas ... beaucoup Je voudrais ... Vous désirez? Je m'appelle Comment tu t'appelles? Numbers to 20 Quel âge as-tu? J'ai sept/huit ans Combien de ...? Je préfère bien, très bien Months of the year Les couleurs- rouge, rose, orange, jaune, bleu(e), vert(e), noir(e), blanc(he), violet(te), marron J'ai ... Il/Elle a un nez, une bouche les yeux/cheveux bleus Il/Elle est ... grand(e) petit(e)</p>		<p>Où habites-tu? J'habite dans ... Il fait chaud/froid/beau/ mauvais Il fait du soleil / du vent/ Il pleut Il neige, il gèle days of the week numbers to 0- 100 Quelle heure est-il? une heure, deux heures, etc J'adore / Je déteste C'est combien? C'est super, magnifique, fantastique Je n'ai pas de Regardez Répétez Ecoutez vrai, faux, au printemps en été/automne/hiver e/un supermarché la/une boulangerie la/une boucherie l'/une épicerie une limonade, une eau minérale, un jus d'orange, un verre de coca, un chocolat chaud, un café, un café au lait, une tasse de thé un paquet de chips, une portion de frites, une glace au chocolat / à la fraise / à la vanille Vous désirez? C'est combien? Bon appétit!</p>	
INTERCULTURAL UNDERSTANDING	<p>Know there are different languages spoken by pupils in the school Can locate countries where French is spoken Know about some aspects of everyday life and compare them to their own Make contact with French children through teacher led class letters or emails to a partner school Share photos of each other's schools, way of life and hobbies Know the main festivals and celebrations in France</p>		<p>Look at further aspects of their everyday lives from the perspective of someone from another country (e.g diet, school, home, neighbourhoods) Recognise similarities and differences between places within France Can presents information about an aspect of French culture</p>	



Unit overview:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4 YEAR A	<p>A new start Greetings/farewell Ask and answer name Ask and answer simple feelings Ask and answer where you live Count 0-12 Classroom instructions Days</p>	<p>Calendar and Celebrations Numbers 0-31 Asking someone's age Days Months Ask and answer birthday month and date Classroom objects. Christmas activity</p>	<p>Epiphany Animals I like/ don't like Animal nouns Likes and dislikes</p>	<p>Carnival ,colours and playground games Colours Commands Opportunity to select and revisit familiar language for own playground clapping etc-games Ask what colour something is Giving a response Likes and dislikes Easter</p>	<p>Hungry Giant Breakfast foods Fruit and vegetables Breakfast foods Ask and answer likes/dislikes Ask for a food item politely Revisit numbers</p>	<p>Going on a picnic! Fruits Breakfast foods Foods for a picnic Asking politely Colours –extend colours Commands Explore adjectives and nouns</p>
Year 3/4 YEAR B	<p>Welcome to our School Ask and answer name Ask and answer simple feelings Ask and answer where you live Days Ask and answer age Areas in a school Count 0-31 Months Ask and answer birthday month and date</p>	<p>My Town , Your town Names of everyday shops Where is? Simple directions Count 0-31 Commands Christmas activity Gifts and favourites</p>	<p>Family members Members of the "alien" family Personal information – name question and answer Faces Mouth, nose, ear, eyes, hair Giving hair and eye colour</p>	<p>Parts of the body Recap colours , numbers, personal information Parts of body nouns Simple descriptions colour/small / big etc Explore adjectives and nouns</p>	<p>I don't feel well How are you feeling? What's the matter Simple everyday illnesses statements Jungle animals Jungle animals Body parts Colours Revisit nouns and adjectives</p>	<p>Summertime Asking /answering simple phrases Ice creams Asking for a flavour (fruit flavours included) Asking the price Asking politely for an item Instructions to make a fantastical ice cream</p>
Year 5/6 YEAR A	<p>Talking about ourselves Personal information- simple 3rd person singular question and answers Numbers, days . birthdays, feelings extended feelings My school your school School subjects Asking and answering what school subjects we learn Expressing a simple opinion Likes and dislikes Asking and answering information about the day and subjects Adjectives to give opinion</p>	<p>In the city Names of everyday shops – extend to places in the city Buildings and places of interest Where is Simple directions Commands There is / are... Prepositions of place Christmas activity Numbers 32-50 Shopping for gifts</p>	<p>New Year Celebrations New Year's Lesson Game Revisit personal information Numbers Colours Days /months Pantomime verbs Verb to be and pantomime characters Healthy Eating Revise Fruit Vegetables Numbers 0-50/ Euros Instructions to make a healthy dish</p>	<p>Carnival Verb to have and a wizard's potion Colours /Clothes descriptions What are you wearing I am wearing It's + colour and size Fashion show Opinions Practise verb:to wear Use of adjectives with nouns</p>	<p>Extreme Weather and countries Revisit :Asking /answering simple weather phrases Weather questions and statements Weather forecasts Location comparison Places What you can do Verb to have/ there is and there are</p>	<p>Going to the beach Play+sport Eat +foods Can do plus activities Beach wear Advertisement about the beach</p>
Year 5/6 YEAR B	<p>Revisiting 'me' Personal information- simple 3rd person singular question and answers Numbers, days, birthdays, feelings Asking the time Giving o'clocks and simple digital time Numbers 50-60 My everyday life/ your everyday life Asking and answering days and times of simple daily routine Describing simple daily routine</p>	<p>Where I live/where you live Rooms Describing a house and a room There is / are... Prepositions of place Christmas activity Come Dine with Me Santa sketch – table language Clothes/foods/ members of family</p>	<p>Playing sport and enjoying sport Asking how to play a sport Simple explanation of a sport (equipment /sports terrain/team or individual sport) Opinions Practise verb: to play</p>	<p>This is me! Asking and answering preferences/feelings and characteristics Practising verb to be and verb to have Use of adjectives with nouns Opinions All the Fun of the Fair Fair ground rides Opinions Likes and dislikes</p>	<p>Cafe Culture and Going to the restaurant Transactional language to order a meal Buying snacks and drinks Describing food</p>	<p>Performances Revisiting basic transactional language-questions and answers Revisiting personal information</p>