Birchwood Languages Curriculum Map

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| When France is in the world Google carly histed May of France of Section 1 and France of Section 1 and France of Section 1 and Section 2 and Section 1 and Section 2 and Section 2 and Section 2 and Section 1 and Section 2 and Section 3 and Section 2 and S | ear Group | Substantive Knowledge | Disciplinary Knowledge | Vocabulary | Resources |
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| Where strance is in the world/congel carth index dup of is rance/ virtual does to use of finance, know the consume of the vernets flag. Jeanning Alexandra | | | | | |
| Auturn 2 - Calendar and Celebration Witz a district or face o | Year 3 - | Autumn 1 - A New Start | Autumn 1 - A New Start | | Primary Languages Network: Fren |
| Similar to colours of the French flag. Literating -Recoglise the words for help and goodlye. Recoglise poles months region grains referring words. Recoglise golder months of D.D. Sealing -Not to spy help and goodlye. How you show some recommend french first carried and the sealing for the words and store the words and intonsion skills for the woodsularly for the number of D.D. Sealing -Not to spy help and goodlye. How you show some recommend french first carried grain with words, phrases and songsNot you spy help and goodlyeSay in colours (bur, when, yee, back, yellow, green). Speaking -Not on the yellow of colours (bur, when, yee, back, yellow, green). Speaking -Not on the yellow of the words and goodlyeRead of colours -Not spy help and goodlyeNot spy help and | Autumn | Where France is in the world/Google Earth linked Map of France/ | | | Stage 1 - Autumn 1 |
| Show the colours of the French Rig. Lidenting | | | | Goodbye Au revoir | |
| Learning Acting the words for holio and goodbye. Acting great the words and do not goodbye. Acting great the words and do not goodbye. Acting great the words and do not goodbye. Acting great the words have arrane and explore to fire. Annual to the words and do not goodbye. Acting great the words and great the words great the words great the words great the words and great the words great the words and great the words. Autumn 2 — Calendar and Calebration Learning Autumn 3 — Calendar and Calebration Learning Autumn 4 — Calendar and Calebration Learning Autumn 5 — Calendar and Calebration Learning Autumn 6 — Calendar and Calebration Learning Autumn 7 — Calendar and Calebration Learning Autumn 8 — Calendar and Calebration Learning Autumn 9 — Calendar and Calebration Learning Autumn 9 — Calendar and Calebration Learning Autumn 9 — Calenda | | | | See you soon A bientôt | |
| Littening Recognise the words for helib and goodbysRecognise spoken feating wordsRecognise spoken relating spoken relati | | -know the colours of the French flag. | | How are you? Comment ca va ? | |
| Listerning Lis | | | | | |
| -Recognise the works for felici and goodbyeRecognise spokern numbers 0-10Recognise spokern numbers 0-10Recognise spokern numbers 0-10Recognise spokern numbers of the plant of goodbyeRecognise the months of the yearRecognise the months of th | | Listening | Listening | | |
| -Recognies spoken feeling wordsRecognies spoken recommon vestionRecognies spoken numbers 0-20Recognies spoken numbers of spoken numbers of numbers numbers and sometimes from the unstRecognies spoken numbers of | | -Recognise the words for hello and goodhye | -listen to and join in with native speakers | | |
| -Recognise spoker numbers 0-10-0 -Recognise spokers marked to specified in the specified of the problem of the | | | Eister to und join in with hative speakers. | | |
| -Recognise spoken numbers 0-12. -Seaking -Inter to large yields and goodbye -Inter to large yields | | | | | |
| Socialize -How to as help and goodbyeHow to as help and goodbyeSay of colours (bite, white, red., black, yellow, green). -Say numbers 0-10Say of colours (bite, white, red., black, yellow, green). -Boad number 0-10Road coloursWitter -Pound number 0-10Road of coloursWitter -Witter bello and goodbyeVitter hello and goodbyeVitter hello and goodbye. -Autumn 2 - Calendar and Celebration Listening -Road white weekRoad bello and goodbyeVitter hello and goodbye. -Autumn 2 - Calendar and Celebration Listening -Road souther numbers and explore the phoneme—graphene -Index on the syllables of the words and practise writing. -Autumn 2 - Calendar and Celebration Listening -Road of GoodbyeAutumn 2 - Calendar and Celebration | | | | I am called Je m'appelle | |
| Speaking How to say helds and goodshye. How to say know someone is feeling. How to say and give a runner and respirer some common French first names. How the unit. How th | | -Recognise spoken numbers 0-10. | | | |
| Solewing How to sek and give a name and explore some common French first name. -Say numbers 0-10. Seguilar -Read number 0-10. -Read colours; falue, white, yed, black, yellow, green. -Read number 0-10. -Read colours; falue, white, yed, black, yellow, green. -Read number 0-10. -Read colours; falue, white, yed, black, yellow, green. -Read number 0-10. -Read colours. -Writing | | | | | |
| How to ask held and goodbyeHow to ask ned ye a name and explore some common French first nameSept numbers 9-10Beading | | Sneaking | Sneaking | | |
| -How to ask how someone is feeling. -How to ask how someone is feeling. -Say a number 0-10Say's colours (blue, white, red, black, yellow, green). -Beading -Read number 0-10Read 6 colours. -Writing -Writing 2 -Writing 3 colour fames. -Write 3 number names. -Write 1 number 2 -Writing 3 colours (blue, white, red, black, yellow, green). -Writing 1 -Writing 3 colours. -Writing 1 -Writing 3 colours (blue, white, red, black, yellow, green). -Writing 1 -Writing 2 -Writing 3 -Writing 3 -Writing 3 -Writing 4 -Writing 4 -Writing 4 -Writing 5 -Writing 4 -Writing 5 -Writing 5 -Writing 4 -Writing 5 -Writing 5 -Writing 5 -Writing 5 -Writing 5 -Writing 6 -Writing 6 -Writing 6 -Writing 6 -Writing 6 -Writing 7 -Writing 6 -Writing 7 -Writing 7 -Writing 8 -Writing 7 -Writing 8 -Writing 8 -Writing 7 -Writing 8 -Writing 8 -Writing 8 -Writing 8 -Writing 8 -Writing 9 -Wr | | | | One Un | |
| -thou to ask and give a name and explore some common French first names. -Say runthers O-10Say is colour; folue, white, red, black, yellow, green). -Reading -Read number of 10Read is colours. -Writing -Phactise reading numbers 0-10 and 6 colours. -Ph | | | | Two Deux | |
| namesSay mathers 0-10Say 6 colours (blue, white, red, black, yellow, green). -Beading -Beading -Practise reading numbers 0-10 and 5 colours. -Write 3 colours are colours. -Write 3 colours are colours. -Write 3 colours are colours. -Write 3 colour namesWrite 3 colour namesWrite 3 colour namesWrite 3 number namesWrite 3 colour namesWrite 3 c | | | -Practise pronunciation and intonation skills for the vocabulary for | Three Trois | |
| namesSay numbers 0-10Say 6 colours (blue, white, red, black, yellow, green). -Bead furnisher 0-10Bead 6 colours. -Writing -Practise reading numbers 0-10 and 6 colours. -Practise reading numbers 0-10 and numbers of num | | -How to ask and give a name and explore some common French first | the unit. | Four Quatre | |
| Say Colours (blue, white, red., black, yellow, green). Beading Reading R | | | | | |
| Say 6 colours (blue, white, red, black, yellow, green). Reading Readi | | | | · · | |
| Beading -Read number 0-10Read 6 colours. Writing -Write 3 colour namesWrite 3 runber or marksWrite 3 runber or marksFocus on the syllables of the words and practise writing. Autumn 2 - Calendar and Celebration Listening -know the meaning of command wordsRecognise the days of the weekRecognise the months of the year. Spaking -Say 6 additional colours (grey, gold, pink, brown, purple, silver)Say the months of the year. Spaking -Reading -Precise received by the months of the yearSpek in merchence, using familiar words and phrasesSpek in mencence, using familiar words and phrasesReading -Precise seading key vocabulary, neme and words and select letters with the vocabulary for the days of the weekRead the months of the year. -Mriting -Precise seading key vocabulary, neme and precise promocence and promoc | | · · | | | |
| Reading Readin | | -Say 6 colours (blue, white, red, black, yellow, green). | | • | |
| Reading | | | | 9 | |
| Reading Read mumber 0-10. Read of colours. Writing Wr | | | | | |
| -Read for number 0-10Read for Colours. Writing -Write 3 colour namesWrite 3 number a mamesWrite 10 and goodbye. Autumn 2 - Calendar and Celebration Listening -Now the meaning of command wordsRecognise the days of the week. Speaking -Say of additional colours (grey, gold, pink, brown, purple, silver)Say the days of the weekSay the months of the year. Reading -Read the days of the weekRead the months of the year. Reading -Read the months of the year. Read the months of the | | Reading | Reading | Ten Dix | |
| -Read 6 colours. Witting -Write 3 colour namesWrite 3 colour namesWrite 1 and goodbye. Autumn 2 - Calendar and Celebration Listening -Know the meaning of command wordsRecognise the days of the weekRecognise the months of the year. Speaking -Say 6 additional colours (grey, gold, pink, brown, purple, silver)Say the months of the year. Speaking -Read 6 additional colours (grey, gold, pink, brown, purple, silver)Read 6 additional colours (grey, gold, pink, brown, purple, silver)Read the days of the weekPevelop accurate pronunciation and intonation so that hey are reading aloud or using familiar words and phases. Read the days of the weekRead the days of the weekRead the days of the weekRead the months of the year. Writing -Writing | | | | | |
| Writing Writing Writing Writing Colour names. Write 3 number names. Writing Autumn 2 — Calendar and Celebration Listening Necopia the days of the week. Recopias the days of the week. Speaking Say 6 additional colours (grey, gold, pink, brown, purple, silver). Say the days of the week. Speaking Say 6 additional colours (grey, gold, pink, brown, purple, silver). Write 3 number names. Reading Norman selection of the year. Writing Reading Norman selection of the week. Writing Reading Norman selection of the power of the week. Read the days of the week. Read the months of the year. Writing Writing Reading Norman selection of the year. Writing Reading Norman selection of the week. Read the months of the year. Writing Writing Reading Norman selection of the week. Writing Writing Reading Norman selection of the words and phrases. Writing Reading Norman selection of the words of the week and explore the phoneme— Reproduce of the words of the week. Read the days of the week. Writing Reading Norman selection of the words of the week and explore the phoneme— Reading Norman selection is Crest defined and explore the phoneme— Reading Norman selection is Crest defined and explore the phoneme— Reading Norman se | | | -Practise reading numbers 0-10 and 6 colours. | The colours Les couleurs | |
| Writing -Write 3 colour namesWrite 3 colour namesWrite 3 colour namesWrite 3 colour namesWrite 4 colour namesWrite 4 colour namesWrite 4 number namesWrite 6 number namesWrite 6 number namesFocus on the syllables of the words and practise writing. Autumn 2 - Calendar and Celebration Listening -Konow the meaning of command wordsRecognise the days of the weekRecognise the months of the yearSpeaking -Say 6 additional colours (grey, gold, pink, brown, purple, silver)Say the days of the weekSay the months of the year. Speaking -Read 6 additional colours (grey, gold, pink, brown, purple, silver)Read flow gold or substantial products of the year. Reading -Read flow gold or Screen flow words and practise writing. Writing -Writing -Writ | | -Read 6 colours. | | Blue Bleu | |
| | | | | Green Vert | |
| | | Writing | Writing | Yellow Jaune | |
| -Write Autumn 2 — Calendar and Celebration ListeningKnow the meaning of command wordsRecognise the days of the weekSoy the months of the year. SoeakingSay 6 additional colours (grey, gold, pink, brown, purple, silver)Say the days of the weekSay the months of the year. Speak insentences, using familiar vorablary, brases and basic language structuresBeed fine days of the weekBeed the months of the year. WritingWrite 3 days of the week | | | | | |
| -Virite helio and goodbye. -Focus on the syllables of the words and practise writing. -Focus on the syllables of the words and sold or ordinate the syllable state. -Focus on the syllables of the words and sold or ordinate the syllables of the words and sold or ordinate the syllable state. -Focus on the syllables of the words and sold or ordinate the syllables of the words and sold or ordinate the syllable state. -Focus on the syllables of the words and sold or ordinate through songs and sold or prints of sold or | | | | | |
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| Autumn 2 - Calendar and Celebration Listening -Know the meaning of command wordsRecognise the days of the weekSay the days of the weekSay the months of the year. Speaking -Reading -Read finague and show understanding by phrasesDevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesRead the days of the weekRead the days of the weekRead the months of the year. Writing -Writing -Writing -Writing -Writing -Write 3 days of the week. Autumn 2 - Calendar and Celebration Listening -Respond to a classroom commandListen attentively to spoken language and show understanding by ploning in and responding. Speaking -Respond to a classroom commandListen attentively to spoken language through songs and show understanding by ploning in and responding. Speaking -Explore the patterns and sounds of language through songs and thymes and link the spelling, sound and meaning of wordsSpeak in sentences, using familiar words and phrasesDevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesDevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesDevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesDevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesDevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesDevelop accurate pronunciation and intonation so that others understanding by what all is intonation and intonation so that others understanding by what all is intonation and intonation so that others understanding by what all is intonation and intonation so that others understanding by what all is intonation | | | | | |
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| Listening - Know the meaning of command words Recognise the days of the week Recognise the months of the year. Speaking - Say 6 additional colours (grey, gold, pink, brown, purple, silver) Say the days of the week Say the months of the year. Speaking - Reading - Read 6 additional colours (grey, gold, pink, brown, purple, silver) Read the months of the year. Read the months of the year. Writing - Writing | | | Listania | | Primary Languages Network: Fre |
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| -Recognise the days of the weekRecognise the months of the year. Speaking -Say 6 additional colours (grey, gold, pink, brown, purple, silver). -Say the days of the week. -Say the months of the year. | | -Know the meaning of command words. | -Respond to a classroom command. | | Stage 1 - Autumn 2 |
| Reading Reading Read the months of the year. Read the days of the week. Read the months of the year. Read the days of the week. Read the months of the year. Read the days of the week. Read the months of the year. Read the days of the week. Read the months of the year. Read the months of the year. | | -Recognise the days of the week. | -Listen attentively to spoken language and show understanding by | | |
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| -Say 6 additional colours (grey, gold, pink, brown, purple, silver)Say the days of the weekSay the months of the year. -Say the days of the week ta jours de la semaine -What day is it today? C'est quel jour aujourd'hui? -What day is it today? C'est quel jour demain? -Monday lundi Tuesday mardi Wednesday mercredi, Yhursday jeudi -Friday vendredi Saturday Samedi, Sunday dimanche -Investigate sounds and silent letters with the vocabulary for the topic. -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). -Speak in sentences, using familiar words and baic language familiar words and bridge for the week tes jours de la semaine -What days is it today? C'est quel jour demain? -Monday lundi Tuesday mardi Wednesday mercredi, Yhursday jeudi -Friday vendredi Saturday Samedi, Sunday Samedi, Sunday Samedi, Sund | | | | | |
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| -Say the days of the weekSay the months of the year. I chymnes and link the spelling, sound and meaning of wordsSpeak in sentences, using familiar vocabulary, phrases and basic language structuresDevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Reading - Read 6 additional colours (grey, gold, pink, brown, purple, silver) -Read the days of the week Read the months of the year. Writing -Writing -Writing -Write 3 days of the weekSpeak in sentences, using familiar vocabulary, phrases and basic language structuresDevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesDevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesDevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. -Reading -Reading -Practise reading key vocabularyInvestigate sounds and silent letters with the vocabulary for the topicCompare English to French identifying cognates and near cognates (word that are the same/similar in both languages). Writing -Writing -Writing -Writing -Writing -Writing -Writing -Word advanced in semanie What day is it today? Cest quel jour aujourd'hui? What day is it today? Cest quel jour demain? Monday lundi Tuesday mardi Wednesday mardi Wednesday mardi Wednesday for the topicPractise reading key vocabularyInvestigate sounds and silent letters with the vocabulary for the topicCompare English to French identifying cognates and near cognates (what are the same/similar in both languages). What month is it? C'est quel jour demain? What month is it? C'est quel mois? Can you guess the month? Pouvez vous devinez le mois? When is involved in the days of the week and explore the phoneme – juin July juillet , August août September septembre October october octobe | | -Say 6 additional colours (grey, gold, pink, brown, purple, silver). | -Explore the patterns and sounds of language through songs and | chantez, look regardez, repeat repetez | |
| -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. Reading - Read 6 additional colours (grey, gold, pink, brown, purple, silver) - Read the days of the week Read the months of the year. Read the months of the year. Writing - Writing - Writing - Writing - Writing - Cook at the written days of the week Cook at the written days of the week and explore the phoneme – grapheme links within the 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. The days of the week Les jours de la semaine What day is it today? C'est quel jour demain? Monday lundi Tuesday mardi Wednesday mercredi, Yhursday jeudi Friday vendredi Saturday Samedi, Sunday dimanche What day is it today? C'est quel jour aujourd'hui? What day is it today? C'est quel jour aujourd'hui? What day is it today? C'est quel jour demain? Monday lundi Tuesday mardi Wednesday mercredi, Yhursday jeudi Friday vendredi Saturday Samedi, Sunday dimanche What month is it? C'est quel mois? Can you guess the month? Pouvez vous devinez le mois? When is your birthday? C'est quel dour aujourd'hui? What day is it today? C'est quel jour demain? Monday lundi Tuesday mardi Wednesday mercredi, Yhursday jeudi Friday vendredi Saturday Samedi, Sunday dimanche What month is it? C'est quel jour demain? Monday lundi Tuesday mardi Wednesday mercredi, Yhursday jeudi Friday vendredi S | | | rhymes and link the spelling, sound and meaning of words. | | |
| language structuresDevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Reading - Read 6 additional colours (grey, gold, pink, brown, purple, silver) -Read the days of the weekRead the months of the year. Read the months of the year. Writing -Writing -Look at the written days of the week and explore the phoneme – grapheme links within the words. 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 today? C'est quel jour aujourd'hui? What day is it today? C'est quel four aujourd'hui? What day is it today? C'est quel four aujourd'hui? What day is it today? C'est quel four aujourd'hui? What day is it today? C'est quel four aujourd'hui? What day is it today? C'est quel four aujourd'hui? What day is it today? C'est quel four aujourd'hui? What day is it today? C'est quel four demain? What day is it today? C'est quel four demain? 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 January janvier February février March mars April avril May mai June juin July juillet, August août September septembre October octobre November novembre December décembre | | | | | |
| Reading - Read 6 additional colours (grey, gold, pink, brown, purple, silver) - Read the days of the week Read the months of the year. Writing - Writing - Write 3 days of the week. Writing - Look at the written days of the week and explore the phoneme – grapheme links within the words. Writing - Look at the written days of the week and explore the phoneme – grapheme links within the words. Writing - Look at the written days of the week and explore the phoneme – grapheme links within the words. What day is it today? C'est quel jour aujourd'hui? What day is it today? C'est quel jour aujourd'hui? What day is it today? C'est quel jour aujourd'hui? What day is it today? C'est quel jour aujourd'hui? What day is it today? C'est quel jour aujourd'hui? What day is it today? C'est quel jour aujourd'hui? What day is it today? C'est quel jour aujourd'hui? What day is it today? C'est quel jour aujourd'hui? What day is it today? C'est quel jour aujourd'hui? What day is it today? C'est quel jour aujourd'hui? What day is it tomorrow? C'est quel jour aujourd'hui? What day is it tomorrow? C'est quel jour aujourd'hui? What day is it tomorrow? C'est quel jour aujourd'hui? What day is it tomorrow? C'est quel jour demain? Monday lundi Tuesday mardi Wednesday percredi, Yhursday jeudi Friday vendredi Saturday Samedi, Sunday dimanche What month is it? C'est quel jour aujour'hui? What day is it tomorrow? C'est quel jour demain? Monday lundi Tuesday mardi Wednesday percredi, Yhursday jeudi Friday vendredi Saturday Samedi, Sunday dimanche What month is it? C'est quel jour aujour'hui? What day is it tomorrow? C'est quel jour demain? Monday lundi Tuesday mardi Wednesday percredi, Yhursday jeudi Friday vendredi Saturday Samedi, Sunday dimanche What month is it? C'est quel jour demain? Monday lundi Tuesday mardi Wednesday percredi, Yhursday jeudi Friday vendredi Saturday Samedi, Sun | | -say the months of the year. | | The days of the week Les jours de la semaine | |
| Develop accurate pronunciation and intontions of that others understand when they are reading aloud or using familiar words and phrases. Reading | | | | | |
| Inderstand when they are reading aloud or using familiar words and phrases. Reading - Read 6 additional colours (grey, gold, pink, brown, purple, silver) - Read the days of the week Read the months of the year. 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). Writing - Writing - Writing - Writing - Write 3 days of the week. Whonday lundi Tuesday mardi Wednesday mercredi, Yhursday jeudi Friday vendredi Saturday Samedi, Sunday dimanche What month is it? C'est quel mois? Can you guest he month? Pouvez vous devinez le mois? When is your birthday? C'est quand ton anniversaire? My birthday is in Mon anniversaire est en January janvier February février March mars April avril May mai June juin July juillet, August août September septembre October octobre November novembre December décembre | | | -Develop accurate pronunciation and intonation so that others | | |
| phrases. Reading - Read 6 additional colours (grey, gold, pink, brown, purple, silver) - Read the days of the week Read the months of the year. 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). Writing - Writing - Writing - Writing - Write 3 days of the week Can you guess the month? Pouvez vous devinez le mois? Writing - Look at the written days of the week and explore the phoneme – grapheme links within the words. Monday lundi Tuesday mardi Wednesday mercredi, Yhursday jeudi Friday vendredi Saturday Samedi, Sunday dimanche 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 January janvier February février March mars April avril May mai June juin July juillet , August août Septembre septembre October octobre November novembre December décembre | | | understand when they are reading aloud or using familiar words and | what day is it tomorrow: C est quer jour demain: | |
| Reading - Read 6 additional colours (grey, gold, pink, brown, purple, silver) - Read the days of the week Read the months of the year. Writing - Writing - Write 3 days of the week Write 3 days of the week Reading - Reading - 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). Writing - Look at the written days of the week and explore the phoneme – grapheme links within the words. Reading - 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). Writing - Look at the written days of the week and explore the phoneme – grapheme links within the words. Writing - Look at the written days of the week and explore the phoneme – grapheme links within the words. | | | | Manufacture de Tanada anno de Manufacture de Manufa | |
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| - Read 6 additional colours (grey, gold, pink, brown, purple, silver) - Read the days of the week Read the months of the year. - 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). - Writing - Writing - Write 3 days of the week. - Read the months of the year. - 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). - Writing - Look at the written days of the week and explore the phoneme – grapheme links within the words. - Practise reading key vocabulary Investigate sounds and silent letters with the vocabulary for the topic Compare English to French identifying cognates and near cognates (when is your birthday? C'est quand ton anniversaire? - My birthday is in Mon anniversaire est en - January janvier February février March mars April avril May mai June juillet, August août - September septembre October octobre November novembre December décembre | | | | Friday vendredi Saturday Samedi, Sunday dimanche | |
| -Read the days of the weekRead the months of the year. -Investigate sounds and silent letters with the vocabulary for the topicCompare English to French identifying cognates and near cognates (word that are the same/similar in both languages). -Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages). | | Reading | | | |
| -Read the days of the weekRead the months of the year. -Read the months of the year. -Read the months of the year. -Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages). -Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages). -Writing -Writing -Write 3 days of the week. -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). -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). -January janvier February février March mars April avril May mai June juillet , August août -September septembre October octobre November novembre December décembre -Look at the written days of the week and explore the phoneme – grapheme links within the words. | | - Read 6 additional colours (grey, gold, pink, brown, purple, silver) | | | |
| -Read the months of the year. topic. -Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages). Writing -Writing -Write 3 days of the week. When is your birthday? C'est quand ton anniversaire? My birthday is in Mon anniversaire est en January janvier February février March mars April avril May mai June juin July juillet, August août September septembre October octobre November novembre December décembre grapheme links within the words. | | | -Investigate sounds and silent letters with the vocabulary for the | | |
| -Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages). Writing -Write 3 days of the week. Write 3 days of the week. Wy birthday is in Mon anniversaire est en January janvier February février March mars April avril May mai June juin July juillet , August août September septembre October octobre November novembre December décembre grapheme links within the words. | | | | When is your birthday? C'est quand ton anniversaire? | |
| Writing -United 3 days of the week. Writing -Write 3 days of the week. Writing -Write 3 days of the week. Writing -Write 3 days of the week. Writing -Look at the written days of the week and explore the phoneme – grapheme links within the words. January janvier February février March mars April avril May mai June juin July juillet , August août September septembre October octobre November novembre December décembre | | nead the months of the year. | | | |
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| -Write 3 days of the week. -Look at the written days of the week and explore the phoneme – grapheme links within the words. | | Writing | Writing | | |
| grapheme links within the words. | | | | | |
| | | -Write 3 days of the week. | | aecembre | |
| -Focus on the cullables of the words and practice writing | | | | | |
| rocus on the synanics of the words and practise writing. | | | -Focus on the syllables of the words and practise writing. | | |

| | | | A set the sheet | Director to the second second |
|----------------|--|--|-----------------------------------|-----------------------------------|
| Year 3- Spring | Spring 1 – Animals | Spring 1 – Animals | A cat Un chat | Primary Languages Network: French |
| | | | A dog Un chien | Stage 1 - Spring 1 |
| | <u>Listening</u> | <u>Listening</u> | A fish un poisson | |
| | -Recognise animal nouns. | -Listen to and join in with an animal story. | A bird Un oiseau | |
| | -Recognise animal nouns in plural form. | -Listen attentively to spoken language and show understanding by | A horse Un cheval | |
| | | joining in and responding. | A rabbit Un lapin | |
| | | Johning in and responding. | A mouse Une souris | |
| | | | A sheep Un mouton | |
| | <u>Speaking</u> | <u>Speaking</u> | A snake Un serpent | |
| | -Ask 'What is it?' | -Explore the patterns and sounds of language through songs and | A cow Une vache | |
| | -Answer a question using, "It is" | rhymes and link the spelling, sound and meaning of words. | | |
| | -Say the animal nouns | -Ask and answer questions using the key vocabulary and phrases. | What is it? Qu'est ce que c'est? | |
| | , | -Develop accurate pronunciation and intonation so that others | It is c'est | |
| | | understand when they are reading aloud or using familiar words and | | |
| | | · | | |
| | | phrases. | | |
| | | | | |
| | Reading | Reading | | |
| | -Read animal nouns. | -Explore the phoneme – grapheme links within the nouns and link | | |
| | -Read animal nouns in plural form. | these to already familiar sounds and words. | | |
| | | | | |
| | Writing | Writing | | |
| | Writing With a sixual and a section to the section to | Writing | | |
| | -Write a simple sentence about animals. | -Use a model to write a sentence about animals. | | |
| | | | | |
| | | | | |
| | | | | Primary Languages Network: French |
| | | | Onze- 11 | Stage 1 - Spring 2 |
| | | | Douze-12 | 0 - 0 F |
| | | | Treize- 13 | Pancakes, waffles and crepes. |
| | Spring 2 – Carnivals | Spring 2 – Carnivals | Quatorze- 14 | Paricakes, warries and crepes. |
| | -Know that Mardi Gras is a carnival celebration celebrated on Shrove | Taste French foods typically eaten at Mardi Gras. | | |
| | Tuesday. | <i></i> , | Quinze- 15 | |
| | -Know that crepes, pancakes and waffles (fatty foods) are French | | | |
| | | | | |
| | foods eaten at Mardi Gras ready for the period of Lent. | | Quel âge as-tu?- How old are you? | |
| | | | J'aians – I am years old | |
| | <u>Listening</u> | <u>Listening</u> | | |
| | -Understand the question and answers to "How old are you?" | -Follow simple instructions to make a mask. | | |
| | onderstand the question and answers to them shall are your | -Listen attentively to spoken language and show understanding by | | |
| | | | | |
| | | joining in and responding | | |
| | <u>Speaking</u> | | | |
| | -Ask and answer the question, "How old are you?" | Speaking | | |
| | -Say numbers between 0-15. | -Speak in sentences using familiar vocabulary and phrases. | | |
| | 54, Hamisell Settleen 5 25. | -Develop accurate pronunciation and intonation so that others | | |
| | | | | |
| | | understand when they are reading aloud or using familiar words and | | |
| | | phrases. | | |
| | | | | |
| | Reading | Reading | | |
| | -Read the date. | -Explore the phoneme – grapheme links within the nouns and link | | |
| | nead the date. | | | |
| | | 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). | | |
| | | | | |
| | Writing | Writing | | |
| | -Write number 0-15. | | | |
| | | -Look at the written date and explore the phoneme – grapheme links | | |
| | -Write the date. | within the words. | | |
| | | -Focus on the syllables of the words and practise writing. | | |
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| Year 3- | Summer 1 – Food | Summer 1 - Food | Apples Des pommes | Primary Languages Network: French |
| Summer | | | Pears Des poires | Stage 1 – Summer 1 |
| | Listening | Listening | Bananas Des bananes | |
| | -Listen to a story 'The hungry giant'. | -Listen and join in with a story about a 'The Hungry Giant' | Oranges Des oranges | |
| | -Recognise fruit and vegetables. | -Listen attentively to spoken language and show understanding by | Lemons Des citrons | |
| | | joining in and responding | Strawberries Des fraises | |
| | | -Appreciate stories in French | Tomatoes Des tomates | |
| | | -Appreciate stories in French | Onions Des oignons | |
| | | | Carrots Des carottes | |
| | Speaking | Speaking | Cucumbers Des concombres | |
| | -Say names of taught fruit and vegetables. | -Speak in sentences, using familiar vocabulary and phrases | Peaches Des pêches | |
| | -Know how to ask politely for fruit and vegetables | -Express opinions and respond to those of others | Grapes Des raisins | |
| | -Know how to ask correct determiner for 'a' for fruits in French. | -Develop accurate pronunciation and intonation so that others | Melons Des melons | |
| | | understand when they are using familiar words and phrases. | Plums Des prunes | |
| | | рини и и и и и и и и и и и и и и и и и и | Please S'il vous plaît | |
| | | | Thank you Merci | |
| | Donald and | Band's a | What would you like? Qu'est ce que tu voudrais? | |
| | Reading | Reading | I would like Je voudrais | |
| | -Understand basic grammar structures for the determiner 'a' | -Recognise the right determiner for 'a'. | | |
| | -Read fruit and vegetable nouns. | | | |
| | | | | |
| | Writing | Writing | | |
| | -Write fruit and vegetable sentences using a model. | -Write phrases to express ideas clearly | | |
| | The fruit and repetuble sentences using a model. | -Write using appropriate grammar structures for the determiner 'a' | | |
| | | -vertice using appropriate graining structures for the determiner a | | |
| | | | | |
| | | | | |
| | | | Where do you live? Où habites-tu? | |
| | | | I live in J'habite à | Primary Languages Network: French |
| | | | Do you live in? Tu habites à? | Stage 1 – Summer 2 |
| | Summer 2 – Going on a picnic | Summer 2 – Going on a picnic | And you? Et toi? | |
| | Camara a Company of a profit | Samuel a Gome of Picture | | |
| | Lietoning | Listaning | The hill La colline | |
| | Listening | Listening | The beach La plage | |
| | -Listen to and understand a picnic story. | -Listen attentively to spoken language and show understanding by | River La rivière | |
| | -Understand a response to 'Where do you live?' | joining in and responding. | The forest La forêt | |
| | | | Sand Le sable | |
| | Speaking | Speaking | Meadow Le pré | |
| | -Ask and answer questions about where they live. | -Engage in conversations by asking and answering questions. | | |
| | | | | |
| | -Say picnic food and drink nouns. | -Speak in sentences using familiar vocabulary and phrases. | Fruit Des fruits | |
| | | | Orange Juice un jus d'orange | |
| | Reading | Reading | Salad une salade | |
| | -Recognise and label picnic food and drink nouns | -Read carefully and show understanding of words and phrases | Crisps des chips | |
| | -Read and understand colour and number phrases from a short | -Appreciate stories in French | Water de'leau | |
| | picnic story | -Explore the phoneme – grapheme links within the nouns and link | A sandwich un sandwich | |
| | pictific story | these to already familiar sounds and words. | | |
| | | these to already familiar sounds and words. | Revise numbers 1-15 | |
| | | | Revise colours | |
| | Writing | Writing | | |
| | -Write phrases to build a picnic story. | -Write phrases to express ideas clearly. | | |
| | | | | |
| Year 4- | Autumn 1 – My School, Your School | Autumn 1 – My School, Your School | The classroom La salle de classe | Primary Languages Network: French |
| Autumn | | | The rucksack Le sac à dos | Stage 2 – Autumn 1 |
| | Listening | Listening | The pencil Le crayon | |
| | -Respond to classroom instruction. | -Listen attentively to spoken language in order to imitate key | The pen Le stylo | |
| | | | The book Le livre | |
| | -Recognise days and months. | sounds. | Pencil sharpener Le taille de crayon | |
| | -Understand classroom nouns. | | The eraser La gomme | |
| | | | The table La table | |
| | Speaking | Speaking | The chair La chaise | |
| | -Ask and answer questions – revision of Year 3 language (greetings | -Speak confidently in words, phrases and sentences. | The ruler La règle | |
| | and feelings). | -Imitate key sounds and silent letters. | Some scissors Des ciseaux | |
| | -say number 0-20. | -Ask questions using intonation. | Some coloured pencils Des crayons de couleurs | |
| | | Ask questions using intoliation. | Some glue De la colle | |
| | -Recall days and months. | | | |
| | -Say names of the rooms around school. | | Have you got? As-tu? | |
| | -Name classroom objects. | | I have J'ai | |
| | | Reading | I have not Je n'ai pas | |
| | | Reduing | | |
| | Reading | | | |
| | Reading -Recognise days and months | -Identify language patterns. | | |
| | Reading -Recognise days and months. | -Identify language patternsRead and understand some familiar and unfamiliar French. | The school l'école | |
| | | -Identify language patterns. | The school l'école The playground la cour de récréation | |
| | -Recognise days and months. | -Identify language patternsRead and understand some familiar and unfamiliar FrenchExplore silent letters. | The school l'école The playground la cour de récréation The dinner hall la cantine | |
| | | -Identify language patternsRead and understand some familiar and unfamiliar FrenchExplore silent letters. Writing | The school l'école The playground la cour de récréation The dinner hall la cantine The staffroom la salle des profs | |
| | -Recognise days and months. | -Identify language patternsRead and understand some familiar and unfamiliar FrenchExplore silent letters. | 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 | |
| | -Recognise days and months. Writing | -Identify language patternsRead and understand some familiar and unfamiliar FrenchExplore silent letters. Writing | The school l'école The playground la cour de récréation The dinner hall la cantine The staffroom la salle des profs | |

| | Automa 2 Martanel Arra Varratanel Arra | Automore 2 Martin al Automore Visinet and Automore | Liston assures sit down assures your stand up layer your sou | Drimany Languages Naturarky Franch |
|-----------------|---|--|---|---|
| | Autumn 2 – My Local Area, Your Local Area | Autumn 2 – My Local Area, Your Local Area | Listen ecoutez, sit down asseyez-vous, stand up levez- vous, say chantez, look regardez, repeat repetez | Primary Languages Network: French Stage 2 – Autumn 2 |
| | Listening | Listening | What colour is it C'est de quelle couleur? | |
| | -Respond to classroom instructions and useful commands. | -Compare English to French identifying cognates and near cognates | Look at the colours Regardez les couleurs | |
| | -Recognise places in a town. | (word that are the same/similar in both languages). | Grey Gris | |
| | -Identify shop names. | -Listen attentively to spoken language and show understanding by | Gold Or | |
| | | joining in and responding. | Pink Rose | |
| | Consider | Charling | Brown Marron | |
| | Speaking Referentiation and trained colours) | Speaking Description or allows a group of audionous | purple Violet Silver Argent | |
| | -Perform firework poem (using new and revised colours). | -Present information orally to a range of audiences. | Silver Algent | |
| | -Say places in a townAsk 'where is?' using classifying masculine/feminine nouns. | -Ask and answer simple questions and give basic information. | The supermarket Le supermarché | |
| | | -Describe places, things and actions orally. | The bakery La boulangerie | |
| | -Say shop names. | | The butchers La boucherie | |
| | Reading | Panding | The cafe Le café | |
| | Reading -Read firework poem aloud (using new and revised colours). | Reading -Compare English to French identifying cognates and near cognates | The restaurant Le restaurant The stadium Le stade | |
| | -Read some classroom instructions and useful commands. | (word that are the same/similar in both languages). | The chemist La pharmacie | |
| | -nead some classicom mistractions and disertif commands. | -Read carefully and show understanding of words and phrases. | The hotel L'hôtel | |
| | | -Read Carefully and show understanding of words and piliases. | The cinema Le cinéma | |
| | Writing | Writing | | |
| | | Writing Describe places things and actions in writing | Here is Voici | |
| | -Write a firework poem (using new and revised colours). | -Describe places, things and actions in writing. Write phrases from memory, and adapt those to create new | Where is? Où est? | |
| | -Write a short sequence of commands. | -Write phrases from memory, and adapt these to create new | | |
| Voor A Crains | Spring 1 Eninhany | Sentences Soving 1 Eniphony | The dad Le papa | Primary Languages Network: French |
| Year 4 - Spring | Spring 1 - Epiphany Know that Epiphany is a feast colohration colohrated on 6th January | Spring 1 - Epiphany | The brother Le frère | Stage 2 – Spring 1 |
| | -Know that Epiphany is a feast celebration celebrated on 6 th January to mark the day the Three Wise Men visited Jesus. | Taste French foods typically eaten at Epiphany | The baby Le bébé | 2000 T 2011119 T |
| | | | The grandad Le grand-père | https://www.cbc.ca/kidscbc2/the- |
| | -Know that la galette des rois (King cake) is a French pastry eaten | | The mum La maman | feed/what-is-epiphany |
| | during Epiphany (a puff pastry tart style cake containing almond | | The sister La soeur | |
| | paste or in southern France, a brioche donut decorated with candied | | The grandma La grand-mère | Frangipane tarts (similar to galette de |
| | fruit). | | The family La famille | rois |
| | Listoning | Lictoring | Who are you? Qui es-tu? | Brioche, apricot jam, candied fruits |
| | Listening -Recognise nouns for facial features. | Listening -Listen attentively to spoken language and show understanding by | l am Je suis | |
| | -Understands simple sentences about numbers and facial features. | joining in and responding. | | |
| | -Onderstatios simple sentences about numbers and facial features. | Johnnig in and responding. | The nose Le nez | |
| | Speaking | Charling | The mouth La bouche | |
| | Speaking -Say nouns for family members. | Speaking -Explore the pronunciation of plural and singular nouns for | The head La tête | |
| | -Say nouns for facial features. | adjectives. | The hair Les cheveux | |
| | -Say flouris for facial features. | -Describe people orally and in writing. | The eyes Les yeux the ears Les oreilles | |
| | | -Engage in conversations; ask and answer questions. | the ears Les oremes | |
| | | -Develop accurate pronunciation and intonation. | What colour is? De quelle couleur est? | |
| | | Bevelop accurate pronunciation and internation. | What colour are? De quelle couleur son? | |
| | Reading | Reading | The mouth is La bouche est | |
| | -Read nouns for facial features. | -Explore the spelling of plural and singular nouns for adjectives. | The ears are Les oreilles sont | |
| | nedd flodfis for faeldi fededres. | -Broaden their vocabulary and develop their ability to understand | | |
| | | new words that are introduced into familiar written material, | | |
| | | including through using a dictionary. | | |
| | | including through using a dictionary. | | |
| | Writing | Writing | | |
| | -Write personal information about a family member | -Write phrases from memory, and adapt these to create new | | |
| | -Write simple sentences to describe an alien | sentences, to express ideas clearly. | | |
| | write simple sentences to describe an anen | -Describe people in writing. | | |
| | | bescribe people in writing. | | |
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| | Spring 2 – Parts of the Body | Spring 2 – Parts of the Body | The nose Le nez | Primary Languages Network: French |
|----------|---|--|---|-----------------------------------|
| | Spring 2 – Parts of the Body | Spring 2 – Parts of the Body | The mouth La bouche | Stage 2 – Spring 2 |
| | Listening | Listening | The head La tête The hair Les cheveux revision | |
| | -Recognise nouns for parts of the face and body. | -Listen to and join in with songs and games to explore nouns and | The eyes Les yeux | |
| | -Listen to different pronunciations of plural nouns for parts of the face and body. | adjectivesListen attentively to spoken language and show understanding by | The ears Les oreilles | |
| | lace and soay. | joining in and responding. | Heads La tête | |
| | | | Shoulders Les épaules | |
| | Speaking Source for posts of the food and hadron | Speaking Develop a server as a server in the server in th | Knees Les genoux Toes Les doigts de pied | |
| | -Say nouns for parts of the face and bodySay plural nouns for parts of the face and body. | -Develop accurate pronunciation and intonation when using familiar words and phrases. | Legs Les jambes Feet Les pieds | |
| | -Answer questions about body parts used in yoga sequence. | | Hands Les mains Arms Les bras | |
| | | | | |
| | Reading Read name for parts of the face and hadr | Reading | Think about Pensez à | |
| | -Read nouns for parts of the face and bodyRead and notice the differences in spellings of plural nouns of the | -Read carefully and show understanding of words, phrases and simple writing. | Touch Touchez Move Bougez | |
| | face and body. | -Explore the phoneme – grapheme links within the nouns and link | Lift levez | |
| | | these to already familiar sounds and words. | Stretch étirez Turn tournez | |
| | Writing | Writing | Stand still restez immobile | |
| | -Write nouns and plural nouns for parts of the face and body. | -Write phrases from memory, and adapt these to create new | Breathe respirez | |
| | -Create an alien and write a simple description of its face and body | sentences, to express ideas clearly. | Left Gauche | |
| | (building on prior language of colours and numbers). | -Write using appropriate grammar structures for singular and plural | Right droite | |
| | | nounsDescribe people, places, things and actions orally and in writing. | | |
| Year 4 - | Summer 1 – Jungle animals | Summer 1 – Jungle Animals | The jungle La jungle | Primary Languages Network: French |
| Summer | - | | The giraffe La girafe | Stage 2 – Summer 1 |
| | Listening Recognition in real and accreates | Listening Common Facility to Freeze industribility accounts and accounts | The snake Le serpent The parrot Le perroquet | |
| | -Recognise jungle animals and cognatesRecognise adjectives used to describe animals in a story. | -Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages). | The monkey Le singe | |
| | -Understand simple sentences about body parts. | -Listen attentively to spoken language and show understanding by | The tiger Le tigre The elephant l'éléphant | |
| | | joining in and responding. | | |
| | | -Listen to and join in with a jungle animal story. | Walking through the jungle On va marcher dans la jungle | |
| | Speaking | Speaking | What can you see Qu'est-ce que tu peux voir? | |
| | -Explain if they are feeling well/unwell. | -Develop accurate pronunciation and intonation when using familiar | Listen and look Écoute et regarde | |
| | -Say and revise body parts. | words and phrases. | It' s C'est Small petit | |
| | -Name jungle animals and cognatesName and revise colours. | -Engage in conversations; ask and answer questions; express opinions and respond to those of others. | Big grand | |
| | Nume und revise colours. | -Speak in sentences, using familiar vocabulary, phrases and basic | Long long Quick rapide | |
| | | language structures. | Multicoloured multicolore | |
| | Deading | Dooding | Fierce/frightening terrible | |
| | Reading -Read nouns and adjectives describing jungle animals. | Reading -Compare English to French identifying cognates and near cognates | What's wrong? Qu'est-ce qu'il y a? | |
| | -Read body parts. | (word that are the same/similar in both languages). | I don't feel well Je ne me sens pas bien I have toothache j'ai mal aux dents | |
| | -Recognise changes of spelling with plurals and adjectives. | -Explore the phoneme – grapheme links within the nouns and link | I have a headache j'ai mal à la tête | |
| | | these to already familiar sounds and words. | I have earache j'ai mal à l'oreille | |
| | Writing | Writing | I have tummy ache j'ai mal au ventre I have cut my knee Je me suis coupé au genou | |
| | -Write a sentence using a noun, verb and adjective to describe | -Write phrases from memory, and adapt these to create new | , , , , , | |
| | animals. | sentences, to express ideas clearlyDescribe jungle animals in writing. | | |
| | -Write a short jungle story. | -Describe jungle animals in writing. | | |
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| Summer 2 – Weather Listening -Recognise the name of ice cream flavoursRecognise weather types from given statements. Speaking -Say different weather statementsSay simple phrases to give the weather forecastName ice cream flavoursSay likes and dislikes about ice cream flavours. Reading -Recognise the name of ice cream flavoursRecognise weather types from statements written by oneself and others. Writing -Write and copy weather statementsWrite what the weather is like in cities across France. Year 5- Autumn Listening -Understand questions about feelings in order to build dialogueUnderstand others' simple opinions about school subjectsIdentify personal pronouns, adjectives, nouns and verbs in spoken | Listening -Listen attentively to spoken language in order to respond spontaneously to othersListen to an join in with native speakers. Speaking -Engage in conversations; ask and answer questions; express opinions and respond to those of othersSpeak in sentences using familiar vocabulary and phrases and basic language structureDescribe the weather in France orally. Reading -Read carefully and show an understanding of words and phrases in simple writingPractise reading key vocabularyInvestigate sounds and silent letters with the vocabulary for the topic. Writing -Present ideas and information to peersWrite phrases from memory and using a frame to supportDescribe the weather in France in writing. Autumn 1 - School Listening -Listen attentively to spoken language and show understanding by joining in and respondingUnderstand the main points from a series of spoken sentences. | The weather La météo What's the weather like? Quel temps fait-il? It's sunny II y a du soleil It's cloudy II y a des nuages It's windy II y a du brouillard It's foggy II y a du brouillard It's cold II fait froid It's hot II fait chaud It's snowing II neige It's raining II pleut Spring printemps Summer été Autumn automne Winter hiver In À Ice cream un glace Strawberry Fraise Vanilla Vanille Chocolate chocolat Lemon citron Mint Chocolate menthe chocolat With sprinkles avec des vermicelles What would you like? Qu'est ce que tu voudrais? I would like Je voudrais 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 formé | Primary Languages Network: French Stage 2 – Summer 2 Primary Languages Network: French Stage 3 – Autumn 1 |
| French. Speaking -Say facts about myself and othersAsk and answer questions about self and others to build dialogueExpress simple opinions about school subjectsExpress feelings in more detail. Reading -Identify personal pronouns, adjectives, nouns and verbs in written FrenchDevelop use of bilingual dictionaries. Writing -Write simple opinions about school subjects. | Speaking -Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. Reading -Apply phonic knowledge to find and understand written wordsRead carefully and show understanding of words, phrases and simple writingBroaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Writing -Understand basic grammar appropriate to the topic. | 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 What is he/she called? Comment s'appelle t-il/t'elle. He/she is called II/elle s'appelle How old is she /he? Quel âge as-t'elle/t'il? She/he is years old Elle/II aans Where does he/she live? Où habite t-il/t'elle? He/she lives in II/Elle habite à I like J'aime I don't like Je n'aime pas 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 | |
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| | Autumn 2 – The City | Autumn 2 – The City | The park Le parc | Primary Languages Network: French |
|---------|---|---|--|-----------------------------------|
| | | | The zoo Le zoo | Stage 3 – Autumn 2 |
| | Listening | Listening | The railway station La gare The shopping centre Le centre commercial | |
| | -Understand some spoken facts about France. | -Listen attentively to spoken language and show understanding by | The museum Le musée | |
| | -Understand simple directions around a city. | joining in and responding. | The art gallery La gallerie d'art | |
| | | -Understand the main points from a series of spoken sentences. | The leisure centre Le centre sportif | |
| | | | The swimming pool La piscine | |
| | Speaking | Speaking | Miles de la constante de la co | |
| | -Say nouns around a town or city e.g. park. | -Broaden their vocabulary and develop their ability to understand | What's in the town (city)? Qu'est -ce qu'il y a dans la ville? There is/ there are Il y a | |
| | -Ask for a ticket to a place in the city. | new words. | Welcome to my town Bienvenue dans ma ville | |
| | -Give simple directions around a city. | -Describe places and actions orally and in writing. | In my town there is / are Dans ma ville, il y a | |
| | -Say a simple description of the city. | -Present information orally to a range of audiences. | , | |
| | -I can ask for an item in a shop. | | Where is? Où est? | |
| | Bandina | Basilias | Left Gauche | |
| | Reading | Reading Common Facility to French identifying account and page account. | Right droite | |
| | -Understand some written facts about France. | -Compare English to French identifying cognates and near cognates | Straight Left Gauche Right droite Tout droit | |
| | -Recognise cognates and near cognates of places in a city. | (word that are the same/similar in both languages). | Right droite rout droit | |
| | -Recognise cognates and near cognates of items in a shop. | -Read carefully and show understanding of words. | Chocolate des chocolats | |
| | | -Understand the main point(s) from a short-written passage in clear | A teddy plush un ours en peluche | |
| | | printed script. | Superhero figurines des figurines super-héros | |
| | Make a | Make - | A puppet une poupée | |
| | Writing With a simple description of the site. | Writing | A book un livre | |
| | -Write a simple description of the city. | -Write phrases from memory, and adapt these to create new | Slippers des chaussons | |
| | | sentences, to express ideas clearly. | Lwould like Levendrais | |
| | | -Describe places and actions in writing. | I would like Je voudrais Please S'il vous plaît | |
| | | | Thank you Merci | |
| | | | | |
| Year 5- | Spring 1 – Healthy Eating | Spring 1 – Healthy Eating | Apple Une pomme | Primary Languages Network: French |
| Spring | | | Banana Une banane | Stage 3 – Spring 1 |
| Spring | Listening | Listening | Onion Un oignon | |
| | -Recognise familiar food nouns and question stems in order to | -Listen attentively to spoken language and show understanding by | Carrot Une carotte | |
| | respond. | joining in and responding. | Grape Une grappe de raisin Watermelon Une pastèque | |
| | | | Mango Une mangue | |
| | Speaking | Speaking | Pepper Un poivron | |
| | -Participate in a simple shopping conversation. | -Engage in conversations; ask and answer questions; express | Salad Une salade | |
| | -Ask for the price of groceries. | opinions and respond to those of others. | Potato Une pomme de terre | |
| | | -Speak in sentences, using familiar vocabulary, phrases and basic | Strawberries Des fraises | |
| | | language structures. | Pears Des poires | |
| | | -Present ideas and information orally to a range of audiences. | How much is? C'est combien? | |
| | | | It is C'estcentimes | |
| | Reading | Reading | Please S'il vous plaît | |
| | -Read and understand written fruits and vegetables. | -Understand simple written phrases. | Thank you Merci | |
| | | -Match sounds with familiar written words. | What would you like? Qu'est ce que tu voudrais? | |
| | | -Broaden their vocabulary and develop their ability to understand | I would like Je voudrais | |
| | | new words that are introduced into familiar written material, | | |
| | | including through using a dictionary. | | |
| | | | | |
| | | Writing | | |
| | Writing | -Present ideas and information to a range of audiences. | | |
| | -Write simple sentences about fruit and vegetables. | -Write phrases from memory, and adapt these to create new | | |
| | -Record findings of a class survey about fruit and vegetables | sentences. | | |
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| | Spring 2 – Clothes | Spring 2 – Clothes | Socks Des chaussettes Shoes Des chaussures | Primary Languages Network: French Stage 3 – Spring 2 |
| | Listoning | Listonias | Trousers Un pantalon | Stage 3 – Spring 2 |
| | Listening Identify parts of the year 'norter' to understand what is being were | Listening Listen attentively to speken language and show understanding by | Shorts Un short Jeans Un jean | |
| | -Identify parts of the verb 'porter' to understand what is being wornRecognise names of items of clothing. | -Listen attentively to spoken language and show understanding by | Dress Une robe skirt Une jupe | |
| | -Recognise names of items of clothing. | joining in and responding. | Shirt Une chemise blouse Une blouse | |
| | Casalina | Casalina | Tie Une cravate Jumper Un pull | |
| | Speaking Speaking | Speaking | Sweatshirt Un sweat Tshirt Un tee-shirt | |
| | -Say some items of clothing. | -Develop accurate pronunciation and intonation so that others | Trainers Des baskets Coat Un manteau | |
| | -Identify parts of the verb 'porter' to describe what I am wearing. | understand. | Hat Un chapeau Gloves Des gants Scarf Une écharpe | |
| | -Describe items I am wearing using adjectives. | | What are you wearing? Qu'est ce que tu portes? | |
| | | | What are you wearing? Qu'est ce que tu portes? What are you going to wear Qu'est ce que tu vas porter? | |
| | Reading | Reading | I wear Je porte | |
| | -Identify parts of the verb 'porter' to understand what is being worn. | -Read carefully and show understanding of words, phrases and | I am wearing Je porte | |
| | -Understand a detailed description of an outfit. | simple writing. | I am going to wear Je vais porter | |
| | | -Understand the main points and simple opinion of a longer written | A long skirt Une jupe longue | |
| | | passage. | A short skirt Une jupe courte | |
| | Writing | | A blue skirt Une jupe bleue | |
| | -Design and describe a sports kit. | Writing | A big coat Un grand manteau | |
| | | -Explore how to build more complex sentences using nouns, verbs | A small coat Un petit manteau | |
| | | 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. | | |
| Year 5- | Summer 1 – Travel | Summer 1 – Travel | Mercure Vénus Mars Jupiter Saturne Uranus Neptune Pluton | Primary Languages Network: French |
| Summer | Junior 1 Have | Committee Travel | | Stage 3 – Summer 1 |
| Jannier | Listening | Listening | The Earth la Terre The moon la lune | |
| | | | the sun le soleil | |
| | -Listen to questions about identity in order to respond. | -Listen attentively to spoken language and show understanding by | What is your name? Quel est ton nom? | |
| | -Recall familiar vocabulary to understand simple information about | joining in and responding. | My name is Mon nom est | |
| | planets. | -Listen to and appreciate a story about the galaxy. | What is your address? Quelle est ton adresse? | |
| | | | My address is Mon adresse est | |
| | Speaking | Speaking | What is your birth date? Quelle est la date de ton anniversaire? | |
| | - Revisit and extend personal information questions and answers. | -Engage in conversations about personal information. | My birth date is Mon anniversaire est le | |
| | -Ask and answer questions about someone's identity. | -Ask and answer questions about a person's identity. | What is your nationality? Quelle est ta nationalité? | |
| | | | 8 11 1 8 11 1 | |
| | -Name planets in French and use adjectives to describe them. | | British Britannique | |
| | | | French Française | |
| | -Name planets in French and use adjectives to describe them. | | French Française Polish Polonaise | |
| | -Name planets in French and use adjectives to describe them. | Reading | French Française Polish Polonaise Romanian Roumaine | |
| | -Name planets in French and use adjectives to describe themRecall and use familiar vocabulary about planets. | Reading -Read carefully and show understanding of words, phrases and | French Française Polish Polonaise Romanian Roumaine Indian Indienne | |
| | -Name planets in French and use adjectives to describe themRecall and use familiar vocabulary about planets. Reading -Read and understand simple information about planets. | -Read carefully and show understanding of words, phrases and | French Française Polish Polonaise Romanian Roumaine | |
| | -Name planets in French and use adjectives to describe themRecall and use familiar vocabulary about planets. Reading -Read and understand simple information about planetsCompare spellings in French and English (cognates and near | -Read carefully and show understanding of words, phrases and simple writing. | French Française Polish Polonaise Romanian Roumaine Indian Indienne | |
| | -Name planets in French and use adjectives to describe themRecall and use familiar vocabulary about planets. Reading -Read and understand simple information about planets. | -Read carefully and show understanding of words, phrases and simple writingUnderstand basic grammar (using the negative 'not'). | French Française Polish Polonaise Romanian Roumaine Indian Indienne | |
| | -Name planets in French and use adjectives to describe themRecall and use familiar vocabulary about planets. Reading -Read and understand simple information about planetsCompare spellings in French and English (cognates and near | -Read carefully and show understanding of words, phrases and simple writingUnderstand basic grammar (using the negative 'not')Broaden their vocabulary and develop their ability to understand | French Française Polish Polonaise Romanian Roumaine Indian Indienne | |
| | -Name planets in French and use adjectives to describe themRecall and use familiar vocabulary about planets. Reading -Read and understand simple information about planetsCompare spellings in French and English (cognates and near | -Read carefully and show understanding of words, phrases and simple writingUnderstand basic grammar (using the negative 'not')Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, | French Française Polish Polonaise Romanian Roumaine Indian Indienne | |
| | -Name planets in French and use adjectives to describe themRecall and use familiar vocabulary about planets. Reading -Read and understand simple information about planetsCompare spellings in French and English (cognates and near | -Read carefully and show understanding of words, phrases and simple writingUnderstand basic grammar (using the negative 'not')Broaden their vocabulary and develop their ability to understand | French Française Polish Polonaise Romanian Roumaine Indian Indienne | |
| | -Name planets in French and use adjectives to describe themRecall and use familiar vocabulary about planets. Reading -Read and understand simple information about planetsCompare spellings in French and English (cognates and near | -Read carefully and show understanding of words, phrases and simple writingUnderstand basic grammar (using the negative 'not')Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, | French Française Polish Polonaise Romanian Roumaine Indian Indienne | |
| | -Name planets in French and use adjectives to describe themRecall and use familiar vocabulary about planets. Reading -Read and understand simple information about planetsCompare spellings in French and English (cognates and near | -Read carefully and show understanding of words, phrases and simple writingUnderstand basic grammar (using the negative 'not')Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, | French Française Polish Polonaise Romanian Roumaine Indian Indienne | |
| | -Name planets in French and use adjectives to describe themRecall and use familiar vocabulary about planets. Reading -Read and understand simple information about planetsCompare spellings in French and English (cognates and near cognates). | -Read carefully and show understanding of words, phrases and simple writingUnderstand 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 | French Française Polish Polonaise Romanian Roumaine Indian Indienne | |
| | -Name planets in French and use adjectives to describe themRecall and use familiar vocabulary about planets. Reading -Read and understand simple information about planetsCompare spellings in French and English (cognates and near cognates). Writing | -Read carefully and show understanding of words, phrases and simple writingUnderstand 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 Writing | French Française Polish Polonaise Romanian Roumaine Indian Indienne | |
| | -Name planets in French and use adjectives to describe themRecall and use familiar vocabulary about planets. Reading -Read and understand simple information about planetsCompare spellings in French and English (cognates and near cognates). Writing -Create an imaginary place and make a poster with information | -Read carefully and show understanding of words, phrases and simple writingUnderstand 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 Writing -Present written information to a range of audiences. | French Française Polish Polonaise Romanian Roumaine Indian Indienne | |
| | -Name planets in French and use adjectives to describe themRecall and use familiar vocabulary about planets. Reading -Read and understand simple information about planetsCompare spellings in French and English (cognates and near cognates). Writing | -Read carefully and show understanding of words, phrases and simple writingUnderstand 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 Writing | French Française Polish Polonaise Romanian Roumaine Indian Indienne | |
| | -Name planets in French and use adjectives to describe themRecall and use familiar vocabulary about planets. Reading -Read and understand simple information about planetsCompare spellings in French and English (cognates and near cognates). Writing -Create an imaginary place and make a poster with information | -Read carefully and show understanding of words, phrases and simple writingUnderstand 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 Writing -Present written information to a range of audiences. | French Française Polish Polonaise Romanian Roumaine Indian Indienne | |
| | -Name planets in French and use adjectives to describe themRecall and use familiar vocabulary about planets. Reading -Read and understand simple information about planetsCompare spellings in French and English (cognates and near cognates). Writing -Create an imaginary place and make a poster with information | -Read carefully and show understanding of words, phrases and simple writingUnderstand 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 Writing -Present written information to a range of audiences. | French Française Polish Polonaise Romanian Roumaine Indian Indienne | |
| | -Name planets in French and use adjectives to describe themRecall and use familiar vocabulary about planets. Reading -Read and understand simple information about planetsCompare spellings in French and English (cognates and near cognates). Writing -Create an imaginary place and make a poster with information | -Read carefully and show understanding of words, phrases and simple writingUnderstand 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 Writing -Present written information to a range of audiences. | French Française Polish Polonaise Romanian Roumaine Indian Indienne | |
| | -Name planets in French and use adjectives to describe themRecall and use familiar vocabulary about planets. Reading -Read and understand simple information about planetsCompare spellings in French and English (cognates and near cognates). Writing -Create an imaginary place and make a poster with information | -Read carefully and show understanding of words, phrases and simple writingUnderstand 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 Writing -Present written information to a range of audiences. | French Française Polish Polonaise Romanian Roumaine Indian Indienne | |
| | -Name planets in French and use adjectives to describe themRecall and use familiar vocabulary about planets. Reading -Read and understand simple information about planetsCompare spellings in French and English (cognates and near cognates). Writing -Create an imaginary place and make a poster with information | -Read carefully and show understanding of words, phrases and simple writingUnderstand 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 Writing -Present written information to a range of audiences. | French Française Polish Polonaise Romanian Roumaine Indian Indienne | |
| | -Name planets in French and use adjectives to describe themRecall and use familiar vocabulary about planets. Reading -Read and understand simple information about planetsCompare spellings in French and English (cognates and near cognates). Writing -Create an imaginary place and make a poster with information | -Read carefully and show understanding of words, phrases and simple writingUnderstand 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 Writing -Present written information to a range of audiences. | French Française Polish Polonaise Romanian Roumaine Indian Indienne | |
| | -Name planets in French and use adjectives to describe themRecall and use familiar vocabulary about planets. Reading -Read and understand simple information about planetsCompare spellings in French and English (cognates and near cognates). Writing -Create an imaginary place and make a poster with information | -Read carefully and show understanding of words, phrases and simple writingUnderstand 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 Writing -Present written information to a range of audiences. | French Française Polish Polonaise Romanian Roumaine Indian Indienne | |
| | -Name planets in French and use adjectives to describe themRecall and use familiar vocabulary about planets. Reading -Read and understand simple information about planetsCompare spellings in French and English (cognates and near cognates). Writing -Create an imaginary place and make a poster with information | -Read carefully and show understanding of words, phrases and simple writingUnderstand 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 Writing -Present written information to a range of audiences. | French Française Polish Polonaise Romanian Roumaine Indian Indienne | |
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| | Summer 2 – Going to the Beach | Summer 2 – Going to the Beach | The beach La plage | Primary Languages Network: French |
|-------------------|---|---|--|---|
| | <u>Listening</u> -Recognise nouns for items to take to the beach. | Listening -Listen attentively to spoken language and show understanding by joining in and responding. | 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 | Stage 3 – Summer 2 |
| | Speaking -Recall sentence starters to use to talk about the seaside -Say and perform persuasive sentences about visiting the seaside. | Speaking -Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and helpPresent ideas and information orally to a range of audiencesDescribe places and actions orally. | Suncream De la crème solaire Sunglasses Des lunettes de soleil A swimsuit Un maillot de bain Come to the beach Viens à la plage It's sunny, the sand is golden and the sky is blue II y a du soleil, la sable | |
| | Reading -Recognise nouns for items to take to the beachRead and understand facts about visiting the seaside in order to answer questions and translate to EnglishUse a bilingual dictionary to find unfamiliar words in a short text about the seaside. | Reading -Read carefully and show understanding of words, phrases and simple writingUnderstand 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. | 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 | |
| | Writing -Write extended sentences about visiting the seaside. | Writing -Use conjunctions in writing (et)Use adjectives in writingDescribe places and actions in writing. | | |
| Year 6- Autumn | Listening -Recognise numbers to 60Recognise o'clock and daily routine phrasesRecognise phrases about someone's personality and appearance in order to respond and ask questions. Speaking -Recall numbers 1-60Recall phrases to talk about oneself and feelingsTalk about a daily routine and ask/answer questionsSay the time (o'clock) and time phrases. | Listening -Listen attentively in order to answer questionsUnderstand the main points and some detail from a short-spoken passage with comprising of familiar language. Speaking -Speak confidently in sentences with improved pronunciation and intonationImitate pronunciation of sounds accuratelyEngage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and helpDescribe people and actions orally. | 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 Ie 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 formé Large Grand(m) Grande(f) Small Petit(m) Petite(f) Courageous courageux(m) couraguese(f) Shy/timid timide Fast rapide Slow lent(m) lente(f) Revise numbers to 60: 20 Vingt (21 vingt et un, 22 Vingt-deux etc) 30 Trente 40 Quarente 50 Cinquante 60 Soixante | Primary Languages Network: French Stage 4 – Autumn 1 |
| | Reading -Use a bilingual dictionary to find meaning of new time vocabularyRead sentences about oneselfIdentify first and second person singular verbsread the time in order to say it aloudRead and understand a poem about feelings. | Reading -Appreciate poems and rhymes in FrenchBroaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionaryRead carefully and show understanding of words, phrases and simple writing. | 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 | |
| | Writing -Write a description about an imaginary superhero using a class word bankWrite about a daily routine. | Writing -Write phrases from memory, and adapt these to create new sentences, to express ideas clearlyDescribe people and actions in writingUnderstand basic grammar appropriate to the language being studied. | 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 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? | |

| | Autumn 2 – Homes and Houses | Autumn 2 – Homes and Houses | This is my house! Voici ma maison! | Primary Languages Network: French |
|-----------------|---|--|---|-----------------------------------|
| | Autum 2 Homes and Houses | Additional Tropics and Trouses | My house has Ma maison a | Stage 4 – Autumn 2 |
| | Listening | Listening | My house hasn't Ma maison n'a pas | |
| | -Understand some nouns for rooms in a house. | -Listen to, understand and appreciate a cartoon story. | I live in a flat J'habite dans un appartement | |
| | | -Explore and listen for patterns, silent letters and key sounds. | It's big C'est grand Small Petit Cosy Confortable Messy En désordre | |
| | Speaking | Speaking | Near to my grandma's house Près de chez ma grand-mère | |
| | -Say some nouns for rooms in a house. | -Pronounce unfamiliar words accurately using key sounds | In the house there is/are Dans la maison il y a | |
| | -Say where things are using prepositions. | knowledge. | There isn't/ aren't Il n'y a pas | |
| | | -Engage in conversations; ask and answer questions; express | A kitchen Une cuisine A bathroom Une salle de bains | |
| | | opinions and respond to those of others. | A lounge Un salon A garden Un jardin | |
| | | -Speak in sentences, using familiar vocabulary, phrases and basic | A garage Un garage | |
| | | language structures. | A dining room Une salle à manger | |
| | Reading -Read some nouns for rooms in a house. | Dooding | Bedrooms Des chambres | |
| | -Read some nouns for rooms in a nouseUse a bilingual dictionary to check spellings/new words. | Reading -Identify masculine, feminine and plural nouns. | 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? | |
| | -ose a billingual dictionally to check spellings/flew words. | -Identify key sounds and silent letters. | what is there in the house: Qu'est te qu'il y a dans la maison: | |
| | | -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. | | |
| | | | | |
| | Writing | Writing | | |
| | -Write a simple cartoon story about rooms in a house using | -Use a model to write a simple cartoon story | | |
| Vanue Comina | prepositions. | -Describe places, things and actions in writing. | Cricket Le cricket Tennis Le tennis | Primary Languages Network: French |
| Year 6 - Spring | Spring 1 – Sport | Spring 1 - Sport | football Le foot | Stage 4 – Spring 1 |
| | Listening | Listening | Swimming La natation horseriding L'équitation Gymnastics La | |
| | -Listen to and understands a peers likes and dislikes about sport. | -Listen attentively to spoken language and show understanding by | gymnastique Dance La danse | |
| | -Understands simples sentences about how to play a sport. | joining in and responding. | Basketball Le basket Rugby Le rugby | |
| | | | Do you like? Tu aimes? | |
| | Speaking | Speaking | I like because it's j'aimecar c'est | |
| | -Say which sports are liked and disliked. | -Speak confidently in phrases and full sentences. | I don't likebecause it's Je n'aime pascar c'est | |
| | -Say how to play sports using simple sentences. | -Engage in conversations; ask and answer questions; express | | |
| | | opinions and respond to those of others | Fast Rapide Boring ennuyeux | |
| | | -Present ideas and information orally. | Interesting intéressant | |
| | | -Develop accurate pronunciation and intonation so that others understand. | Difficult difficile | |
| | | -Describe sports and actions orally. | Elegant gracieux | |
| | | Describe sports and actions orany. | It's good for my health c'est bon pour ma santé | |
| | Reading | Reading | I play Je joue | |
| | -Read and understand sports and likes/dislikes. | -Read carefully and show understanding of words, phrases and | You play Tu joues | |
| | -Identify parts of the present tense verb 'to play' "jouer". | simple writing. | He plays II joue | |
| | | -Explore the spelling patterns of language. | He plays Elle joue | |
| | | -Broaden their vocabulary and develop their ability to understand | We play Nous jouons They play Ils jouent | |
| | | new words that are introduced into familiar written material. | They play Elles jouent | |
| | | | | |
| | Writing Write some simple present tense centences using verh "iquer" with | Writing Writing haracse from moment, and adapt these to create new | | |
| | -Write some simple present tense sentences using verb "jouer" with support. | -Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. | | |
| | -Say how to play sports using simple sentences. | -Describe sports and actions in writing. | | |
| | -say now to play sports using simple sentences. | -Understand and apply basic grammar (conjugation of high- | | |
| | | frequency verbs) to build sentences. | | |
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| r 6 - | Summer 1 – Café Culture | Summer 1 – Café Culture | drinks Les boisson | Primary Languages Network: French |
|-------|--|---|--|-----------------------------------|
| ımer | -What is café culture? | -Taste French breakfast food items. | a black coffee Un café | Stage 4 – Summer 1 |
| | -Learn about a brief history and geography of café culture in France, | -Understand etiquettes and some traditions of France. | a coffee with milk Un café au lait | |
| | particularly Paris. | Onderstand eliquettes and some traditions of France. | a coffee with cream Un café crème | Croissants, fruits, orange juice. |
| | i i i i i i i i i i i i i i i i i i i | | a hot chocolate Un chocolat chaud | |
| | -What types of food may be found on a café menu in France? | | mint cordial Un sirop de menthe | |
| | -What is the etiquette of ordering and serving in France? | | water Une eau minérale | |
| | | | cola Un coca | |
| | Listening | Listening | | |
| | -Recognise some traditional French foods and drinks. | -Listen attentively to spoken language. | Meals (dishes) Plats | |
| | -Take part in a café roleplay about ordering menu items, listening | -Show understanding by joining in and responding. | Ham and cheese toastie Un croque-monsieur | |
| | carefully in order to respond. | | Ham toastie with an egg on top Un croque-madame | |
| | cure runy in order to respond. | | Ice cream Une glace | |
| | Carabias | Casakina | Chips Une portion de frites | |
| | Speaking | Speaking | Steak and chips Un steak frites | |
| | -Say what food and drink they like/dislike. | -Engage in conversations; ask and answer questions; express | Green salad Une salade verte | |
| | -Ask someone else for likes and dislikes. | opinions and respond to those of others; seek clarification and help. | Omelette Une omelette | |
| | -Ask for some food and drink politely. | -Speak in sentences, using familiar vocabulary, phrases and basic | | |
| | -Name some traditional French foods and drinks. | language structures. | Do you like? Tu aimes? | |
| | -Take part in a café roleplay. | -Develop accurate pronunciation and intonation so that others | love j'adore | |
| | | understand when they are reading aloud. | I like j'aime | |
| | | anderstand when they are reading aroun. | I don't like Je n'aime pas | |
| | | | I hate Je déteste | |
| | - " | - " | | |
| | Reading | Reading | | |
| | -Read some traditional French foods and drinks. | -Read carefully and show understanding of words, phrases and | Vous désirez?- What would you like? | |
| | -Compare spellings in French and English (cognates and near | simple writing. | Je prends – I will have | |
| | cognates). | -Broaden their vocabulary and develop their ability to understand | Je voudraisI would like | |
| | -Use a bilingual dictionary to find breakfast items. | new words that are introduced into familiar written material, | Here it is Voilà | |
| | , | including through using a dictionary. | | |
| | | | | |
| | Writing | Writing | | |
| | | | | |
| | -Write what food and drink they like/dislike. | -Write phrases from memory, and adapt these to create new | | |
| | -Write a simple sentence about breakfast. | sentences, to express ideas clearly. | | |
| | -Create a hotel breakfast menu. | -Understand and apply basic grammar (m & f forms) to build | NB: The letter eszett 'β' is used interchangeably with 'ss' – this is to | |
| | | sentences. | match the teaching at TPS. | |
| | | -Understand and apply basic grammar (key features and patterns- | | Primary Languages Network: Germa |
| | | cognates) to build sentences. | Hello Hallo | Stage 1 – Autumn 1 |
| | | cognitices/ to build sentences. | Good day Guten Tag | |
| | | | Goodbye Auf weirdersehn | |
| | | | See you soon Bis Bald | |
| | | | 000 100 000 2.0 20.0 | |
| | | | Bye Tschüss | |
| | | | | |
| | | Summer 2 – Exploring German | Bye Tschüss | |
| | Summer 2 – Exploring German | Summer 2 – Exploring German | Bye Tschüss How are you? Wie gehts? | |
| | Summer 2 – Exploring German Where Germany is in the world/Google Farth linked Man of | Summer 2 – Exploring German | Bye Tschüss How are you? Wie gehts? I am good/fine Es geht mir gut | |
| | Where Germany is in the world/Google Earth linked Map of | Summer 2 – Exploring German | Bye Tschüss How are you? Wie gehts? I am good/fine Es geht mir gut I am not good Es geht mir schlecht | |
| | Where Germany is in the world/Google Earth linked Map of Germany/ virtual video tour of Germany. | Summer 2 – Exploring German | 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? | |
| | Where Germany is in the world/Google Earth linked Map of | | 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? | |
| | Where Germany is in the world/Google Earth linked Map of Germany/ virtual video tour of GermanyKnow the colours of the German flag. | Listening | 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 | |
| | Where Germany is in the world/Google Earth linked Map of Germany/ virtual video tour of Germany. -Know the colours of the German flag. <u>Listening</u> | Listening -Listen to and join in with native speakers. | 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 Zero Null | |
| | Where Germany is in the world/Google Earth linked Map of Germany/ virtual video tour of Germany. -Know the colours of the German flag. Listening -Recognise the words for hello and goodbye. | Listening | 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 Zero Null One Eins | |
| | Where Germany is in the world/Google Earth linked Map of Germany/ virtual video tour of Germany. -Know the colours of the German flag. Listening -Recognise the words for hello and goodbyeRecognise spoken feeling words. | Listening -Listen to and join in with native speakers. | 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 Zero Null | |
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| | Where Germany is in the world/Google Earth linked Map of Germany/ virtual video tour of Germany. -Know the colours of the German flag. Listening -Recognise the words for hello and goodbye. -Recognise spoken feeling words. -Recognise spoken colour words. | Listening -Listen to and join in with native speakersAppreciate songs and rhymes in the language | 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 Zero Null One Eins Two Zwei Three Drei Four Vier Five fünf | |
| | Where Germany is in the world/Google Earth linked Map of Germany/ virtual video tour of Germany. -Know the colours of the German flag. Listening -Recognise the words for hello and goodbye. -Recognise spoken feeling words. -Recognise spoken colour words. -Recognise spoken numbers 0-10. | Listening -Listen to and join in with native speakersAppreciate songs and rhymes in the language Speaking | 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 Zero Null One Eins Two Zwei Three Drei Four Vier | |
| | Where Germany is in the world/Google Earth linked Map of Germany/ virtual video tour of Germany. -Know the colours of the German flag. Listening -Recognise the words for hello and goodbye. -Recognise spoken feeling words. -Recognise spoken colour words. -Recognise spoken numbers 0-10. | Listening -Listen to and join in with native speakersAppreciate songs and rhymes in the language Speaking -Join in with words, phrases and songs. | 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 Zero Null One Eins Two Zwei Three Drei Four Vier Five fünf | |
| | Where Germany is in the world/Google Earth linked Map of Germany/ virtual video tour of Germany. -Know the colours of the German flag. Listening -Recognise the words for hello and goodbye. -Recognise spoken feeling words. -Recognise spoken colour words. -Recognise spoken numbers 0-10. Speaking -How to say hello and goodbye. | Listening -Listen to and join in with native speakersAppreciate songs and rhymes in the language Speaking | 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 Zero Null One Eins Two Zwei Three Drei Four Vier Five fünf Six sechs Seven Sieben Eight Acht | |
| | Where Germany is in the world/Google Earth linked Map of Germany/ virtual video tour of Germany. -Know the colours of the German flag. Listening -Recognise the words for hello and goodbye. -Recognise spoken feeling words. -Recognise spoken colour words. -Recognise spoken numbers 0-10. Speaking -How to say hello and goodbye. -How to ask how someone is feeling. | Listening -Listen to and join in with native speakersAppreciate songs and rhymes in the language Speaking -Join in with words, phrases and songs. | 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 Zero Null One Eins Two Zwei Three Drei Four Vier Five fünf Six sechs Seven Sieben Eight Acht Nine Neun | |
| | Where Germany is in the world/Google Earth linked Map of Germany/ virtual video tour of Germany. -Know the colours of the German flag. Listening -Recognise the words for hello and goodbyeRecognise spoken feeling wordsRecognise spoken colour wordsRecognise spoken numbers 0-10. Speaking -How to say hello and goodbyeHow to ask how someone is feelingHow to ask and give a name and explore some common French first | Listening -Listen to and join in with native speakersAppreciate songs and rhymes in the language Speaking -Join in with words, phrases and songsPractise pronunciation and intonation skills for the vocabulary for | 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 Zero Null One Eins Two Zwei Three Drei Four Vier Five fünf Six sechs Seven Sieben Eight Acht | |
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