

Birchwood Languages Curriculum Map



Year Group	Substantive Knowledge	Disciplinary Knowledge	Vocabulary	Resources
<p>Year 3 - Autumn</p>	<p>Autumn 1 - A New Start 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>Autumn 1 - A New Start</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>Hello Salut Good day Bonjour Goodbye Au revoir See you soon A bientôt How are you? Comment ça va ? I am good/fine Ça va bien I am not good Ça va mal And you? Et toi? What are you called? Comment t'appelles tu? I am called... Je m'appelle...</p> <p>The numbers Les nombres Zero Zéro One Un Two Deux Three Trois Four Quatre Five Cinq Six Seven Sept Eight Huit Nine Neuf Ten Dix</p> <p>The colours Les couleurs Blue Bleu Green Vert Yellow Jaune Black Noir Red Rouge White Blanc</p> <p>What colour is it? C'est de quelle couleur? Is it ...? C'est...?</p>	<p>Primary Languages Network: French Stage 1 - Autumn 1</p>
	<p>Autumn 2 – Calendar and Celebration</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><u>Speaking</u> -Say 6 additional colours (grey, gold, pink, brown, purple, silver). -Say the days of the week. -Say the months of the year.</p> <p><u>Reading</u> - Read 6 additional colours (grey, gold, pink, brown, purple, silver) -Read the days of the week. -Read the months of the year.</p> <p><u>Writing</u> -Write 3 days of the week.</p>	<p>Autumn 2 – Calendar and Celebration</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>Grey Gris Gold Or Pink Rose Brown Marron purple Violet Silver Argent</p> <p>Listen écoutez, sit down asseyez-vous, stand up levez- vous, say chantez, look regardez, repeat repetez</p> <p>The days of the week Les jours de la semaine What day is it today? C'est quel jour aujourd'hui? What day is it tomorrow? C'est quel jour demain?</p> <p>Monday lundi Tuesday mardi Wednesday mercredi, Yhursday jeudi Friday vendredi Saturday Samedi, Sunday dimanche</p> <p>What month is it? C'est quel mois? Can you guess the month? Pouvez vous devinez le mois? When is your birthday? C'est quand ton anniversaire? My birthday is in... Mon anniversaire est en...</p> <p>January janvier February février March mars April avril May mai June juin July juillet , August août September septembre October octobre November novembre December décembre</p>	<p>Primary Languages Network: French Stage 1 - Autumn 2</p>

<p>Year 3- Spring</p>	<p>Spring 1 – Animals</p> <p><u>Listening</u> -Recognise animal nouns. -Recognise animal nouns in plural form.</p> <p><u>Speaking</u> -Ask 'What is it?' -Answer a question using, "It is ..." -Say the animal nouns</p> <p><u>Reading</u> -Read animal nouns. -Read animal nouns in plural form.</p> <p><u>Writing</u> -Write a simple sentence about animals.</p> <p>Spring 2 – Carnivals -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>Spring 1 – Animals</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.</p> <p><u>Reading</u> -Explore the phoneme – grapheme links within the nouns and link these to already familiar sounds and words.</p> <p><u>Writing</u> -Use a model to write a sentence about animals.</p> <p>Spring 2 – Carnivals 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>A cat Un chat A dog Un chien A fish un poisson A bird Un oiseau A horse Un cheval A rabbit Un lapin A mouse Une souris A sheep Un mouton A snake Un serpent A cow Une vache</p> <p>What is it? Qu'est ce que c'est? It is...c'est ...</p> <p>Onze- 11 Douze- 12 Treize- 13 Quatorze- 14 Quinze- 15</p> <p>Quel âge as-tu?- How old are you? J'aians – I am years old</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>
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<p>Year 3- Summer</p>	<p>Summer 1 – Food</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>Summer 2 – Going on a picnic</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>Summer 1 - Food</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>Summer 2 – Going on a picnic</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>Apples Des pommes Pears Des poires Bananas Des bananes Oranges Des oranges Lemons Des citrons Strawberries Des fraises Tomatoes Des tomates Onions Des oignons Carrots Des carottes Cucumbers Des concombres Peaches Des pêches Grapes Des raisins Melons Des melons Plums Des prunes Please S’il vous plaît Thank you Merci What would you like? Qu’est ce que tu voudrais? I would like... Je voudrais ...</p> <p>Where do you live? Où habites-tu? I live in ... J’habite à... Do you live in...? Tu habites à...? And you? Et toi?</p> <p>The hill La colline The beach La plage River La rivière The forest La forêt Sand Le sable Meadow Le pré</p> <p>Fruit Des fruits Orange Juice un jus d’orange Salad une salade Crisps des chips Water de’leau A sandwich un sandwich</p> <p>Revise numbers 1-15 Revise colours</p>	<p>Primary Languages Network: French Stage 1 – Summer 1</p> <p>Primary Languages Network: French Stage 1 – Summer 2</p>
<p>Year 4- Autumn</p>	<p>Autumn 1 – My School, Your School</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>Autumn 1 – My School, Your School</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 La salle de classe The rucksack Le sac à dos The pencil Le crayon The pen Le stylo The book Le livre Pencil sharpener Le taille de crayon The eraser La gomme The table La table The chair La chaise The ruler La règle Some scissors Des ciseaux Some coloured pencils Des crayons de couleurs Some glue De la colle</p> <p>Have you got ...? As-tu ...? I have ... J’ai I have not ... Je n’ai pas ...</p> <p>The school l’école The playground la cour de récréation The dinner hall la cantine The staffroom la salle des profs The toilets les toilettes The office le bureau</p>	<p>Primary Languages Network: French Stage 2 – Autumn 1</p>

	<p>Autumn 2 – My Local Area, Your Local Area</p> <p><u>Listening</u> -Respond to classroom instructions and useful commands. -Recognise places in a town. -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>Autumn 2 – My Local Area, Your Local Area</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.</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>Listen écoutez, sit down asseyez-vous, stand up levez- vous, say chantez, look regardez, repeat repetez</p> <p>What colour is it C'est de quelle couleur? Look at the colours Regardez les couleurs Grey Gris Gold Or Pink Rose Brown Marron purple Violet Silver Argent</p> <p>The supermarket Le supermarché The bakery La boulangerie The butchers La boucherie The cafe Le café The restaurant Le restaurant The stadium Le stade The chemist La pharmacie The hotel L'hôtel The cinema Le cinéma</p> <p>Here is... Voici ... Where is ...? Où est...?</p>	<p>Primary Languages Network: French Stage 2 – Autumn 2</p>
<p>Year 4 - Spring</p>	<p>Spring 1 - Epiphany -Know that Epiphany is a feast celebration celebrated on 6th January to 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 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.</p> <p><u>Writing</u> -Write personal information about a family member -Write simple sentences to describe an alien</p>	<p>Spring 1 - Epiphany Taste French foods typically eaten at Epiphany..</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.</p>	<p>The dad Le papa The brother Le frère The baby Le bébé The grandad Le grand-père The mum La maman The sister La soeur The grandma La grand-mère The family La famille</p> <p>Who are you? Qui es-tu? I am... Je suis...</p> <p>The nose Le nez The mouth La bouche The head La tête The hair Les cheveux The eyes Les yeux the ears Les oreilles</p> <p>What colour is ...? De quelle couleur est ...? What colour are...? De quelle couleur son....? The mouth is... La bouche est ... The ears are... Les oreilles sont ...</p>	<p>Primary Languages Network: French Stage 2 – Spring 1</p> <p>https://www.cbc.ca/kidsCBC2/the-feed/what-is-epiphany</p> <p>Frangipane tarts (similar to galette de rois) Brioche, apricot jam, candied fruits</p>

	<p>Spring 2 – Parts of the Body</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>Spring 2 – Parts of the Body</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 Le nez The mouth La bouche The head La tête The hair Les cheveux revision The eyes Les yeux The ears Les oreilles</p> <p>Heads La tête Shoulders Les épaules Knees Les genoux Toes Les doigts de pied Legs Les jambes Feet Les pieds Hands Les mains Arms Les bras</p> <p>Think about Pensez à Touch Touchez Move Bougez Lift levez Stretch étirez Turn tournez Stand still restez immobile Breathe respirez</p> <p>Left Gauche Right droite</p>	<p>Primary Languages Network: French Stage 2 – Spring 2</p>
<p>Year 4 - Summer</p>	<p>Summer 1 – Jungle animals</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>Summer 1 – Jungle Animals</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 La jungle The giraffe La girafe The snake Le serpent The parrot Le perroquet The monkey Le singe The tiger Le tigre The elephant l'éléphant</p> <p>Walking through the jungle On va marcher dans la jungle What can you see Qu'est-ce que tu peux voir? Listen and look Écoute et regarde It' s... C'est... Small petit Big grand Long long Quick rapide Multicoloured multicolore Fierce/frightening terrible</p> <p>What's wrong? Qu'est-ce qu'il y a? I don't feel well Je ne me sens pas bien I have toothache j'ai mal aux dents I have a headache j'ai mal à la tête I have earache j'ai mal à l'oreille I have tummy ache j'ai mal au ventre I have cut my knee Je me suis coupé au genou</p>	<p>Primary Languages Network: French Stage 2 – Summer 1</p>

	<p>Summer 2 – Weather</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>Summer 2 – Weather</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 La météo What's the weather like? Quel temps fait-il? It's sunny Il y a du soleil It's cloudy Il y a des nuages It's windy Il y a du vent It's foggy Il y a du brouillard It's cold Il fait froid It's hot Il fait chaud It's snowing Il neige It's raining Il pleut</p> <p>Spring printemps Summer été Autumn automne Winter hiver</p> <p>In... À...</p> <p>Ice cream un glace Strawberry Fraise Vanilla Vanille Chocolate chocolat Lemon citron Mint Chocolate menthe chocolat With sprinkles avec des vermicelles</p> <p>What would you like? Qu'est ce que tu voudrais? I would like ... Je voudrais ...</p>	<p>Primary Languages Network: French Stage 2 – Summer 2</p>
<p>Year 5- Autumn</p>	<p>Autumn 1 - School</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>Autumn 1 - School</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 Je suis heureux I am thirsty J'ai soif I am sad Je suis triste I am funny Je fais le fou I am confused Je suis perdu I am hungry J'ai faim I am hot J'ai chaud I am cold J'ai froid I am tired Je suis fatigué(e) I am phenomenal Je suis en pleine forme</p> <p>How are you today? Comment te sens-tu aujourd'hui? How are you? Comment ça va ? I am good Ça va bien I am not good Ça va mal I am okay ça va comme-çi comme-ça And you? Et toi? Because car</p> <p>What is he/she called? Comment s'appelle t-il/t'elle. He/she is called... Il/elle s'appelle How old is she /he? Quel âge as-t'elle/ t'il? She/he is ... years old Elle/Il a...ans Where does he/she live? Où habite t-il/t'elle? He/she lives in... Il/Elle habite à...</p> <p>I like J'aime I don't like Je n'aime pas</p> <p>Geography La géographie PE L'EPS RE La religion History L'histoire Computing La technologie Reading Lire French Le français English L'anglais Maths Les maths Art Le dessin Science Les sciences</p>	<p>Primary Languages Network: French Stage 3 – Autumn 1</p>

	<p>Autumn 2 – The City</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>Autumn 2 – The City</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>The park Le parc The zoo Le zoo The railway station La gare The shopping centre Le centre commercial The museum Le musée The art gallery La galerie d'art The leisure centre Le centre sportif The swimming pool La piscine</p> <p>What's in the town (city)? Qu'est -ce qu'il y a dans la ville? There is/ there are... Il y a... Welcome to my town Bienvenue dans ma ville In my town there is / are Dans ma ville, il y a...</p> <p>Where is ...? Où est...? Left Gauche Right droite Straight Left Gauche Right droite Tout droit</p> <p>Chocolate des chocolats A teddy plush un ours en peluche Superhero figurines des figurines super-héros A puppet une poupée A book un livre Slippers des chaussons</p> <p>I would like.... Je voudrais... Please S'il vous plaît Thank you Merci</p>	<p>Primary Languages Network: French Stage 3 – Autumn 2</p>
<p>Year 5- Spring</p>	<p>Spring 1 – Healthy Eating</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><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>Spring 1 – Healthy Eating</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>Apple Une pomme Banana Une banane Onion Un oignon Carrot Une carotte Grape Une grappe de raisin Watermelon Une pastèque Mango Une mangue Pepper Un poivron Salad Une salade Potato Une pomme de terre Strawberries Des fraises Pears Des poires How much is ...? C'est combien...? It is... C'est ...centimes</p> <p>Please S'il vous plaît Thank you Merci What would you like? Qu'est ce que tu voudrais? I would like... Je voudrais ...</p>	<p>Primary Languages Network: French Stage 3 – Spring 1</p>

	<p>Spring 2 – Clothes</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>Spring 2 – Clothes</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>Socks Des chaussettes Shoes Des chaussures Trousers Un pantalon Shorts Un short Jeans Un jean Dress Une robe skirt Une jupe Shirt Une chemise blouse Une blouse Tie Une cravate Jumper Un pull Sweatshirt Un sweat Tshirt Un tee-shirt Trainers Des baskets Coat Un manteau Hat Un chapeau Gloves Des gants Scarf Une écharpe What are you wearing? Qu’est ce que tu portes? What are you going to wear Qu’est ce que tu vas porter? I wear Je porte I am wearing Je porte I am going to wear Je vais porter A long skirt Une jupe longue A short skirt Une jupe courte A blue skirt Une jupe bleue A big coat Un grand manteau A small coat Un petit manteau</p>	<p>Primary Languages Network: French Stage 3 – Spring 2</p>
<p>Year 5- Summer</p>	<p>Summer 1 – Travel</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>Summer 1 – Travel</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 (using the negative ‘not’.)</p>	<p>Mercure Vénus Mars Jupiter Saturne Uranus Neptune Pluton</p> <p>The Earth la Terre The moon la lune the sun le soleil What is your name? Quel est ton nom? My name is... Mon nom est... What is your address? Quelle est ton adresse? My address is... Mon adresse est... What is your birth date? Quelle est la date de ton anniversaire? My birth date is... Mon anniversaire est le ... What is your nationality? Quelle est ta nationalité? British Britannique French Française Polish Polonaise Romanian Roumaine Indian Indienne Chinese Chinoise</p>	<p>Primary Languages Network: French Stage 3 – Summer 1</p>

	<p>Summer 2 – Going to the Beach</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>Summer 2 – Going to the Beach</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>The beach La plage</p> <p>Beach Bag Le sac de plage In my beach bag there is... Dans mon sac de plage, il y a... Flip flops Des tongues Sun hats Des chapeaux A cap Une casquette Suncream De la crème solaire Sunglasses Des lunettes de soleil A swimsuit Un maillot de bain</p> <p>Come to the beach Viens à la plage It’s sunny, the sand is golden and the sky is blue Il y a du soleil, la sable est dore et ciel est bleu We can eat ice creams On peut manger des glaces We can go swimming On peut nager We can picnic On peut faire un pique nique We can build sandcastles On peut faire des châteaux de sable We can play ball On peut jouer au ballon We can play rackets On peut jouer aux raquettes We can jump in the waves On peut sauler dans les vagues</p>	<p>Primary Languages Network: French Stage 3 – Summer 2</p>
<p>Year 6- Autumn</p>	<p>Autumn 1 – Everyday Life</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><u>Reading</u> -Use a bilingual dictionary to find meaning of new time vocabulary. -Read sentences about oneself. -Identify first and second person singular verbs. -read the time in order to say it aloud. -Read and understand a poem about feelings.</p> <p><u>Writing</u> -Write a description about an imaginary superhero using a class word bank. -Write about a daily routine.</p>	<p>Autumn 1 – Everyday Life</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><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.</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>Revise feelings: I am happy Je suis heureux I am thirsty J’ai soif I am sad Je suis triste I am funny Je fais le fou I am confused Je suis perdu I am hungry J’ai faim I am hot J’ai chaud I am cold J’ai froid I am tired Je suis fatigué(e) I am phenomenal Je suis en pleine forme</p> <p>Large Grand(m) Grande(f) Small Petit(m) Petite(f) Courageous courageux(m) courageuse(f) Shy/timid timide Fast rapide Slow lent(m) lente(f)</p> <p>Revise numbers to 60: 20 Vingt (21 vingt et un, 22 Vingt-deux etc) 30 Trente 40 Quarente 50 Cinquante 60 Soixante</p> <p>What time is it? Quelle heure est-il? It is Il est It’s one o’clock Il est une heure Two o’clock Deux heures Three o’clock Trois heures etc Midday Midi Midnight Minuit</p> <p>I wake up Je me reveille I get up Je me lève I get dressed Je m’habille I brush my teeth Je me brosse les dents I shower Je me douche I eat breakfast Je mange mon petit déjeuner I go to school Je vais à l’école</p> <p>When do you get up? Quand te lèves-tu? When do you have breakfast? Quand manges-tu ton petit déjeuner? When do you go to school? Quand vas-tu à l’école? When do you brush your teeth? Quand te brosses-ti les dents? When do you get dressed? Quand t’habilles-tu?</p>	<p>Primary Languages Network: French Stage 4 – Autumn 1</p>

	<p>Autumn 2 – Homes and Houses</p> <p><u>Listening</u> -Understand some nouns for rooms in a house.</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. -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>Autumn 2 – Homes and Houses</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>This is my house! Voici ma maison! My house has... Ma maison a ... My house hasn't... Ma maison n'a pas ... I live in a flat J'habite dans un appartement It's big C'est grand Small Petit Cosy Confortable Messy En désordre Near to my grandma's house Près de chez ma grand-mère In the house there is/are Dans la maison il y a There isn't/ aren't... Il n'y a pas A kitchen Une cuisine A bathroom Une salle de bains A lounge Un salon A garden Un jardin A garage Un garage A dining room Une salle à manger Bedrooms Des chambres I like my bedroom because... J'aime ma chambre parce que ... What is there in the house? Qu'est ce qu'il y a dans la maison?</p>	<p>Primary Languages Network: French Stage 4 – Autumn 2</p>
<p>Year 6 - Spring</p>	<p>Spring 1 – Sport</p> <p><u>Listening</u> -Listen to and understands a peers likes and dislikes about sport. -Understands simples sentences about how to play a sport.</p> <p><u>Speaking</u> -Say which sports are liked and disliked. -Say how to play sports using simple sentences.</p> <p><u>Reading</u> -Read and understand sports and likes/dislikes. -Identify parts of the present tense verb 'to play' "jouer".</p> <p><u>Writing</u> -Write some simple present tense sentences using verb "jouer" with support. -Say how to play sports using simple sentences.</p>	<p>Spring 1 - Sport</p> <p><u>Listening</u> -Listen attentively to spoken language and show understanding by joining in and responding.</p> <p><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.</p> <p><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.</p> <p><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.</p>	<p>Cricket Le cricket Tennis Le tennis football Le foot Swimming La natation horseriding L'équitation Gymnastics La gymnastique Dance La danse Basketball Le basket Rugby Le rugby</p> <p>Do you like..? Tu aimes...? I like... because it's... j'aime...car c'est... I don't like...because it's...Je n'aime pas...car c'est...</p> <p>Fast Rapide Boring ennuyeux Interesting intéressant Difficult difficile Elegant gracieux It's good for my health c'est bon pour ma santé</p> <p>I play Je joue You play Tu joues He plays Il joue He plays Elle joue We play Nous jouons They play Ils jouent They play Elles jouent</p>	<p>Primary Languages Network: French Stage 4 – Spring 1</p>

<p>Year 6 - Summer</p>	<p>Summer 1 – Café Culture -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?</p> <p><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.</p> <p><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.</p> <p><u>Reading</u> -Read some traditional French foods and drinks. -Compare spellings in French and English (cognates and near cognates). -Use a bilingual dictionary to find breakfast items.</p> <p><u>Writing</u> -Write what food and drink they like/dislike. -Write a simple sentence about breakfast. -Create a hotel breakfast menu.</p> <p>Summer 2 – Exploring German 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. -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>Summer 1 – Café Culture -Taste French breakfast food items. -Understand etiquettes and some traditions of France.</p> <p><u>Listening</u> -Listen attentively to spoken language. -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. -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.</p> <p><u>Reading</u> -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> -Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -Understand and apply basic grammar (m & f forms) to build sentences. -Understand and apply basic grammar (key features and patterns- cognates) to build sentences.</p> <p>Summer 2 – Exploring German</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><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>drinks Les boissons a black coffee Un café a coffee with milk Un café au lait a coffee with cream Un café crème a hot chocolate Un chocolat chaud mint cordial Un sirop de menthe water Une eau minérale cola Un coca</p> <p>Meals (dishes) Plats Ham and cheese toastie Un croque-monsieur Ham toastie with an egg on top Un croque-madame Ice cream Une glace Chips Une portion de frites Steak and chips Un steak frites Green salad Une salade verte Omelette Une omelette</p> <p>Do you like..? Tu aimes..? love j'adore I like j'aime I don't like Je n'aime pas I hate Je déteste</p> <p>Vous désirez?- What would you like? Je prends – I will have Je voudrais...I would like Here it is Voilà</p> <p>NB: The letter eszett 'ß' is used interchangeably with 'ss' – this is to match the teaching at TPS.</p> <p>Hello Hallo Good day Guten Tag Goodbye Auf wiedersehen See you soon Bis Bald Bye Tschüss How are you? Wie gehts? I am good/fine Es geht mir gut I am not good Es geht mir schlecht And you? And you? What are you called? Wie heist du? I am called... Ich heisse...</p> <p>Zero Null One Eins Two Zwei Three Drei Four Vier Five fünf Six sechs Seven Sieben Eight Acht Nine Neun Ten Zehn</p> <p>Blue Blau Green Grün Yellow Gelb Black Schwarz Red Rot White Weiss</p>	<p>Primary Languages Network: French Stage 4 – Summer 1</p> <p>Croissants, fruits, orange juice.</p> <p>Primary Languages Network: German Stage 1 – Autumn 1</p>
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