

## Birchwood Languages Curriculum Map



Year Group	Substantive Knowledge	Disciplinary Knowledge	Vocabulary	Resources
<b>Year 3 -autumn</b>	<p><b>Autumn 1 - A New Start</b> Where France is in the world/Google Earth linked Map of France/ virtual video tour of France. -Know the colours of the French flag.</p> <p><u>Listening</u> -Recognise the words for hello and goodbye. -Recognise spoken feeling words. -Recognise spoken colour words. -Recognise spoken numbers 0-10.</p> <p><u>Speaking</u> -How to say hello and goodbye. -How to ask how someone is feeling. -How to ask and give a name and explore some common French first names. -Say numbers 0-10. -Say 6 colours (blue, white, red, black, yellow, green).</p> <p><u>Reading</u> -Read number 0-10. -Read 6 colours.</p> <p><u>Writing</u> -Write 3 colour names. -Write 3 number names. -Write hello and goodbye.</p> <p><b>Autumn 2 – Calendar and Celebration</b></p> <p><u>Listening</u> -Know the meaning of command words. -Recognise the days of the week. -Recognise the months of the year.</p>	<p><b>Autumn 1 - A New Start</b></p> <p><u>Listening</u> -Listen to and join in with native speakers.</p> <p><u>Speaking</u> -Join in with words, phrases and songs . -Practise pronunciation and intonation skills for the vocabulary for the unit.</p> <p><u>Reading</u> -Practise reading numbers 0-10 and 6 colours.</p> <p><u>Writing</u> -Look at the written numbers and explore the phoneme – grapheme links within the words. -Focus on the syllables of the words and practise writing.</p> <p><b>Autumn 2 – Calendar and Celebration</b></p> <p><u>Listening</u> -Respond to a classroom command. -Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Hello <b>Salut</b> Good day <b>Bonjour</b> Goodbye <b>Au revoir</b> See you soon <b>A bientôt</b> How are you? <b>Comment ça va ?</b> I am good/fine <b>Ça va bien</b> I am not good <b>Ça va mal</b> And you? <b>Et toi?</b> What are you called? <b>Comment t'appelles tu?</b> I am called... <b>Je m'appelle...</b></p> <p>The numbers <b>Les nombres</b> Zero <b>Zéro</b> One <b>Un</b> Two <b>Deux</b> Three <b>Trois</b> Four <b>Quatre</b> Five <b>Cinq</b> Six Seven <b>Sept</b> Eight <b>Huit</b> Nine <b>Neuf</b> Ten <b>Dix</b></p> <p>The colours <b>Les couleurs</b> Blue <b>Bleu</b> Green <b>Vert</b> Yellow <b>Jaune</b> Black <b>Noir</b> Red <b>Rouge</b> White <b>Blanc</b></p> <p>What colour is it? <b>C'est de quelle couleur?</b> Is it ...? <b>C'est...?</b></p> <p>Grey <b>Gris</b> Gold <b>Or</b> Pink <b>Rose</b> Brown <b>Marron</b> purple <b>Violet</b> Silver <b>Argent</b></p>	<p>Primary Languages Network: French Stage 1 - Autumn 1</p> <p>Primary Languages Network: French Stage 1 - Autumn 2</p>

	<p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>-Say 6 additional colours (grey, gold, pink, brown, purple, silver).</li> <li>-Say the days of the week.</li> <li>-Say the months of the year.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>- Read 6 additional colours (grey, gold, pink, brown, purple, silver)</li> <li>-Read the days of the week.</li> <li>-Read the months of the year.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>-Write 3 days of the week.</li> </ul>	<p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>-Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>-Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>-Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>-Practise reading key vocabulary.</li> <li>-Investigate sounds and silent letters with the vocabulary for the topic.</li> <li>-Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages).</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>-Look at the written days of the week and explore the phoneme – grapheme links within the words.</li> <li>-Focus on the syllables of the words and practise writing.</li> </ul>	<p>Listen <b>écoutez</b>, sit down <b>asseyez-vous</b>, stand up <b>levez- vous</b>, say <b>chantez</b>, look <b>regardez</b>, repeat <b>repetez</b></p> <p>The days of the week <b>Les jours de la semaine</b>  What day is it today? <b>C'est quel jour aujourd'hui?</b>  What day is it tomorrow? <b>C'est quel jour demain?</b></p> <p>Monday <b>lundi</b> Tuesday <b>mardi</b> Wednesday <b>mercredi</b>, Thursday <b>jeudi</b> Friday <b>vendredi</b> Saturday <b>Samedi</b>, Sunday <b>dimanche</b></p> <p>What month is it? <b>C'est quel mois?</b>  Can you guess the month? <b>Pouvez vous devinez le mois?</b>  When is your birthday? <b>C'est quand ton anniversaire?</b>  My birthday is in... <b>Mon anniversaire est en...</b></p> <p>January <b>janvier</b> February <b>février</b> March <b>mars</b> April <b>avril</b> May <b>mai</b> June <b>juin</b> July <b>juillet</b> , August <b>août</b>  September <b>septembre</b> October <b>octobre</b>  November <b>novembre</b> December <b>décembre</b></p>	
Year 3- spring	<p><b>Spring 1 – Animals</b></p> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>-Recognise animal nouns.</li> <li>-Recognise animal nouns in plural form.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>-Ask 'What is it?'</li> <li>-Answer a question using, "It is ..."</li> <li>-Say the animal nouns</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>-Read animal nouns.</li> <li>-Read animal nouns in plural form.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>-Write a simple sentence about animals.</li> </ul>	<p><b>Spring 1 – Animals</b></p> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>-Listen to and join in with an animal story.</li> <li>-Listen attentively to spoken language and show understanding by joining in and responding.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>-Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>-Ask and answer questions using the key vocabulary and phrases.</li> <li>-Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>-Explore the phoneme – grapheme links within the nouns and link these to already familiar sounds and words.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>-Use a model to write a sentence about animals.</li> </ul>	<p>A cat <b>Un chat</b>  A dog <b>Un chien</b>  A fish <b>un poisson</b>  A bird <b>Un oiseau</b>  A horse <b>Un cheval</b>  A rabbit <b>Un lapin</b>  A mouse <b>Une souris</b>  A sheep <b>Un mouton</b>  A snake <b>Un serpent</b>  A cow <b>Une vache</b></p> <p>What is it? <b>Qu'est ce que c'est?</b>  It is...<b>c'est ...</b></p>	Primary Languages Network: French Stage 1 - Spring 1

	<p><b>Spring 2 – Carnivals</b>          -Know that Mardi Gras is a carnival celebration celebrated on Shrove Tuesday.          -Know that crepes, pancakes and waffles (fatty foods) are French foods eaten at Mardi Gras ready for the period of Lent.</p> <p><u>Listening</u>          -Understand the question and answers to “How old are you?”</p> <p><u>Speaking</u>          -Ask and answer the question, “How old are you?”          -Say numbers between 0-15.</p> <p><u>Reading</u>          -Read the date.</p> <p><u>Writing</u>          -Write number 0-15.          -Write the date.</p>	<p><b>Spring 2 – Carnivals</b>          Taste French foods typically eaten at Mardi Gras.</p> <p><u>Listening</u>          -Follow simple instructions to make a mask.          -Listen attentively to spoken language and show understanding by joining in and responding</p> <p><u>Speaking</u>          -Speak in sentences using familiar vocabulary and phrases.          -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p><u>Reading</u>          -Explore the phoneme – grapheme links within the nouns and link these to already familiar sounds and words.          -Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages).</p> <p><u>Writing</u>          -Look at the written date and explore the phoneme – grapheme links within the words.          -Focus on the syllables of the words and practise writing.</p>	<p><b>Onze- 11</b>  <b>Douze- 12</b>  <b>Treize- 13</b>  <b>Quatorze- 14</b>  <b>Quinze- 15</b></p> <p><b>Quel âge as-tu?- How old are you?</b>  <b>J’ai .....ans – I am .... years old</b></p>	<p>Primary Languages Network:          French Stage 1 - Spring 2</p> <p>Pancakes, waffles and crepes.</p>
Year 3- summer	<p><b>Summer 1 – Food</b></p> <p><u>Listening</u>          -Listen to a story ‘The hungry giant’.          -Recognise fruit and vegetables.</p> <p><u>Speaking</u>          -Say names of taught fruit and vegetables.          -Know how to ask politely for fruit and vegetables          -Know how to ask correct determiner for ‘a’ for fruits in French.</p> <p><u>Reading</u>          -Understand basic grammar structures for the determiner ‘a’          -Read fruit and vegetable nouns.</p> <p><u>Writing</u>          -Write fruit and vegetable sentences using a model.</p>	<p><b>Summer 1 - Food</b></p> <p><u>Listening</u>          -Listen and join in with a story about a ‘The Hungry Giant’          -Listen attentively to spoken language and show understanding by joining in and responding          -Appreciate stories in French</p> <p><u>Speaking</u>          -Speak in sentences, using familiar vocabulary and phrases          -Express opinions and respond to those of others          -Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p><u>Reading</u>          -Recognise the right determiner for ‘a’.</p> <p><u>Writing</u>          -Write phrases to express ideas clearly          -Write using appropriate grammar structures for the determiner ‘a’</p>	<p>Apples <b>Des pommes</b>          Pears <b>Des poires</b>          Bananas <b>Des bananes</b>          Oranges <b>Des oranges</b>          Lemons <b>Des citrons</b>          Strawberries <b>Des fraises</b>          Tomatoes <b>Des tomates</b>          Onions <b>Des oignons</b>          Carrots <b>Des carottes</b>          Cucumbers <b>Des concombres</b>          Peaches <b>Des pêches</b>          Grapes <b>Des raisins</b>          Melons <b>Des melons</b>          Plums <b>Des prunes</b>          Please <b>S’il vous plaît</b>          Thank you <b>Merci</b>          What would you like? <b>Qu’est ce que tu voudrais?</b>          I would like... <b>Je voudrais ...</b></p>	<p>Primary Languages Network:          French Stage 1 – Summer 1</p>

	<p><b>Summer 2 – Going on a picnic</b></p> <p><u>Listening</u> -Listen to and understand a picnic story. -Understand a response to ‘Where do you live?’</p> <p><u>Speaking</u> -Ask and answer questions about where they live. -Say picnic food and drink nouns.</p> <p><u>Reading</u> -Recognise and label picnic food and drink nouns -Read and understand colour and number phrases from a short picnic story</p> <p><u>Writing</u> -Write phrases to build a picnic story.</p>	<p><b>Summer 2 – Going on a picnic</b></p> <p><u>Listening</u> -Listen attentively to spoken language and show understanding by joining in and responding.</p> <p><u>Speaking</u> -Engage in conversations by asking and answering questions. -Speak in sentences using familiar vocabulary and phrases.</p> <p><u>Reading</u> -Read carefully and show understanding of words and phrases -Appreciate stories in French -Explore the phoneme – grapheme links within the nouns and link these to already familiar sounds and words.</p> <p><u>Writing</u> -Write phrases to express ideas clearly.</p>	<p>Where do you live? <b>Où habites-tu?</b> I live in ... <b>J’habite à...</b> Do you live in...? <b>Tu habites à...?</b> And you? <b>Et toi?</b></p> <p>The hill <b>La colline</b> The beach <b>La plage</b> River <b>La rivière</b> The forest <b>La forêt</b> Sand <b>Le sable</b> Meadow <b>Le pré</b></p> <p>Fruit <b>Des fruits</b> Orange Juice <b>un jus d’orange</b> Salad <b>une salade</b> Crisps <b>des chips</b> Water <b>de’leau</b> A sandwich <b>un sandwich</b></p> <p>Revise numbers 1-15 Revise colours</p>	<p>Primary Languages Network: French Stage 1 – Summer 2</p>
<b>Year 4- autumn</b>	<p><b>Autumn 1 – My School, Your School</b></p> <p><u>Listening</u> -Respond to classroom instruction. -Recognise days and months. -Understand classroom nouns.</p> <p><u>Speaking</u> -Ask and answer questions – revision of Year 3 language (greetings and feelings). -say number 0-20. -Recall days and months. -Say names of the rooms around school. -Name classroom objects.</p> <p><u>Reading</u> -Recognise days and months.</p> <p><u>Writing</u> -Write classroom nouns. -Write numbers 1-20.</p>	<p><b>Autumn 1 – My School, Your School</b></p> <p><u>Listening</u> -Listen attentively to spoken language in order to imitate key sounds.</p> <p><u>Speaking</u> -Speak confidently in words, phrases and sentences. -Imitate key sounds and silent letters. -Ask questions using intonation.</p> <p><u>Reading</u> -Identify language patterns. -Read and understand some familiar and unfamiliar French. -Explore silent letters.</p> <p><u>Writing</u> -Copywrite words and short phrases. -Write familiar language from memory.</p>	<p>The classroom <b>La salle de classe</b> The rucksack <b>Le sac à dos</b> The pencil <b>Le crayon</b> The pen <b>Le stylo</b> The book <b>Le livre</b> Pencil sharpener <b>Le taille de crayon</b> The eraser <b>La gomme</b> The table <b>La table</b> The chair <b>La chaise</b> The ruler <b>La règle</b> Some scissors <b>Des ciseaux</b> Some coloured pencils <b>Des crayons de couleurs</b> Some glue <b>De la colle</b></p> <p>Have you got ...? <b>As-tu ...?</b> I have ... <b>J’ai .....</b> I have not ... <b>Je n’ai pas ...</b></p> <p>The school <b>l’école</b> The playground <b>la cour de récréation</b> The dinner hall <b>la cantine</b> The staffroom <b>la salle des profs</b> The toilets les toilettes The office <b>le bureau</b></p>	<p>Primary Languages Network: French Stage 2 – Autumn 1</p>

	<p><b>Autumn 2 – My Local Area, Your Local Area</b></p> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>-Respond to classroom instructions and useful commands.</li> <li>-Recognise places in a town.</li> <li>-Identify shop names.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>-Perform firework poem (using new and revised colours).</li> <li>-Say places in a town.</li> <li>-Ask ‘where is...?’ using classifying masculine/feminine nouns.</li> <li>-Say shop names.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>-Read firework poem aloud (using new and revised colours).</li> <li>-Read some classroom instructions and useful commands.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>-Write a firework poem (using new and revised colours).</li> <li>-Write a short sequence of commands.</li> </ul>	<p><b>Autumn 2 – My Local Area, Your Local Area</b></p> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>-Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages).</li> <li>-Listen attentively to spoken language and show understanding by joining in and responding.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>-Present information orally to a range of audiences.</li> <li>-Ask and answer simple questions and give basic information.</li> <li>-Describe places, things and actions orally.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>-Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages).</li> <li>-Read carefully and show understanding of words and phrases.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>-Describe places, things and actions in writing.</li> <li>-Write phrases from memory, and adapt these to create new sentences.</li> </ul>	<p>Listen <b>écoutez</b>, sit down <b>asseyez-vous</b>, stand up <b>levez- vous</b>, say <b>chantez</b>, look <b>regardez</b>, repeat <b>repetez</b></p> <p>What colour is it <b>C'est de quelle couleur?</b> Look at the colours <b>Regardez les couleurs</b> Grey <b>Gris</b> Gold <b>Or</b> Pink <b>Rose</b> Brown <b>Marron</b> purple <b>Violet</b> Silver <b>Argent</b></p> <p>The supermarket <b>Le supermarché</b> The bakery <b>La boulangerie</b> The butchers <b>La boucherie</b> The cafe <b>Le café</b> The restaurant <b>Le restaurant</b> The stadium <b>Le stade</b> The chemist <b>La pharmacie</b> The hotel <b>L'hôtel</b> The cinema <b>Le cinéma</b></p> <p>Here is... <b>Voici ...</b> Where is ...? <b>Où est...?</b></p>	<p>Primary Languages Network: French Stage 2 – Autumn 2</p>
<b>Year 4-spring</b>	<p><b>Spring 1 - Epiphany</b></p> <ul style="list-style-type: none"> <li>-Know that Epiphany is a feast celebration celebrated on 6<sup>th</sup> January to mark the day the Three Wise Men visited Jesus.</li> <li>-Know that la galette des rois (King cake) is a French pastry eaten during Epiphany (a puff pastry tart style cake containing almond paste or in southern France, a brioche donut decorated with candied fruit).</li> </ul> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>-Recognise nouns for facial features.</li> <li>-Understands simple sentences about numbers and facial features.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>-Say nouns for family members.</li> <li>-Say nouns for facial features.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>-Read nouns for facial features.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>-Write personal information about a family member</li> <li>-Write simple sentences to describe an alien</li> </ul>	<p><b>Spring 1 - Epiphany</b></p> <p>Taste French foods typically eaten at Epiphany..</p> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>-Listen attentively to spoken language and show understanding by joining in and responding.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>-Explore the pronunciation of plural and singular nouns for adjectives.</li> <li>-Describe people orally and in writing.</li> <li>-Engage in conversations; ask and answer questions.</li> <li>-Develop accurate pronunciation and intonation.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>-Explore the spelling of plural and singular nouns for adjectives.</li> <li>-Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>-Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>-Describe people in writing.</li> </ul>	<p>The dad <b>Le papa</b> The brother <b>Le frère</b> The baby <b>Le bébé</b> The grandad <b>Le grand-père</b> The mum <b>La maman</b> The sister <b>La soeur</b> The grandma <b>La grand-mère</b> The family <b>La famille</b></p> <p>Who are you? <b>Qui es-tu?</b> I am... <b>Je suis...</b></p> <p>The nose <b>Le nez</b> The mouth <b>La bouche</b> The head <b>La tête</b> The hair <b>Les cheveux</b> The eyes <b>Les yeux</b> the ears <b>Les oreilles</b></p> <p>What colour is ...? <b>De quelle couleur est ...?</b> What colour are...? <b>De quelle couleur son....?</b> The mouth is... <b>La bouche est ...</b> The ears are... <b>Les oreilles sont ...</b></p>	<p>Primary Languages Network: French Stage 2 – Spring 1</p> <p><a href="https://www.cbc.ca/kidscbc2/the-feed/what-is-epiphany">https://www.cbc.ca/kidscbc2/the-feed/what-is-epiphany</a></p> <p>Frangipane tarts (similar to galette de rois Brioche, apricot jam, candied fruits</p>

	<p><b>Spring 2 – Parts of the Body</b></p> <p><u>Listening</u> -Recognise nouns for parts of the face and body. -Listen to different pronunciations of plural nouns for parts of the face and body.</p> <p><u>Speaking</u> -Say nouns for parts of the face and body. -Say plural nouns for parts of the face and body. -Answer questions about body parts used in yoga sequence.</p> <p><u>Reading</u> -Read nouns for parts of the face and body. -Read and notice the differences in spellings of plural nouns of the face and body.</p> <p><u>Writing</u> -Write nouns and plural nouns for parts of the face and body. -Create an alien and write a simple description of its face and body (building on prior language of colours and numbers).</p>	<p><b>Spring 2 – Parts of the Body</b></p> <p><u>Listening</u> -Listen to and join in with songs and games to explore nouns and adjectives. -Listen attentively to spoken language and show understanding by joining in and responding.</p> <p><u>Speaking</u> -Develop accurate pronunciation and intonation when using familiar words and phrases.</p> <p><u>Reading</u> -Read carefully and show understanding of words, phrases and simple writing. -Explore the phoneme – grapheme links within the nouns and link these to already familiar sounds and words.</p> <p><u>Writing</u> -Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -Write using appropriate grammar structures for singular and plural nouns. -Describe people, places, things and actions orally and in writing.</p>	<p>The nose <b>Le nez</b> The mouth <b>La bouche</b> The head <b>La tête</b> The hair <b>Les cheveux</b> <b>revision</b> The eyes <b>Les yeux</b> The ears <b>Les oreilles</b></p> <p>Heads <b>La tête</b> Shoulders <b>Les épaules</b> Knees <b>Les genoux</b> Toes <b>Les doigts de pied</b> Legs <b>Les jambes</b> Feet <b>Les pieds</b> Hands <b>Les mains</b> Arms <b>Les bras</b></p> <p>Think about <b>Pensez à</b> Touch <b>Touchez</b> Move <b>Bougez</b> Lift <b>levez</b> Stretch <b>étirez</b> Turn <b>tournez</b> Stand still <b>restez immobile</b> Breathe <b>respirez</b></p> <p>Left <b>Gauche</b> Right <b>droite</b></p>	<p>Primary Languages Network: French Stage 2 – Spring 2</p>
<b>Year 4 - summer</b>	<p><b>Summer 1 – Jungle animals</b></p> <p><u>Listening</u> -Recognise jungle animals and cognates. -Recognise adjectives used to describe animals in a story. -Understand simple sentences about body parts.</p> <p><u>Speaking</u> -Explain if they are feeling well/unwell. -Say and revise body parts. -Name jungle animals and cognates. -Name and revise colours.</p> <p><u>Reading</u> -Read nouns and adjectives describing jungle animals. -Read body parts. -Recognise changes of spelling with plurals and adjectives.</p> <p><u>Writing</u> -Write a sentence using a noun, verb and adjective to describe animals. -Write a short jungle story.</p>	<p><b>Summer 1 – Jungle Animals</b></p> <p><u>Listening</u> -Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages). -Listen attentively to spoken language and show understanding by joining in and responding. -Listen to and join in with a jungle animal story.</p> <p><u>Speaking</u> -Develop accurate pronunciation and intonation when using familiar words and phrases. -Engage in conversations; ask and answer questions; express opinions and respond to those of others. -Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p><u>Reading</u> -Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages). -Explore the phoneme – grapheme links within the nouns and link these to already familiar sounds and words.</p> <p><u>Writing</u> -Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -Describe jungle animals in writing.</p>	<p>The jungle <b>La jungle</b> The giraffe <b>La girafe</b> The snake <b>Le serpent</b> The parrot <b>Le perroquet</b> The monkey <b>Le singe</b> The tiger <b>Le tigre</b> The elephant <b>l'éléphant</b></p> <p>Walking through the jungle <b>On va marcher dans la jungle</b> What can you see <b>Qu'est-ce que tu peux voir?</b> <b>Listen and look</b> Écoute et regarde It' s... <b>C'est...</b> Small <b>petit</b> Big <b>grand</b> Long <b>long</b> Quick <b>rapide</b> Multicoloured <b>multicolore</b> Fierce/frightening <b>terrible</b></p> <p>What's wrong? <b>Qu'est-ce qu'il y a?</b> I don't feel well <b>Je ne me sens pas bien</b> I have toothache <b>j'ai mal aux dents</b> I have a headache <b>j'ai mal à la tête</b> I have earache <b>j'ai mal à l'oreille</b> I have tummy ache <b>j'ai mal au ventre</b> I have cut my knee <b>Je me suis coupé au genou</b></p>	<p>Primary Languages Network: French Stage 2 – Summer 1</p>

	<p><b>Summer 2 – Weather</b></p> <p><u>Listening</u>          -Recognise the name of ice cream flavours.          -Recognise weather types from given statements.</p> <p><u>Speaking</u>          -Say different weather statements.          -Say simple phrases to give the weather forecast.          -Name ice cream flavours.          -Say likes and dislikes about ice cream flavours.</p> <p><u>Reading</u>          -Recognise the name of ice cream flavours.          -Recognise weather types from statements written by oneself and others.</p> <p><u>Writing</u>          -Write and copy weather statements.          -Write what the weather is like in cities across France.</p>	<p><b>Summer 2 – Weather</b></p> <p><u>Listening</u>          -Listen attentively to spoken language in order to respond spontaneously to others.          -Listen to an join in with native speakers.</p> <p><u>Speaking</u>          -Engage in conversations; ask and answer questions; express opinions and respond to those of others.          -Speak in sentences using familiar vocabulary and phrases and basic language structure.          -Describe the weather in France orally.</p> <p><u>Reading</u>          -Read carefully and show an understanding of words and phrases in simple writing.          -Practise reading key vocabulary.          -Investigate sounds and silent letters with the vocabulary for the topic.</p> <p><u>Writing</u>          -Present ideas and information to peers.          -Write phrases from memory and using a frame to support.          -Describe the weather in France in writing.</p>	<p>The weather <b>La météo</b>          What's the weather like? <b>Quel temps fait-il?</b>          It's sunny <b>Il y a du soleil</b>          It's cloudy <b>Il y a des nuages</b>          It's windy <b>Il y a du vent</b>          It's foggy <b>Il y a du brouillard</b>          It's cold <b>Il fait froid</b> It's hot <b>Il fait chaud</b>          It's snowing <b>Il neige</b> It's raining <b>Il pleut</b></p> <p>Spring <b>printemps</b>          Summer <b>été</b>          Autumn <b>automne</b>          Winter <b>hiver</b></p> <p>In... <b>À...</b></p> <p>Ice cream <b>un glace</b>          Strawberry <b>Fraise</b>          Vanilla <b>Vanille</b>          Chocolate <b>chocolat</b>          Lemon <b>citron</b>          Mint Chocolate <b>menthe chocolat</b>          With sprinkles <b>avec des vermicelles</b></p> <p>What would you like? <b>Qu'est ce que tu voudrais?</b>          I would like ... <b>Je voudrais ...</b></p>	<p>Primary Languages Network:          French Stage 2 – Summer 2</p>
<p><b>Year 5- autumn</b></p>	<p><b>Autumn 1 - School</b></p> <p><u>Listening</u>          -Understand questions about feelings in order to build dialogue.          -Understand others' simple opinions about school subjects.          -Identify personal pronouns, adjectives, nouns and verbs in spoken French.</p> <p><u>Speaking</u>          -Say facts about myself and others.          -Ask and answer questions about self and others to build dialogue.          -Express simple opinions about school subjects.          -Express feelings in more detail.</p> <p><u>Reading</u>          -Identify personal pronouns, adjectives, nouns and verbs in written French.          -Develop use of bilingual dictionaries.</p> <p><u>Writing</u>          -Write simple opinions about school subjects.</p>	<p><b>Autumn 1 - School</b></p> <p><u>Listening</u>          -Listen attentively to spoken language and show understanding by joining in and responding.          -Understand the main points from a series of spoken sentences.</p> <p><u>Speaking</u>          -Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p><u>Reading</u>          -Apply phonic knowledge to find and understand written words.          -Read carefully and show understanding of words, phrases and simple writing.          -Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p><u>Writing</u>          -Understand basic grammar appropriate to the topic.</p>	<p>I am happy <b>Je suis heureux</b> I am thirsty <b>J'ai soif</b>          I am sad <b>Je suis triste</b> I am funny <b>Je fais le fou</b>          I am confused <b>Je suis perdu</b> I am hungry <b>J'ai faim</b>          I am hot <b>J'ai chaud</b> I am cold <b>J'ai froid</b>          I am tired <b>Je suis fatigué(e)</b>          I am phenomenal <b>Je suis en pleine forme</b></p> <p>How are you today? <b>Comment te sens-tu aujourd'hui?</b>          How are you? <b>Comment ça va ?</b>          I am good <b>Ça va bien</b> I am not good <b>Ça va mal</b>          I am okay <b>ça va comme-çi comme-ça</b>          And you? <b>Et toi?</b> Because <b>car</b></p> <p>What is he/she called? <b>Comment s'appelle t-il/t'elle.</b>          He/she is called... <b>Il/elle s'appelle</b>          How old is she /he? <b>Quel âge as-t'elle/ t'il?</b>          She/he is ... years old <b>Elle/Il a...ans</b>          Where does he/she live? <b>Où habite t-il/t'elle?</b>          He/she lives in... <b>Il/Elle habite à...</b></p>	<p>Primary Languages Network:          French Stage 3 – Autumn 1</p>

	<p><b>Autumn 2 – The City</b></p> <p><u>Listening</u>          -Understand some spoken facts about France.          -Understand simple directions around a city.</p> <p><u>Speaking</u>          -Say nouns around a town or city e.g. park.          -Ask for a ticket to a place in the city.          -Give simple directions around a city.          -Say a simple description of the city.          -I can ask for an item in a shop.</p> <p><u>Reading</u>          -Understand some written facts about France.          -Recognise cognates and near cognates of places in a city.          -Recognise cognates and near cognates of items in a shop.</p> <p><u>Writing</u>          -Write a simple description of the city.</p>	<p><b>Autumn 2 – The City</b></p> <p><u>Listening</u>          -Listen attentively to spoken language and show understanding by joining in and responding.          -Understand the main points from a series of spoken sentences.</p> <p><u>Speaking</u>          -Broaden their vocabulary and develop their ability to understand new words.          -Describe places and actions orally and in writing.          -Present information orally to a range of audiences.</p> <p><u>Reading</u>          -Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages).          -Read carefully and show understanding of words.          -Understand the main point(s) from a short-written passage in clear printed script.</p> <p><u>Writing</u>          -Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.          -Describe places and actions in writing.</p>	<p>I like <b>J'aime</b> I don't like <b>Je n'aime pas</b></p> <p>Geography <b>La géographie</b> PE <b>L'EPS</b>          RE <b>La religion</b> History <b>L'histoire</b>          Computing <b>La technologie</b> Reading <b>Lire</b>          French <b>Le français</b> English <b>L'anglais</b>          Maths <b>Les maths</b>          Art <b>Le dessin</b> Science <b>Les sciences</b>          The park <b>Le parc</b>          The zoo <b>Le zoo</b>          The railway station <b>La gare</b>          The shopping centre <b>Le centre commercial</b>          The museum <b>Le musée</b>          The art gallery <b>La galerie d'art</b>          The leisure centre <b>Le centre sportif</b>          The swimming pool <b>La piscine</b></p> <p>What's in the town (city)? <b>Qu'est -ce qu'il y a dans la ville?</b>          There is/ there are... <b>Il y a...</b>          Welcome to my town <b>Bienvenue dans ma ville</b>          In my town there is / are <b>Dans ma ville, il y a...</b></p> <p>Where is ...? <b>Où est...?</b>          Left <b>Gauche</b>          Right <b>droite</b>          Straight Left <b>Gauche</b>          Right <b>droite</b> Tout <b>droit</b></p> <p>Chocolate <b>des chocolats</b>          A teddy plush <b>un ours en peluche</b>          Superhero figurines <b>des figurines super-héros</b>          A puppet <b>une poupée</b>          A book <b>un livre</b>          Slippers <b>des chaussons</b></p> <p>I would like.... <b>Je voudrais...</b>          Please <b>S'il vous plaît</b>          Thank you <b>Merci</b></p>	<p>Primary Languages Network:          French Stage 3 – Autumn 2</p>
<b>Year 5-spring</b>	<p><b>Spring 1 – Healthy Eating</b></p> <p><u>Listening</u>          -Recognise familiar food nouns and question stems in order to respond.</p> <p><u>Speaking</u>          -Participate in a simple shopping conversation.          -Ask for the price of groceries.</p>	<p><b>Spring 1 – Healthy Eating</b></p> <p><u>Listening</u>          -Listen attentively to spoken language and show understanding by joining in and responding.</p> <p><u>Speaking</u>          -Engage in conversations; ask and answer questions; express opinions and respond to those of others.          -Speak in sentences, using familiar vocabulary, phrases and basic language structures.          -Present ideas and information orally to a range of audiences.</p>	<p>Apple <b>Une pomme</b>          Banana <b>Une banane</b>          Onion <b>Un oignon</b>          Carrot <b>Une carotte</b>          Grape <b>Une grappe de raisin</b>          Watermelon <b>Une pastèque</b>          Mango <b>Une mangue</b>          Pepper <b>Un poivron</b>          Salad <b>Une salade</b>          Potato <b>Une pomme de terre</b>          Strawberries <b>Des fraises</b>          Pears <b>Des poires</b></p>	<p>Primary Languages Network:          French Stage 3 – Spring 1</p>



	<p><u>Reading</u> -Read and understand written fruits and vegetables.</p> <p><u>Writing</u> -Write simple sentences about fruit and vegetables. -Record findings of a class survey about fruit and vegetables.</p> <p><b>Spring 2 – Clothes</b></p> <p><u>Listening</u> -Identify parts of the verb ‘porter’ to understand what is being worn. -Recognise names of items of clothing.</p> <p><u>Speaking</u> -Say some items of clothing. -Identify parts of the verb ‘porter’ to describe what I am wearing. -Describe items I am wearing using adjectives.</p> <p><u>Reading</u> -Identify parts of the verb ‘porter’ to understand what is being worn. -Understand a detailed description of an outfit.</p> <p><u>Writing</u> -Design and describe a sports kit.</p>	<p><u>Reading</u> -Understand simple written phrases. -Match sounds with familiar written words. -Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p><u>Writing</u> -Present ideas and information to a range of audiences. -Write phrases from memory, and adapt these to create new sentences.</p> <p><b>Spring 2 – Clothes</b></p> <p><u>Listening</u> -Listen attentively to spoken language and show understanding by joining in and responding.</p> <p><u>Speaking</u> -Develop accurate pronunciation and intonation so that others understand.</p> <p><u>Reading</u> -Read carefully and show understanding of words, phrases and simple writing. -Understand the main points and simple opinion of a longer written passage.</p> <p><u>Writing</u> -Explore how to build more complex sentences using nouns, verbs and adjectives. -Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -Understand basic grammar appropriate to the language being studied.</p>	<p>How much is ...? <b>C’est combien...?</b> It is... <b>C’est ...centimes</b></p> <p>Please <b>S’il vous plaît</b> Thank you <b>Merci</b> What would you like? <b>Qu’est ce que tu voudrais?</b> I would like... <b>Je voudrais ...</b></p> <p>Socks <b>Des chaussettes</b> Shoes <b>Des chaussures</b> Trousers <b>Un pantalon</b> Shorts <b>Un short</b> Jeans <b>Un jean</b> Dress <b>Une robe</b> skirt <b>Une jupe</b> Shirt <b>Une chemise</b> blouse <b>Une blouse</b> Tie <b>Une cravate</b> Jumper <b>Un pull</b> Sweatshirt <b>Un sweat</b> Tshirt <b>Un tee-shirt</b> Trainers <b>Des baskets</b> Coat <b>Un manteau</b> Hat <b>Un chapeau</b> Gloves <b>Des gants</b> Scarf <b>Une écharpe</b> What are you wearing? <b>Qu’est ce que tu portes?</b> What are you going to wear <b>Qu’est ce que tu vas porter?</b> I wear <b>Je porte</b> I am wearing <b>Je porte</b> I am going to wear <b>Je vais porter</b> A long skirt <b>Une jupe longue</b> A short skirt <b>Une jupe courte</b> A blue skirt <b>Une jupe bleue</b> A big coat <b>Un grand manteau</b> A small coat <b>Un petit manteau</b></p>	Primary Languages Network: French Stage 3 – Spring 2
<b>Year 5-summer</b>	<p><b>Summer 1 – Travel</b></p> <p><b>Listening</b> -Listen to questions about identity in order to respond. -Recall familiar vocabulary to understand simple information about planets.</p> <p><b>Speaking</b> - Revisit and extend personal information questions and answers. -Ask and answer questions about someone’s identity. -Name planets in French and use adjectives to describe them. -Recall and use familiar vocabulary about planets.</p> <p><b>Reading</b> -Read and understand simple information about planets. -Compare spellings in French and English (cognates and near cognates).</p>	<p><b>Summer 1 – Travel</b></p> <p><b>Listening</b> -Listen attentively to spoken language and show understanding by joining in and responding. -Listen to an appreciate a story about the galaxy.</p> <p><b>Speaking</b> -Engage in conversations about personal information. -Ask and answer questions about a person’s identity.</p> <p><b>Reading</b> -Read carefully and show understanding of words, phrases and simple writing. -Understand basic grammar (using the negative ‘not’).</p>	<p><b>Mercure Vénus Mars Jupiter Saturne Uranus Neptune Pluton</b></p> <p>The Earth <b>la Terre</b> The moon <b>la lune</b> the sun <b>le soleil</b> What is your name? <b>Quel est ton nom?</b> My name is... <b>Mon nom est...</b> What is your address? <b>Quelle est ton adresse?</b> My address is... <b>Mon adresse est...</b> What is your birth date? <b>Quelle est la date de ton anniversaire?</b> My birth date is... <b>Mon anniversaire est le ...</b> What is your nationality? <b>Quelle est ta nationalité?</b> British <b>Britannique</b> French <b>Française</b> Polish <b>Polonaise</b> Romanian <b>Roumaine</b></p>	Primary Languages Network: French Stage 3 – Summer 1

	<p><b>Writing</b> -Create an imaginary place and make a poster with information about it.</p> <p><b>Summer 2 – Going to the Beach</b></p> <p><u>Listening</u> -Recognise nouns for items to take to the beach.</p> <p><u>Speaking</u> -Recall sentence starters to use to talk about the seaside -Say and perform persuasive sentences about visiting the seaside.</p> <p><u>Reading</u> -Recognise nouns for items to take to the beach. -Read and understand facts about visiting the seaside in order to answer questions and translate to English. -Use a bilingual dictionary to find unfamiliar words in a short text about the seaside.</p> <p><u>Writing</u> -Write extended sentences about visiting the seaside.</p>	<p>-Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p><b>Writing</b> -Present written information to a range of audiences. -Use basic grammar when writing (suing the negative ‘not’.)</p> <p><b>Summer 2 – Going to the Beach</b></p> <p><u>Listening</u> -Listen attentively to spoken language and show understanding by joining in and responding.</p> <p><u>Speaking</u> -Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. -Present ideas and information orally to a range of audiences. -Describe places and actions orally.</p> <p><u>Reading</u> -Read carefully and show understanding of words, phrases and simple writing. -Understand basic grammar (nouns, verbs ad personal pronouns “Je/I”). -Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p><u>Writing</u> -Use conjunctions in writing (et). -Use adjectives in writing . -Describe places and actions in writing.</p>	<p>Indian <b>Indienne</b> Chinese <b>Chinoise</b></p> <p>The beach <b>La plage</b></p> <p>Beach Bag <b>Le sac de plage</b> In my beach bag there is... <b>Dans mon sac de plage, il y a...</b> Flip flops <b>Des tongues</b> Sun hats <b>Des chapeaux</b> A cap <b>Une casquette</b> Suncream <b>De la crème solaire</b> Sunglasses <b>Des lunettes de soleil</b> A swimsuit <b>Un maillot de bain</b></p> <p>Come to the beach <b>Viens à la plage</b> It’s sunny, the sand is golden and the sky is blue <b>Il y a du soleil, la sable est dore et ciel est bleu</b> We can eat ice creams <b>On peut manger des glaces</b> We can go swimming <b>On peut nager</b> We can picnic <b>On peut faire un pique nique</b> We can build sandcastles <b>On peut faire des châteaux de sable</b> We can play ball <b>On peut jouer au ballon</b> We can play rackets <b>On peut jouer aux raquettes</b> We can jump in the waves <b>On peut sauler dans les vagues</b></p>	<p>Primary Languages Network: French Stage 3 – Summer 2</p>
Year 6- autumn	<p><b>Autumn 1 – Everyday Life</b></p> <p><u>Listening</u> -Recognise numbers to 60. -Recognise o’clock and daily routine phrases. -Recognise phrases about someone’s personality and appearance in order to respond and ask questions.</p> <p><u>Speaking</u> -Recall numbers 1-60 . -Recall phrases to talk about oneself and feelings. -Talk about a daily routine and ask/answer questions. -Say the time (o’clock) and time phrases.</p>	<p><b>Autumn 1 – Everyday Life</b></p> <p><u>Listening</u> -Listen attentively in order to answer questions. -Understand the main points and some detail from a short-spoken passage with comprising of familiar language.</p> <p><u>Speaking</u> -Speak confidently in sentences with improved pronunciation and intonation. -Imitate pronunciation of sounds accurately. -Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. -Describe people and actions orally .</p>	<p><b>Revise feelings:</b> I am happy <b>Je suis heureux</b> I am thirsty <b>J'ai soif</b> I am sad <b>Je suis triste</b> I am funny <b>Je fais le fou</b> I am confused <b>Je suis perdu</b> I am hungry <b>J'ai faim</b> I am hot <b>J'ai chaud</b> I am cold <b>J'ai froid</b> I am tired <b>Je suis fatigué(e)</b> I am phenomenal <b>Je suis en pleine formé</b></p> <p>Large <b>Grand(m) Grande(f)</b> Small <b>Petit(m) Petite(f)</b> Courageous <b>courageux(m) courageuse(f)</b> Shy/timid <b>timide</b> Fast <b>rapide</b> Slow <b>lent(m) lente(f)</b></p> <p><b>Revise numbers to 60:</b></p>	<p>Primary Languages Network: French Stage 4 – Autumn 1</p>

	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>-Use a bilingual dictionary to find meaning of new time vocabulary.</li> <li>-Read sentences about oneself.</li> <li>-Identify first and second person singular verbs.</li> <li>-read the time in order to say it aloud.</li> <li>-Read and understand a poem about feelings.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>-Write a description about an imaginary superhero using a class word bank.</li> <li>-Write about a daily routine.</li> </ul> <p><b>Autumn 2 – Homes and Houses</b></p> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>-Understand some nouns for rooms in a house.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>-Say some nouns for rooms in a house.</li> <li>-Say where things are using prepositions.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>-Read some nouns for rooms in a house.</li> <li>-Use a bilingual dictionary to check spellings/new words.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>-Write a simple cartoon story about rooms in a house using prepositions.</li> </ul>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>-Appreciate poems and rhymes in French.</li> <li>-Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>-Read carefully and show understanding of words, phrases and simple writing.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>-Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>-Describe people and actions in writing.</li> <li>-Understand basic grammar appropriate to the language being studied.</li> </ul> <p><b>Autumn 2 – Homes and Houses</b></p> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>-Listen to, understand and appreciate a cartoon story.</li> <li>-Explore and listen for patterns, silent letters and key sounds .</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>-Pronounce unfamiliar words accurately using key sounds knowledge.</li> <li>-Engage in conversations; ask and answer questions; express opinions and respond to those of others.</li> <li>-Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>-Identify masculine , feminine and plural nouns.</li> <li>-Identify key sounds and silent letters.</li> <li>-Use a bilingual dictionary to check spellings/new words.</li> <li>-Read carefully and show understanding of words, phrases and simple writing.</li> <li>-Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>-Use a model to write a simple cartoon story</li> <li>-Describe places, things and actions in writing.</li> </ul>	<p>20 <b>Vingt</b> (21 <b>vingt et un</b>, 22 <b>Vingt-deux</b> etc) 30 <b>Trente</b> 40 <b>Quarente</b> 50 <b>Cinquante</b> 60 <b>Soixante</b></p> <p>What time is it? <b>Quelle heure est-il?</b> It is <b>Il est</b> It's one o'clock <b>Il est une heure</b> Two o'clock <b>Deux heures</b> Three o'clock <b>Trois heures etc</b> Midday <b>Midi</b> Midnight <b>Minuit</b></p> <p>I wake up <b>Je me reveille</b> I get up <b>Je me lève</b> I get dressed <b>Je m'habille</b> I brush my teeth <b>Je me brosse les dents</b> I shower <b>Je me douche</b> I eat breakfast <b>Je mange mon petit déjeuner</b> I go to school <b>Je vais à l'école</b></p> <p>When do you get up? <b>Quand te lèves-tu?</b> When do you have breakfast? <b>Quand manges-tu ton petit déjeuner?</b> When do you go to school? <b>Quand vas-tu à l'école?</b> When do you brush your teeth? <b>Quand te brosses-ti les dents?</b> When do you get dressed? <b>Quand t'habilles-tu?</b></p> <p>This is my house! <b>Voici ma maison!</b> My house has... <b>Ma maison a ...</b> My house hasn't... <b>Ma maison n'a pas ...</b> I live in a flat <b>J'habite dans un appartement</b> It's big <b>C'est grand</b> Small <b>Petit</b> Cosy <b>Confortable</b> Messy <b>En désordre</b> Near to my grandma's house <b>Près de chez ma grand-mère</b> <b>In the house there is/are Dans la maison il y a</b> There isn't/ aren't... <b>Il n'y a pas</b> A kitchen <b>Une cuisine</b> A bathroom <b>Une salle de bains</b> A lounge <b>Un salon</b> A garden <b>Un jardin</b> A garage <b>Un garage</b> A dining room <b>Une salle à manger</b> Bedrooms <b>Des chambres</b> I like my bedroom because... <b>J'aime ma chambre parce que ...</b></p>	<p>Primary Languages Network: French Stage 4 – Autumn 2</p>
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			What is there in the house? <b>Qu'est ce qu'il y a dans la maison?</b>	
<b>Year 6 -spring</b>	<b>Spring 1 – Sport</b>  <u>Listening</u> -Listen to and understands a peers likes and dislikes about sport. -Understands simples sentences about how to play a sport.  <u>Speaking</u> -Say which sports are liked and disliked. -Say how to play sports using simple sentences.  <u>Reading</u> -Read and understand sports and likes/dislikes. -Identify parts of the present tense verb 'to play' "jouer".  <u>Writing</u> -Write some simple present tense sentences using verb "jouer" with support. -Say how to play sports using simple sentences.	<b>Spring 1 - Sport</b>  <u>Listening</u> -Listen attentively to spoken language and show understanding by joining in and responding.  <u>Speaking</u> -Speak confidently in phrases and full sentences. -Engage in conversations; ask and answer questions; express opinions and respond to those of others -Present ideas and information orally. -Develop accurate pronunciation and intonation so that others understand. -Describe sports and actions orally.  <u>Reading</u> -Read carefully and show understanding of words, phrases and simple writing. -Explore the spelling patterns of language. -Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.  <u>Writing</u> -Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -Describe sports and actions in writing. -Understand and apply basic grammar (conjugation of high-frequency verbs) to build sentences.	Cricket <b>Le cricket</b> Tennis <b>Le tennis</b> football <b>Le foot</b> Swimming <b>La natation</b> horseriding <b>L'équitation</b> Gymnastics <b>La gymnastique</b> Dance <b>La danse</b> Basketball <b>Le basket</b> Rugby <b>Le rugby</b>  Do you like...? <b>Tu aimes...?</b> I like... because it's... <b>j'aime...car c'est...</b> I don't like...because it's... <b>Je n'aime pas...car c'est...</b>  Fast <b>Rapide</b> Boring <b>ennuyeux</b> Interesting <b>intéressant</b> Difficult <b>difficile</b> Elegant <b>gracieux</b> It's good for my health <b>c'est bon pour ma santé</b>  I play <b>Je joue</b> You play <b>Tu joues</b> He plays <b>Il joue</b> He plays <b>Elle joue</b> We play <b>Nous jouons</b> They play <b>Ils jouent</b> They play <b>Elles jouent</b>	Primary Languages Network: French Stage 4 – Spring 1
<b>Year 6 -summer</b>	<b>Summer 1 – Café Culture</b> -What is café culture? -Learn about a brief history and geography of café culture in France, particularly Paris. -What types of food may be found on a café menu in France? -What is the etiquette of ordering and serving in France?  <u>Listening</u> -Recognise some traditional French foods and drinks. -Take part in a café roleplay about ordering menu items, listening carefully in order to respond.  <u>Speaking</u> -Say what food and drink they like/dislike. -Ask someone else for likes and dislikes. -Ask for some food and drink politely. -Name some traditional French foods and drinks. -Take part in a café roleplay.	<b>Summer 1 – Café Culture</b> -Taste French breakfast food items. -Understand etiquettes and some traditions of France.  <u>Listening</u> -Listen attentively to spoken language. -Show understanding by joining in and responding.  <u>Speaking</u> -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.	drinks <b>Les boisson</b> a black coffee <b>Un café</b> a coffee with milk <b>Un café au lait</b> a coffee with cream <b>Un café crème</b> a hot chocolate <b>Un chocolat chaud</b> mint cordial <b>Un sirop de menthe</b> water <b>Une eau minérale</b> <b>cola Un coca</b>  Meals (dishes) <b>Plats</b> Ham and cheese toastie <b>Un croque-monsieur</b> Ham toastie with an egg on top <b>Un croque-madame</b> Ice cream <b>Une glace</b> Chips <b>Une portion de frites</b> Steak and chips <b>Un steak frites</b> Green salad <b>Une salade verte</b> Omelette <b>Une omelette</b>  Do you like...? <b>Tu aimes..?</b> love <b>j'adore</b>	Primary Languages Network: French Stage 4 – Summer 1  Croissants, fruits, orange juice.

	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>-Read some traditional French foods and drinks.</li> <li>-Compare spellings in French and English (cognates and near cognates).</li> <li>-Use a bilingual dictionary to find breakfast items.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>-Write what food and drink they like/dislike.</li> <li>-Write a simple sentence about breakfast.</li> <li>-Create a hotel breakfast menu.</li> </ul> <p><b>Summer 2 – Exploring German</b> Where Germany is in the world/Google Earth linked Map of Germany/ virtual video tour of Germany. -Know the colours of the German flag.</p> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>-Recognise the words for hello and goodbye.</li> <li>-Recognise spoken feeling words.</li> <li>-Recognise spoken colour words.</li> <li>-Recognise spoken numbers 0-10.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>-How to say hello and goodbye.</li> <li>-How to ask how someone is feeling.</li> <li>-How to ask and give a name and explore some common French first names.</li> <li>-Say numbers 0-10.</li> <li>-Say 6 colours (blue, white, red, black, yellow, green).</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>-Read number 0-10.</li> <li>-Read 6 colours.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>-Write 4 colour names.</li> <li>-Write 4 number names.</li> <li>-Write hello and goodbye.</li> </ul>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>-Read carefully and show understanding of words, phrases and simple writing.</li> <li>-Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>-Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>-Understand and apply basic grammar (m &amp; f forms) to build sentences.</li> <li>-Understand and apply basic grammar (key features and patterns- cognates) to build sentences.</li> </ul> <p><b>Summer 2 – Exploring German</b></p> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>-Listen to and join in with native speakers.</li> <li>-Appreciate songs and rhymes in the language</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>-Join in with words, phrases and songs .</li> <li>-Practise pronunciation and intonation skills for the vocabulary for the unit.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>-Practise reading numbers 0-10 and 6 colours.</li> <li>--Explore the phoneme – grapheme links within the nouns and link these to already familiar sounds and words.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>-Look at the written numbers and explore the phoneme – grapheme links within the words.</li> <li>-Focus on the syllables of the words and practise writing.</li> </ul>	<p>I like <b>j’aime</b> I don’t like <b>Je n’aime pas</b> I hate <b>Je déteste</b></p> <p><b>Vous désirez?- What would you like?</b> <b>Je prends – I will have</b> <b>Je voudrais...I would like</b> Here it is <b>Voilà</b></p> <p><b>NB: The letter eszett ‘ß’ is used interchangeably with ‘ss’ – this is to match the teaching at TPS.</b></p> <p>Hello <b>Hallo</b> Good day <b>Guten Tag</b> Goodbye <b>Auf weidersehn</b> See you soon <b>Bis Bald</b> Bye <b>Tschüss</b> How are you? <b>Wie gehts?</b> I am good/fine <b>Es geht mir gut</b> I am not good <b>Es geht mir schlecht</b> And you? <b>And you?</b> What are you called? <b>Wie heist du?</b> I am called... <b>Ich heisse...</b></p> <p>Zero <b>Null</b> One <b>Eins</b> Two <b>Zwei</b> Three <b>Drei</b> Four <b>Vier</b> Five <b>fünf</b> Six <b>sechs</b> Seven <b>Sieben</b> Eight <b>Acht</b> Nine <b>Neun</b> Ten <b>Zehn</b></p> <p>Blue <b>Blau</b> Green <b>Grün</b> Yellow <b>Gelb</b> Black <b>Schwarz</b> Red <b>Rot</b> White <b>Weiss</b></p>	<p>Primary Languages Network: German Stage 1 – Autumn 1</p>
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