

## Birchwood Languages Curriculum Map



Year Group	Substantive Knowledge	Disciplinary Knowledge	Vocabulary	Resources
<p><b>Year 3 - Autumn</b></p>	<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. -Explore some cities 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 8 colours (blue, white, red, black, yellow, green, pink, orange).</p> <p><u>Reading</u> -Read number 0-10. -Read 8 colours. -Read greeting phrases</p> <p><u>Writing</u> -Write 0-10 number names. -Write hello and goodbye.</p> <p><b>Autumn 2 – Calendar and Celebrations</b></p> <p><u>Listening</u> -Recognise the days of the week. -Recognise the months of the year.</p> <p><u>Speaking</u> -Say the days of the week. -Say the months of the year.</p> <p><u>Reading</u> -Read the days of the week. -Read the months of the year.</p> <p><u>Writing</u> -Write the days of the week. -Write 3 dates in a French format</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 8 colours. -Practise reading common greeting phrases.</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 Celebrations</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><u>Speaking</u> -Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. -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.</p> <p><u>Reading</u> -Practise reading key vocabulary. -Investigate sounds and silent letters with the vocabulary for the topic. -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 days of the week and explore the phoneme – grapheme links within the words. -Focus on the syllables of the words and practise writing.</p>	<p>Hi Salut Good day <b>Bonjour</b> Good afternoon <b>Bon après-midi</b> Goodbye <b>Au revoir</b> See you soon <b>A bientôt</b></p> <p>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> Very <b>très</b> I'm okay <b>Ça va comme- çï, comme- ça</b></p> <p>What are you called? <b>Comment t'appelles tu?</b> I am called... <b>Je m'appelle...</b></p> <p>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 <b>six</b> Seven <b>Sept</b> Eight <b>Huit</b> Nine <b>Neuf</b> Ten <b>Dix</b></p> <p>Blue <b>Bleu</b> Green <b>Vert</b> Yellow <b>Jaune</b> Black <b>Noir</b> Red <b>Rouge</b> White <b>Blanc</b> Pink <b>Rose</b> Orange <b>Orange</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>Today is it... <b>Aujourd'hui c'est...</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> <p>When is your birthday? <b>C'est quand ton anniversaire?</b> My birthday is in... <b>Mon anniversaire est en...</b> First <b>premier</b></p> <p><b>Revise numbers 1-10 - see Year 3 Autumn 1</b></p>	<p>Primary Languages Network: French Stage 1 - Autumn 1</p> <p>Primary Languages Network: French Stage 1 - Autumn 2</p>

<p><b>Year 3- Spring</b></p>	<p><b>Spring 1 – Animals</b></p> <p><u>Listening</u> -Recognise animal nouns. -Recognise animal nouns in plural form.</p> <p><u>Speaking</u> -Say the animal nouns -Say ‘I have...’ -Say ‘My favourite animal is...’</p> <p><u>Reading</u> -Read animal nouns. -Read animal nouns in plural form.</p> <p><u>Writing</u> -Write a simple story about animals using prior learning of animals, colours and numbers.</p> <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 1 – Animals</b></p> <p><u>Listening</u> -Listen to and join in with an animal story. -Listen attentively to spoken language and show understanding by joining in and responding.</p> <p><u>Speaking</u> -Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. -Ask and answer questions using the key vocabulary and phrases. -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. - Speak in sentences using familiar phrases</p> <p><u>Reading</u> -Explore the phoneme – grapheme links within the nouns and link these to already familiar sounds and words. -Read carefully to show understanding of words and phrases -Appreciate stories in the language.</p> <p><u>Writing</u> -Use a model to write a sentence about animals using grammatical structures they have learnt.</p> <p><b>Spring 2 – Carnivals</b> Taste French foods typically eaten at Mardi Gras. Have a positive attitude, mutual respect and tolerance towards other cultures and religions.</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>Revise numbers 1-10 - see Year 3 Autumn 1</b></p> <p>A cat(s) <b>Un chat(s)</b> A dog(s) <b>Un chien(s)</b> A fish <b>un poisson(s)</b> A mouse(mice) <b>Une souris (souris)</b> A bird(s) <b>Un oiseau(x)</b> A horse(s) <b>Un cheval (chevaux)</b> A rabbit(s) <b>Un lapin(s)</b> A sheep <b>Un mouton(s)</b> A snake(s) <b>Un serpent(s)</b> A cow(s) <b>Une vache(s)</b></p> <p><b>*Brackets indicate plural form</b></p> <p>I have... <b>J’ai...</b> –</p> <p>My favourite animal is... <b>Mon animal préféré est...</b></p> <p><b>Revise colours - see Year 3 Autumn 1</b></p> <p>I see... <b>Je vois...</b></p> <p>In... <b>Dans ...</b></p> <p><b>Revise animals - see Year 3 Spring 1</b></p> <p>I am ... <b>Je suis...</b></p> <p><b>Revise numbers 1-10 - see Year 3 Autumn 1</b> 11 <b>Onze</b> 12 <b>Douze</b> 13 <b>Treize</b> 14 <b>Quatorze</b> 15 <b>Quinze</b></p> <p>How old are you? <b>Quel âge as-tu?</b> I am ... years old <b>J’ai ...ans</b></p>	<p>Primary Languages Network: French Stage 1 - Spring 1</p> <p>Primary Languages Network: French Stage 1 - Spring 2</p> <p>Pancakes, waffles and crepes.</p>
<p><b>Year 3- Summer</b></p>	<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></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></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></p>	<p>Primary Languages Network: French Stage 1 – Summer 1</p>

	<p>-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 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>-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><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>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>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'eau</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>																										
<p><b>Year 4- Autumn</b></p>	<p><b>Autumn 1 – Welcome to 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.</p> <p><b>Autumn 2 – My Town, Your Town</b></p> <p><u>Listening</u> -Respond to classroom instructions and useful commands. -Recognise places in a town.</p>	<p><b>Autumn 1 – Welcome to 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><b>Autumn 2 – My Town, Your Town</b></p> <p><u>Listening</u> -Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages).</p>	<p><b>Revise greetings and numbers - see Year 3 Autumn 1</b> <b>Revise days and months - see Year 3 Autumn 2</b> <b>Revise questions - see Year 3 Summer 2</b></p> <table border="0"> <tr> <td>Listen <b>écoutez</b></td> <td>Look <b>regardez</b></td> </tr> <tr> <td>Repeat <b>répétez</b></td> <td>Stand up <b>levez-vous</b></td> </tr> <tr> <td>Sit down <b>asseyez-vous</b></td> <td>Show me <b>montrez-moi</b></td> </tr> <tr> <td>Silence <b>silence</b></td> <td></td> </tr> </table> <p><b>Revise questions and numbers - see Year 3 Spring 2</b> 16 <b>seize</b> 17 <b>dix-sept</b> 18 <b>dix-huit</b> 19 <b>dix-neuf</b> 20 <b>vingt</b></p> <table border="0"> <tr> <td>The school <b>l'école</b></td> <td>The dinner hall <b>la cantine</b></td> </tr> <tr> <td>The office <b>le bureau</b></td> <td>The toilets <b>les toilettes</b></td> </tr> <tr> <td>The classroom <b>la salle de classe</b></td> <td>The hall <b>le gymnase</b></td> </tr> <tr> <td>The playground <b>la cour de recreation</b></td> <td></td> </tr> </table> <table border="0"> <tr> <td>A pencil <b>un crayon</b></td> <td>A pen <b>un stylo</b></td> </tr> <tr> <td>An eraser <b>une gomme</b></td> <td>A tube of glue <b>un tube de colle</b></td> </tr> <tr> <td>Some scissors <b>des ciseaux</b></td> <td>A ruler <b>une règle</b></td> </tr> <tr> <td>A pencil sharpener <b>un taille-crayon</b></td> <td>A notebook <b>un cahier</b></td> </tr> <tr> <td>Some coloured pencils <b>Des crayons de couleurs</b></td> <td></td> </tr> </table> <p><b>Revise colours - see Year 3 Autumn 1</b> purple <b>Violet</b> Silver <b>Argent</b> Gold <b>Or</b> Brown <b>marron</b></p>	Listen <b>écoutez</b>	Look <b>regardez</b>	Repeat <b>répétez</b>	Stand up <b>levez-vous</b>	Sit down <b>asseyez-vous</b>	Show me <b>montrez-moi</b>	Silence <b>silence</b>		The school <b>l'école</b>	The dinner hall <b>la cantine</b>	The office <b>le bureau</b>	The toilets <b>les toilettes</b>	The classroom <b>la salle de classe</b>	The hall <b>le gymnase</b>	The playground <b>la cour de recreation</b>		A pencil <b>un crayon</b>	A pen <b>un stylo</b>	An eraser <b>une gomme</b>	A tube of glue <b>un tube de colle</b>	Some scissors <b>des ciseaux</b>	A ruler <b>une règle</b>	A pencil sharpener <b>un taille-crayon</b>	A notebook <b>un cahier</b>	Some coloured pencils <b>Des crayons de couleurs</b>		<p>Primary Languages Network: French Stage 2 – Autumn 1</p> <p>Primary Languages Network: French Stage 2 – Autumn 2</p>
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	<p>-Identify shop names.</p> <p><u>Speaking</u> -Perform firework poem (using new and revised colours). -Say places in a town. -Ask 'where is...?' using classifying masculine/feminine nouns. -Say shop names.</p> <p><u>Reading</u> -Read firework poem aloud (using new and revised colours). -Read some classroom instructions and useful commands.</p> <p><u>Writing</u> -Write a firework poem (using new and revised colours). -Write a short sequence of commands.</p>	<p>-Listen attentively to spoken language and show understanding by joining in and responding.</p> <p><u>Speaking</u> -Present information orally to a range of audiences. -Ask and answer simple questions and give basic information. -Describe places, things and actions orally.</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 and phrases.</p> <p><u>Writing</u> -Describe places, things and actions in writing. -Write phrases from memory, and adapt these to create new sentences</p>	<p><u>Revise commands - see Year 4 Autumn 1</u> Count with me <b>Comptez avec moi</b> Sing with me <b>Chantez avec moi</b> Find me <b>Trouvez moi</b></p> <p>The restaurant <b>Le restaurant</b> The supermarket <b>Le supermarché</b> The stadium <b>Le stade</b> The cinema <b>Le cinéma</b> The school <b>l'école</b> The cafe <b>Le café</b> The chemist <b>La pharmacie</b> The bakery <b>La boulangerie</b></p> <p>Here is... <b>Voici ...</b> Where is ...? <b>Où est...?</b></p>	
<p><b>Year 4 - Spring</b></p>	<p><b>Spring 1 - Epiphany</b> -Know that Epiphany is a feast celebration celebrated on 6<sup>th</sup> January <b>to</b> mark the day the Three Wise Men visited Jesus. -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).</p> <p><u>Listening</u> -recognise key phrases and nouns to discriminate between family members. -Recognise nouns for facial features. -Understands simple sentences about numbers and facial features.</p> <p><u>Speaking</u> -Say nouns for family members. -Say nouns for facial features.</p> <p><u>Reading</u> -Read nouns for facial features. -Recognise masculine and feminine nouns by looking at the article (le, la) -Recognise plural forms of facial nouns -Read sentences that describe facial features.</p> <p><u>Writing</u> -Label facial nouns considering spellings. -Write personal information about a family member -Write simple sentences to describe an alien</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><b>Spring 1 - Epiphany</b> Taste French foods typically eaten at Epiphany.. Have a positive attitude, mutual respect and tolerance towards other cultures and religions.</p> <p><u>Listening</u> -Listen attentively to spoken language and show understanding by joining in and responding.</p> <p><u>Speaking</u> -Explore the pronunciation of plural and singular nouns for adjectives. -Describe people orally and in writing. -Engage in conversations; ask and answer questions. -Develop accurate pronunciation and intonation.</p> <p><u>Reading</u> -Explore the spelling of plural and singular nouns for adjectives. -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> -Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -Describe people in writing. - Spell nouns using correct grapheme phoneme correspondence</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>The cake of the Kings <b>La galette des rois</b></p> <p><u>Revise greetings - see Year 3 Autumn 1</u> Here is... <b>Voici ...</b> I am... <b>Je suis...</b> 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> <u>Revise animals/pets - see Year 3 Spring 1</u></p> <p><u>Revise personal questions - see Year 3 Autumn 1</u> I have... <b>J'ai</b></p> <p>The head <b>La tête</b> The mouth <b>La bouche</b> The ears <b>Les oreilles</b> The hair <b>Les cheveux</b> The eyes <b>Les yeux</b> The nose <b>Le nez</b></p> <p><u>Revise numbers to ten - see Year 3 Autumn 1</u> I have... <b>J'ai</b> I do not have... <b>Je n'ai pas...</b></p> <p><u>Revise colours - see Year 3 Autumn 1</u></p> <p><u>Revise facial features - see Year 4 Spring 1</u> <u>Revise numbers 1-10 - see Year 3 Autumn 1</u> <u>Revise Colours – See Year 3 Autumn 1</u></p> <p>Heads <b>La tête</b> Shoulders <b>Les épaules</b> Knees <b>Les genoux</b> Legs <b>Les jambes</b> Feet <b>Les pieds</b> Hands <b>Les mains</b> Arms <b>Les bras</b> One eye <b>un oeil</b></p>	<p>Primary Languages Network: French Stage 2 – Spring 1</p> <p><a href="https://www.bbc.co.uk/newsround/42565054">https://www.bbc.co.uk/newsround/42565054</a> -What is Epiphany?</p> <p>Frangipane tarts (similar to galette de rois) and a token 'fève' such as a chocolate star or candied fruit.</p> <p>Primary Languages Network: French Stage 2 – Spring 2</p>

	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>-Read nouns for parts of the face and body.</li> <li>-Read and notice the differences in spellings of plural nouns of the face and body.</li> <li>-Notice the placement of adjectives after the noun phrase.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>-Write nouns and plural nouns for parts of the face and body.</li> <li>-Create an alien and write a simple description of its face and body (building on prior language of colours and numbers).</li> <li>-Write the adjective after the noun phrase.</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>-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>-Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>-Write using appropriate grammar structures for singular and plural nouns.</li> <li>-Describe people, places, things and actions orally and in writing.</li> </ul>	<p>And <b>et</b> I have... <b>J'ai ...</b></p> <p>Touch <b>Touchez</b> Move <b>Bougez</b> Relax <b>Relaxe</b></p>	
<b>Year 4 - Summer</b>	<p><b>Summer 1 – Jungle animals</b></p> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>-Recognise jungle animals and cognates.</li> <li>-Recognise adjectives used to describe animals in a story.</li> <li>-Understand simple sentences about body parts.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>-Explain if they are feeling well/unwell.</li> <li>-Say and revise body parts.</li> <li>-Name jungle animals and cognates.</li> <li>-Name and revise colours.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>-Read nouns and adjectives describing jungle animals.</li> <li>-Read body parts.</li> <li>-Recognise changes of spelling with plurals and adjectives.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>-Write a sentence using a noun, verb and adjective to describe animals.</li> <li>-Write a short jungle story.</li> </ul> <p><b>Summer 2 – Weather</b></p> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>-Recognise the name of ice cream flavours.</li> <li>-Recognise weather types from given statements.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>-Say different weather statements.</li> <li>-Say simple phrases to give the weather forecast.</li> <li>-Name ice cream flavours.</li> <li>-Say likes and dislikes about ice cream flavours.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>-Recognise the name of ice cream flavours.</li> <li>-Recognise weather types from statements written by oneself and others.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>-Write and copy weather statements.</li> <li>-Write what the weather is like in cities across France.</li> </ul>	<p><b>Summer 1 – Jungle Animals</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> <li>-Listen to and join in with a jungle animal story.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>-Develop accurate pronunciation and intonation when using familiar words and phrases.</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>-Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages).</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>-Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>-Describe jungle animals in writing.</li> </ul> <p><b>Summer 2 – Weather</b></p> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>-Listen attentively to spoken language in order to respond spontaneously to others.</li> <li>-Listen to an join in with native speakers.</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>-Engage in conversations; ask and answer questions; express opinions and respond to those of others.</li> <li>-Speak in sentences using familiar vocabulary and phrases and basic language structure.</li> <li>-Describe the weather in France orally.</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>-Read carefully and show an understanding of words and phrases in simple writing.</li> <li>-Practise reading key vocabulary.</li> <li>-Investigate sounds and silent letters with the vocabulary for the topic.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>-Present ideas and information to peers.</li> <li>-Write phrases from memory and using a frame to support.</li> <li>-Describe the weather in France in writing.</li> </ul>	<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>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 1</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 sentences about feelings. -Build upon simple sentences to include conjunctions when writing opinions about school subjects.</p> <p><b>Autumn 2 – The City</b> -Explore some landmarks of Paris. -know that € is the symbol for Euro – the currency of 20 countries in Europe including France.</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 a price of 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 using a scaffold.</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. -Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages).</p> <p><u>Writing</u> -Understand basic grammar appropriate to the topic including editing the spelling of masculine and feminine nouns.</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. -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> -Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -Describe places and actions in writing.</p>	<p><u>I am... Je suis...</u> (m) I am happy <b>Je suis heureux</b> (f) I am happy <b>Je suis heureuse</b> (m) I am proud <b>Je suis fier</b> (f) I am proud <b>Je suis fière</b> (m) I am surprised <b>Je suis surpris</b> (f) I am surprised <b>Je suis surprise</b> (m) I am confused <b>Je suis perdu</b> (f) I am confused <b>Je suis perdue</b> (m) I am tired <b>Je suis fatigué</b> (f) I am tired <b>Je suis fatiguée</b></p> <p><u>Revise feelings - see Year 3 Autumn 1</u> I am thirsty <b>J'ai soif</b> I am hungry <b>J'ai faim</b> I am cold <b>J'ai froid</b> I am hot <b>J'ai chaud</b></p> <p>Because <b>car</b> And <b>et</b> But <b>mais</b></p> <p><u>Revise greetings and numbers - see Year 3 Autumn 1</u> <u>Revise questions - see Year 3 Summer 2</u> I <b>je</b> He/his <b>il</b> she/her <b>elle</b></p> <p>I like <b>J'aime</b> I don't like <b>Je n'aime pas</b> English <b>L'anglais</b> Maths <b>Les maths</b> French <b>Le français</b> Science <b>Les sciences</b> Art <b>Le dessin</b> Geography <b>La géographie</b> PE <b>l'E.P.S</b> History <b>L'histoire</b></p> <p>It is...<b>c'est</b> ... Easy <b>facile</b> Boring <b>ennuyeux</b> Interesting <b>intéressant</b> Useful <b>utile</b> Difficult <b>difficile</b></p> <p><u>Revise numbers - see Year 3 Autumn 1/Year 4 Autumn 1</u> I would like.... <b>Je voudrais...</b> I would like (X) ticket(s) for... <b>Je voudrais (X) ticket(s) pour...</b> Please <b>S'il vous plaît</b></p> <p>The cinema <b>le cinéma</b> The zoo <b>Le zoo</b> The art gallery <b>La galerie d'art</b> The museum <b>Le musée</b> The swimming pool <b>La piscine</b> The stadium <b>Le stade</b> The underground <b>le métro</b> The park <b>Le parc</b> The railway station <b>La gare</b> The hospital <b>l'hôpital</b></p> <p>Where is ...? <b>Où est...?</b> Straight ahead <b>Tout droit</b> To the right <b>à droite</b> To the left <b>à Gauche</b></p> <p>beautiful <b>beau(m) belle(f)</b> big or large <b>grand(m) grande(f)</b> small <b>petit(m) petite(f)</b> old <b>vieux(m) vieille (f)</b> modern <b>moderne</b> interesting <b>intéressant(m) intéressante(f)</b></p> <p>a book <b>un livre</b> a pen <b>un stylo</b> a magnet <b>un aimant</b> a postcard <b>une carte postale</b> a tee-shirt <b>un tee-shirt</b> a keyring <b>un porte-clés</b></p> <p>How much is...? <b>Combien coûte...</b> (X) costs (X) euros <b>(X) coûte (X) euro/centimes</b></p>	<p>Primary Languages Network: French Stage 3 – Autumn 1</p> <p>Primary Languages Network: French Stage 3 – Autumn 2</p>
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<p><b>Year 5- Spring</b></p>	<p><b>Spring 1 – Healthy Eating</b></p> <p><u>Listening</u> -Recognise familiar food nouns and question stems in order to respond. -Recognise spoken patterns within words (numbers) to recognise multiples of ten to 100.</p> <p><u>Speaking</u> -Participate in a conversation about preferences of fruit and vegetables - ask and answer question. -Say 10-100 in multiples if ten -Participate in a simple shopping conversation. -Ask for the price of fruit and vegetables.</p> <p><u>Reading</u> -Read and understand written fruits and vegetables. -Read and understand written multiples of ten</p> <p><u>Writing</u> -Write simple sentences about fruit and vegetables in the form of a recipe (fruit kebab)</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><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>Revise articles (la/le) masculine feminine nouns</b> <b>Revise fruit and vegetables see Year 3 Summer 1</b></p> <p>Apple <b>la pomme</b> Banana <b>la banane</b> Onion <b>l'oignon</b> Carrot <b>la carotte</b> Grape <b>la grappe de raisin</b> Watermelon <b>la pastèque</b> Mango <b>la mangue</b> Pepper <b>le poivron</b> Salad <b>la salade</b> Potato <b>la pomme de terre</b></p> <p>My favourite fruit is... <b>Mon fruit préféré est ...</b> My favourite vegetable is... <b>Mon légume préféré est ...</b> What is your favourite fruit? <b>Quel est ton fruit préféré?</b> What is your favourite vegetable? <b>Quel est ton légume préféré?</b></p> <p><b>Revision of Numbers 1-20</b> 10 <b>dix</b> 20 <b>vingt</b> 30 <b>trente</b> 40 <b>quarante</b> 50 <b>cinquante</b> 60 <b>soixante</b> 70 <b>soixante-dix</b> 80 <b>quatre-vingt</b> 90 <b>quatre-vingt-dix</b> 100 <b>cent</b></p> <p>How much is ...? <b>Combien coûte...?</b> Euro – <b>Euro €</b> Cents – <b>centimes</b></p> <p>I have...<b>J'ai...</b> Do you have...? <b>Avez-vous...?</b></p> <p>Please <b>S'il vous plaît</b> Thank you <b>Merci</b></p>	<p>Primary Languages Network: French Stage 3 – Spring 1</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. -Correctly spell adjectives to match the determiner e.g. une - verte</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>Shirt <b>Une chemise</b> T-shirt <b>Un tee-shirt</b> Jumper <b>Un pull</b> Dress <b>Une robe</b> Trousers <b>Un pantalon</b> skirt <b>Une jupe</b> Shorts <b>Un short</b> Shoes <b>Des chaussures</b> Trainers <b>Des baskets</b> Sandals <b>Des sandales</b></p> <p><b>Revise colours - see Year 3 Autumn 1 and Year 4 Autumn 2</b></p> <p><b>And et</b> I wear <b>Je porte</b> You wear <b>Tu portes</b> He wears <b>Il porte</b> She wears <b>Elle porte</b></p>	<p>Primary Languages Network: French Stage 3 – Spring 2</p>

<p><b>Year 5- Summer</b></p>	<p><b>Summer 1 – Travel</b></p> <p><u>Listening</u> -Listen to questions about identity in order to respond. -Recall familiar vocabulary to understand simple information about planets.</p> <p><u>Speaking</u> - 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><u>Reading</u> -Read and understand simple information about planets. -Compare spellings in French and English (cognates and near cognates).</p> <p><u>Writing</u> -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><b>Summer 1 – Travel</b></p> <p><u>Listening</u> -Listen attentively to spoken language and show understanding by joining in and responding. -Listen to and appreciate a story about the galaxy.</p> <p><u>Speaking</u> -Engage in conversations about personal information. -Ask and answer questions about a person’s identity.</p> <p><u>Reading</u> -Read carefully and show understanding of words, phrases and simple writing. -Understand basic grammar (using the negative ‘not’). -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 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/J”). -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><b>Mercury 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> 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 1</p> <p>Primary Languages Network: French Stage 3 – Summer 2</p>
<p><b>Year 6- Autumn</b></p>	<p><b>Autumn 1 – This is Me</b></p> <p><u>Listening</u> -Recognise phrases about my own and others’ personality and appearance in order to respond and ask questions. -Listen carefully to recognise new words and phrases within extended sentences.</p> <p><u>Speaking</u> -Recall and extend phrases to talk about personality and appearance.</p>	<p><b>Autumn 1 – This is Me</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.</p>	<p>Revise greetings – see Year 3 Autumn 1 Revise questions - see Year 3 Autumn 2, Spring 2 &amp; Summer 2 Revise feelings - see Year 5 Autumn 1 I am sad <b>Je suis triste</b></p> <p>I am... <b>Je suis...</b> Shy/timid <b>timide</b> Strong <b>fort(m) forte(f)</b> Active <b>actif(m) active(f)</b> Creative <b>créatif(m) créative(f)</b> Funny <b>drôle</b> Sporty <b>sportif(m) sportive(f)</b></p>	<p>Primary Languages Network: French Stage 4 – Autumn 1</p>



	<p>-Adapt spoken language to quantify nouns e.g. les yeux marrons -Pronounce the correct adjectives depending on gender. -Say which job they would like to do in adulthood.</p> <p><u>Reading</u> -Read and understand sentences to describe appearance. -Read sentences about oneself. -Read and understand a rap song about someone's personality and appearance. -Recognise plural adjectives to describe plural nouns -Use a bilingual dictionary to find other professions.</p> <p><u>Writing</u> -Use plural adjectives to describe plural nouns -Use a model to write sentences about themselves. -Write sentences about their future career aspirations.</p> <p><b>Autumn 2 – Homes and Houses</b></p> <p><u>Listening</u> -Understand some nouns for rooms in a house. -Understand some nouns for furniture within a typical home. -Understand some prepositional phrases.</p> <p><u>Speaking</u> -Say some nouns for rooms in a house. -Say where things are using prepositions.</p> <p><u>Reading</u> -Read some nouns for rooms in a house. -Read some items of furniture within a typical home -Read prepositional phrases to describe where items are. -Use a bilingual dictionary to check spellings/new words.</p> <p><u>Writing</u> -Write a simple cartoon story about rooms in a house using prepositions.</p>	<p>-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><u>Reading</u> -Appreciate poems and rhymes in French. -Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. -Read carefully and show understanding of words, phrases and simple writing. -Recognise grammatical features of the language</p> <p><u>Writing</u> -Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -Describe people and actions in writing. -Understand basic grammar appropriate to the language being studied.</p> <p><b>Autumn 2 – Homes and Houses</b></p> <p><u>Listening</u> -Listen to, understand and appreciate a cartoon story. -Explore and listen for patterns, silent letters and key sounds.</p> <p><u>Speaking</u> -Pronounce unfamiliar words accurately using key sounds knowledge. -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> -Identify masculine, feminine and plural nouns. -Identify key sounds and silent letters. -Use a bilingual dictionary to check spellings/new 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> -Use a model to write a simple cartoon story -Describe places, things and actions in writing.</p>	<p>Courageous <b>courageux(m) courageuse(f)</b> Calm <b>calme</b></p> <p><b>Revise colours – see Year 3 Autumn 1</b> <b>Revise body parts – see Year 4 Spring 1</b> I have... <b>J'ai</b> Blond <b>blonds</b> Red <b>roux</b> Use in context of hair colour <b>and et</b></p> <p>This is me <b>c'est moi</b> Always <b>toujours</b> Sometimes <b>parfois</b> <b>But mais</b></p> <p>I would like to be... <b>Je voudrais être</b> Astronaut <b>astronaute</b> Teacher <b>professeur</b> Author <b>auteur</b> Dentist <b>dentist</b> Doctor <b>médecin</b> Footballer <b>footballeur</b></p> <p><b>Revise colours and numbers – see Year 3 Autumn 1</b> <b>Revise numbers to 60 – see Year 5 Spring 1</b> The house <b>La maison</b> A lounge <b>Un salon</b> A kitchen <b>Une cuisine</b> A bathroom <b>Une salle de bains</b> A dining room <b>Une salle à manger</b> A bedrooms <b>une chambre</b> A garden <b>Un jardin</b></p> <p>In my... <b>Dans ma...</b> <b>There is/are ... Il y a...</b> A bed <b>Un lit</b> Window <b>Une fenêtre</b> Door <b>Une porte</b> Rug <b>Un tapis</b> Armchair <b>Un fauteuil</b> Table <b>Une table</b></p> <p><b>Is est</b> In front <b>devant</b> Behind <b>derrière</b> On <b>sur</b> Under <b>en dessous</b> In <b>dans</b></p>	<p>Primary Languages Network: French Stage 4 – Autumn 2</p>
<p><b>Year 6 - Summer</b></p>	<p><b>Summer 1 – Exploring German</b></p> <p>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> -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.</p>	<p><b>Summer 1 – Exploring German</b></p> <p><u>Listening</u> -Listen to and join in with native speakers. -Appreciate songs and rhymes in the language</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><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 wiedersehen</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></p>	<p>Primary Languages Network: German Stage 1 – Autumn 1</p>

	<p>-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 4 colour names. -Write 4 number names. -Write hello and goodbye.</p>	<p><u>Reading</u> -Practise reading numbers 0-10 and 6 colours. --Explore the phoneme – grapheme links within the nouns and link these to already familiar sounds and words.</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>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>	
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