Birchwood Languages Curriculum Map

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Year Group	Substantive Knowledge	Disciplinary Knowledge	Vocabulary	Resources
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Year 3 -	Autumn 1 - A New Start	Autumn 1 - A New Start	Hi Salut	Primary Languages Network: French
Autumn	Where France is in the world/Google Earth linked Map of France/		Good day Bonjour	Stage 1 - Autumn 1
	virtual video tour of France.		Good afternoon Bon après-midi	
	-Explore some cities of France.		Goodbye Au revoir	
	-Know the colours of the French flag.		See you soon A bientôt	
			How are you? Comment ça va ?	
	Listening	Listening	I am good/fine Ça va bien	
	-Recognise the words for hello and goodbye.	-Listen to and join in with native speakers.	I am not good Ça va mal	
	-Recognise spoken feeling words.		Very très	
	-Recognise spoken colour words.		I'm okay Ça va comme- çi, comme- ça	
	-Recognise spoken numbers 0-10.			
			What are you called? Comment t'appelles tu?	
	Speaking	Speaking	I am called Je m'appelle	
	-How to say hello and goodbye.	-Join in with words, phrases and songs.	Zero Zéro	
	-How to ask how someone is feeling.	-Practise pronunciation and intonation skills for the vocabulary for	One Un	
	-How to ask and give a name and explore some common French first	the unit.	Two Deux	
	names.		Three Trois	
	-Say numbers 0-10.		Four Quatre	
	-Say 8 colours (blue, white, red, black, yellow, green, pink, orange).		Five Cinq	
	-say a colours (blue, writte, reu, black, yellow, green, plink, orange).		Six six	
			Seven Sept	
	Bas Rus	Deadle -	Eight Huit	
	Reading Paradayunkas 2 12	Reading Broading 2 10 and 2 advantage 2 10 advantage	Nine Neuf	
	-Read number 0-10.	-Practise reading numbers 0-10 and 8 colours.	Ten Dix	
	-Read 8 colours.	-Practise reading common greeting phrases.		
	-Read greeting phrases		Blue Bleu	
			Green Vert Yellow Jaune	
	Writing	Writing	Black Noir	
	-Write 0-10 number names.	-Look at the written numbers and explore the phoneme – grapheme	Red Rouge	
	-Write hello and goodbye.	links within the words.	White Blanc	
		-Focus on the syllables of the words and practise writing.	Pink R ose	
			Orange Orange	
	Autumn 2 – Calendar and Celebrations	Autumn 2 – Calendar and Celebrations		Primary Languages Network: French
			Monday lundi	Stage 1 - Autumn 2
	Listening	Listening	Tuesday mardi	
	-Recognise the days of the week.	-Respond to a classroom command.	Wednesday mercredi	
	-Recognise the months of the year.	-Listen attentively to spoken language and show understanding by	Thursday jeudi Friday vendredi	
	necognise the months of the year.	joining in and responding.	Saturday samedi	
		Jenning manaratery	Sunday dimanche	
		Caralina		
	Speaking	Speaking		
	Speaking -Say the days of the week	Speaking -Explore the patterns and sounds of language through songs and	Today is itAujourd'hui c'est	
	-Say the days of the week.	-Explore the patterns and sounds of language through songs and	Today is it Aujourd'hui c'est	
		-Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	January janvier	
	-Say the days of the week.	-Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of wordsSpeak in sentences, using familiar vocabulary, phrases and basic	January janvier February février	
	-Say the days of the week.	-Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of wordsSpeak in sentences, using familiar vocabulary, phrases and basic language structures.	January janvier February février March mars	
	-Say the days of the week.	-Explore the patterns and sounds of language through songs and rhymes 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	January janvier February février March mars April avril	
	-Say the days of the week.	-Explore the patterns and sounds of language through songs and rhymes 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	January janvier February février March mars April avril May mai	
	-Say the days of the week.	-Explore the patterns and sounds of language through songs and rhymes 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	January janvier February février March mars April avril May mai June juin	
	-Say the days of the weekSay the months of the year.	-Explore the patterns and sounds of language through songs and rhymes 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.	January janvier February février March mars April avril May mai June juin July juillet	
	-Say the days of the weekSay the months of the year. Reading	-Explore the patterns and sounds of language through songs and rhymes 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	January janvier February février March mars April avril May mai June juin July juillet August août	
	-Say the days of the weekSay the months of the year. Reading -Read the days of the week.	-Explore the patterns and sounds of language through songs and rhymes 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 -Practise reading key vocabulary.	January janvier February février March mars April avril May mai June juin July juillet August août September septembre	
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	-Say the days of the weekSay the months of the year. Reading -Read the days of the week.	-Explore the patterns and sounds of language through songs and rhymes 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 -Practise reading key vocabularyInvestigate sounds and silent letters with the vocabulary for the topicCompare English to French identifying cognates and near cognates	January janvier February février March mars April avril May mai June juin July juillet August août September septembre October octobre November novembre December décembre When is your birthday? C'est quand ton anniversaire? My birthday is in Mon anniversaire est en	
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	-Say the days of the weekSay the months of the year. Reading -Read the days of the weekRead the months of the year. Writing	-Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. -Speak in sentences, using familiar vocabulary, phrases and basic language structures. -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. 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	January janvier February février March mars April avril May mai June juin July juillet August août September septembre October octobre November novembre December décembre When is your birthday? C'est quand ton anniversaire? My birthday is in Mon anniversaire est en	

Voor 2 Contra	Carino 1 Animale	Caving 1 Animals	A cat Un chat	Primary Languages Network: French
Year 3- Spring	Spring 1 – Animals	Spring 1 – Animals	A dog Un chien	Stage 1 - Spring 1
	Lictoring	Lictoring	A fish un poisson	5
	Listening	Listening Listen to and in in with an animal start	A bird Un oiseau	
	-Recognise animal nouns.	-Listen to and join in with an animal story.	A horse Un cheval	
	-Recognise animal nouns in plural form.	-Listen attentively to spoken language and show understanding by	A rabbit Un lapin	
		joining in and responding.	A mouse Une souris	
			A sheep Un mouton	
	Speaking	Speaking	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.	What is it? Qu'est ce que c'est?	
	-Say the animal nouns	-Ask and answer questions using the key vocabulary and phrases.	It isc'est	
1		-Develop accurate pronunciation and intonation so that others	Telse est in	
		understand when they are reading aloud or using familiar words and		
		phrases.		
	Reading	Reading		
1	-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		
1	-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	
	Spring 2 – Carnivals	Spring 2 – Carnivals	Treize- 13	Pancakes, waffles and crepes.
	-Know that Mardi Gras is a carnival celebration celebrated on Shrove	Taste French foods typically eaten at Mardi Gras.	Quatorze- 14	
	Tuesday.	,, ,	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	
	Listening	Listening	, , , , , , , , , , , , , , , , , , , ,	
	-Understand the question and answers to "How old are you?"	-Follow simple instructions to make a mask.		
	, , , , , , , , , , , , , , , , , , , ,	-Listen attentively to spoken language and show understanding by		
		joining in and responding		
	Speaking	Johnnig III and responding		
	-Ask and answer the question, "How old are you?"	Speaking		
	-Say numbers between 0-15.	-Speak in sentences using familiar vocabulary and phrases.		
	Say hambers between 0 15.	-Develop accurate pronunciation and intonation so that others		
		understand when they are reading aloud or using familiar words and		
		phrases.		
	Dooding	Dooding		
	Reading -Read the date.	Reading -Explore the phoneme – grapheme links within the nouns and link		
	-Read 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		
	Writing Write number 0.15	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.		
Year 3- Summer	Summer 1 – Food	Summer 1 - Food	Apples Des pommes Pears Des poires	Primary Languages Network: French 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	
		Pr. State of the s	Onions Des oignons	
	Speaking	Speaking	Carrots Des carottes	
	-Say names of taught fruit and vegetables.	-Speak in sentences, using familiar vocabulary and phrases	Cucumbers Des concombres	
			Peaches Des pêches Grapes Des raisins	
	-Know how to ask politely for fruit and vegetables	-Express opinions and respond to those of others	Melons Des melons	
	-Know how to ask correct determiner for 'a' for fruits in French.	-Develop accurate pronunciation and intonation so that others	Plums Des prunes	
		understand when they are using familiar words and phrases.	Please S'il vous plaît	
			Thank you Merci	
			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		
		-Write using appropriate grammar structures for the determiner 'a'		
		write using appropriate grammar structures for the determiner a		
			When do not have a 200 had to 120	
			Where do you live? Où habites-tu?	8
			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?	
			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.		
	-say picflic food and drillk flouris.	-speak in sentences using familiar vocabulary and prinases.	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	
		these to already familiar sounds and words.		
			Revise numbers 1-15	
	Writing	Writing	Revise colours	
	-Write phrases to build a picnic story.	-Write phrases to express ideas clearly.		
	,	,		
Year 4-	Autumn 1 – Welcome to School	Autumn 1 – Welcome to School	Revise greetings and numbers - see Year 3 Autumn 1	Primary Languages Network: French
Autumn			Revise days and months - see Year 3 Autumn 2	Stage 2 – Autumn 1
Autumn	Listening	Listening	Revise questions - see Year 3 Summer 2	
	-Respond to classroom instruction.	-Listen attentively to spoken language in order to imitate key	Listen écoutez Look regardez	
	-Recognise days and months.	sounds.	Repeat répétez Stand up levez-vous	
	-Understand classroom nouns.		Sit down asseyez-vous Show me montrez-moi	
			Silence silence	
	Speaking	Speaking		
	-Ask and answer questions – revision of Year 3 language (greetings	-Speak confidently in words, phrases and sentences.	Revise questions and numbers - see Year 3 Spring 2	
	and feelings).	-Imitate key sounds and silent letters.	16 seize	
	-say number 0-20.	-Ask questions using intonation.	17 dix-sept	
	-Recall days and months.		18 dix-huit	
	-Say names of the rooms around school.		19 dix-neuf	
	-Name classroom objects.		20 vingt	
	•		The school l'école The dinner hall la cantine	
	Reading	Reading	The office le bureau The toilets les toilettes	
		-Identify language patterns.	The classroom la salle de classe The hall le gymnase	
	-Recognise days and months.		The playground la cour de recreation	
		-Read and understand some familiar and unfamiliar French.	The playstound is cour we recreation	
		-Explore silent letters.	A pencil un crayon A pen un stylo	
	Writing		An eraser une gomme A tube of glue un tube de colle	
	-Write classroom nouns.	Writing		
	-Write classroom nouns.	-Copywrite words and short phrases.	Some scissors des ciseaux A ruler une règle	
	-Write classroom nouns.		Some scissors des ciseaux A ruler une règle	
	-Write classroom nouns.	-Copywrite words and short phrases.	Some scissors d es ciseaux A ruler une règle A pencil sharpener un taille-crayon A notebook un cahier	
	-Write classroom nouns.	-Copywrite words and short phrases.	Some scissors d es ciseaux A ruler une règle A pencil sharpener un taille-crayon A notebook un cahier	

	Autumn 2 – My Town, Your Town Listening -Respond to classroom instructions and useful commandsRecognise places in a townIdentify shop names. Speaking -Perform firework poem (using new and revised colours)Say places in a townAsk 'where is?' using classifying masculine/feminine nounsSay shop names. Reading -Read firework poem aloud (using new and revised colours)Read some classroom instructions and useful commands.	Autumn 2 – My Town, Your Town Listening -Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages)Listen attentively to spoken language and show understanding by joining in and responding. Speaking -Present information orally to a range of audiencesAsk and answer simple questions and give basic informationDescribe places, things and actions orally. Reading -Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages).	Revise colours - see Year 3 Autumn 1 purple Violet Silver Argent Gold Or Brown marron Revise commands - see Year 4 Autumn 1 Count with me Comptez avec moi Sing with me Chantez avec moi Find me Trouvez moi The restaurant Le restaurant The supermarket Le supermarché The stadium Le stade The cinema Le cinéma The school l'école The cafe Le café The chemist La pharmacie The bakery La boulangerie	Primary Languages Network: French Stage 2 – Autumn 2
	Writing -Write a firework poem (using new and revised colours)Write a short sequence of commands.	-Read carefully and show understanding of words and phrases. Writing -Describe places, things and actions in writingWrite phrases from memory, and adapt these to create new sentences	Here is Voici Where is? Où est?	
Year 4 - Spring	Spring 1 - Epiphany -Know that Epiphany is a feast celebration celebrated on 6 th January to mark the day the Three Wise Men visited JesusKnow that la galette des rois (King cake) is a French pastry eaten during Epiphany (a puff pastry tart style cake containing almond paste or in southern France, a brioche donut decorated with candied fruit).	Spring 1 - Epiphany Taste French foods typically eaten at Epiphany	The dad Le papa The brother Le frère The baby Le bébé The grandad Le grand-père The mum La maman The sister La soeur The grandma La grand-mère The family La famille	Primary Languages Network: French Stage 2 – Spring 1 https://www.cbc.ca/kidscbc2/the-feed/what-is-epiphany Frangipane tarts (similar to galette crois Brioche, apricot jam, candied fruits
	Listening -Recognise nouns for facial featuresUnderstands simple sentences about numbers and facial features. Speaking -Say nouns for family membersSay nouns for facial features. Reading	Listening -Listen attentively to spoken language and show understanding by joining in and responding. Speaking -Explore the pronunciation of plural and singular nouns for adjectivesDescribe people orally and in writingEngage in conversations; ask and answer questionsDevelop accurate pronunciation and intonation. Reading	Who are you? Qui es-tu? I am Je suis The nose Le nez The mouth La bouche The head La tête The hair Les cheveux The eyes Les yeux the ears Les oreilles What colour is? De quelle couleur est? What colour are? De quelle couleur son? The mouth is La bouche est The ears are Les oreilles sont	Briotrie, apricot jain, candied fruits
	-Read nouns for facial features. Writing -Write personal information about a family member -Write simple sentences to describe an alien	-Explore the spelling of plural and singular nouns for adjectivesBroaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Writing -Write phrases from memory, and adapt these to create new sentences, to express ideas clearlyDescribe people in writing.		

	Spring 2 – Parts of the Body	Spring 2 – Parts of the Body	The cose le ner	Primary Languages Network: French
			The nose Le nez The mouth La bouche	Stage 2 – Spring 2
	Listening	Listening	The head La tête	
	-Recognise nouns for parts of the face and body.	-Listen to and join in with songs and games to explore nouns and	The hair Les cheveux revision	
	-Listen to different pronunciations of plural nouns for parts of the	adjectives.	The eyes Les yeux	
	face and body.	-Listen attentively to spoken language and show understanding by	The ears Les oreilles	
		joining in and responding.		
			Heads La tête	
	Speaking	Speaking	Shoulders Les épaules	
	-Say nouns for parts of the face and body.	-Develop accurate pronunciation and intonation when using familiar	Knees Les genoux	
	-Say plural nouns for parts of the face and body.	words and phrases.	Toes Les doigts de pied	
	-Answer questions about body parts used in yoga sequence.		Legs Les jambes Feet Les pieds Hands Les mains Arms Les bras	
			Hallas Ees Halls Allis Ees Blas	
	Reading	Reading		
	-Read nouns for parts of the face and body.	-Read carefully and show understanding of words, phrases and	Think about Pensez à	
	-Read and notice the differences in spellings of plural nouns of the	simple writing.	Touch Touchez	
	face and body.	-Explore the phoneme – grapheme links within the nouns and link	Move Bougez	
		these to already familiar sounds and words.	Lift levez	
			Stretch étirez	
	Writing	Writing	Turn tournez 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.	Diedale respirez	
	(building on prior language of colours and numbers).	-Write using appropriate grammar structures for singular and plural	Left Gauche	
	,	nouns.	Right droite	
		-Describe 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	Listening	The snake Le serpent	
	-Recognise jungle animals and cognates.	-Compare English to French identifying cognates and near cognates	The parrot Le perroquet	
	-Recognise adjectives used to describe animals in a story.	(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.	The elephant i elephant	
		-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	
	-Name jungle animals and cognates.	-Engage in conversations; ask and answer questions; express	Small petit	
	-Name and revise colours.	opinions and respond to those of others.	Big grand	
		-Speak in sentences, using familiar vocabulary, phrases and basic	Long long Quick rapide	
		language structures.	Multicoloured multicolore	
			Fierce/frightening terrible	
	Reading	Reading		
		Reading -Compare English to French identifying cognates and near cognates	What's wrong? Qu'est-ce qu'il y a?	
	-Read nouns and adjectives describing jungle animals.	-Compare English to French identifying cognates and near cognates	What's wrong? Qu'est-ce qu'il y a? I don't feel well Je ne me sens pas bien	
	-Read nouns and adjectives describing jungle animalsRead body parts.	-Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages).	What's wrong? Qu'est-ce qu'il y a? I don't feel well Je ne me sens pas bien I have toothache j'ai mal aux dents	
	-Read nouns and adjectives describing jungle animals.	-Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages)Explore the phoneme – grapheme links within the nouns and link	What's wrong? Qu'est-ce qu'il y a? I don't feel well Je ne me sens pas bien I have toothache j'ai mal aux dents I have a headache j'ai mal à la tête	
	-Read nouns and adjectives describing jungle animalsRead body parts.	-Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages).	What's wrong? Qu'est-ce qu'il y a? I don't feel well Je ne me sens pas bien I have toothache j'ai mal aux dents I have a headache j'ai mal à la tête I have earache j'ai mal à l'oreille	
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	Summar 2 Weather	Summar 2 Weather		Primary Languages Network: French
	Summer 2 – Weather Listening -Recognise the name of ice cream flavoursRecognise weather types from given statements.	Listening -Listen attentively to spoken language in order to respond spontaneously to othersListen to an join in with native speakers.	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 vent It's foggy II y a du brouillard It's cold II fait froid It's hot II fait chaud	Stage 2 – Summer 2
	Speaking -Say different weather statementsSay simple phrases to give the weather forecastName ice cream flavoursSay likes and dislikes about ice cream flavours.	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.	It's snowing II neige It's raining II pleut Spring printemps Summer été Autumn automne Winter hiver	
	Reading -Recognise the name of ice cream flavoursRecognise weather types from statements written by oneself and others.	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.	In À Ice cream un glace Strawberry Fraise Vanilla Vanille Chocolate chocolat Lemon citron Mint Chocolate menthe chocolat With sprinkles avec des vermicelles	
	Writing -Write and copy weather statementsWrite what the weather is like in cities across France.	Writing -Present ideas and information to peersWrite phrases from memory and using a frame to supportDescribe the weather in France in writing.	What would you like? Qu'est ce que tu voudrais? I would like Je voudrais	
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 French. Speaking -Say facts about myself and othersAsk and answer questions about self and others to build dialogueExpress simple opinions about school subjects.	Listening -Listen attentively to spoken language and show understanding by joining in and respondingUnderstand the main points from a series of spoken sentences. Speaking -Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.	(m) I am happy Je suis heureux (m) I am proud Je suis fier (m) I am surprised Je suis surpris (m) I am surprised Je suis surpris (m) I am confused Je suis perdu (m) I am confused Je suis perdu (m) I am tired Je suis fatigué (f) I am confused Je suis perdue (m) I am tired Je suis fatigué (f) I am tired Je suis fatiguée Revise feelings - see Year 3 Autumn 1 I am thirsty J'ai soif I am hungry J'ai faim I am cold J'ai froid I am hot J'ai chaud Because car And et But mais	Primary Languages Network: French Stage 3 – Autumn 1
	-Express feelings in more detail. Reading -Identify personal pronouns, adjectives, nouns and verbs in written FrenchDevelop use of bilingual dictionaries.	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 dictionaryCompare English to French identifying cognates and near cognates (word that are the same/similar in both languages).	Revise greetings and numbers - see Year 3 Autumn 1 Revise questions - see Year 3 Summer 2 I je He/his il she/her elle I like J'aime I don't like Je n'aime pas English L'anglais Maths Les maths French Le français Science Les sciences Art Le dessin Geography La géographie PE I'E.P.S	
	Writing -Write simple sentences about feelingsBuild upon simple sentences to include conjunctions when writing opinions about school subjects.	Writing -Understand basic grammar appropriate to the topic including editing the spelling of masculine and feminine nouns.	History L'histoire It isc'est Easy facile Boring ennuyeux Interesting intéréssant Useful utile Difficult difficile	
	Autumn 2 – The City -Explore some landmarks of Parisknow that € is the symbol for Euro – the currency of 20 countries in Europe including France.	Autumn 2 – The City	Revise numbers - see Year 3 Autumn 1/Year 4 Autumn 1 I would like Je voudrais I would like (X) ticket(s) for Je voudrais (X) ticket(s) pour Please S'il vous plaît The cinema le cinéma	Primary Languages Network: French Stage 3 – Autumn 2
	Listening -Understand some spoken facts about FranceUnderstand simple directions around a city.	Listening -Listen attentively to spoken language and show understanding by joining in and respondingUnderstand the main points from a series of spoken sentences.	The zoo Le zoo The art gallery La galerie d'art The museum Le musée The swimming pool La piscine The stadium Le stade	

Say nouse around a town or city e.g. parkAsk for a tacket to a pake in the cityGive simple directions around a citySay a simple description of the cityI can ask for a price of an item in a shop. -Present information onally to a range of audiencePresent information onally to a range of audiencePresent information or ally to a range of audiencePresent information or a range of audiencePresent information	
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Listening	Primary Languages Network: French
Listening List	Stage 3 – Spring 1
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respond. Joining in and responding. Joining in and responding. Watermelon Une pastèque Mango Une mangue Peper Un poivron Salad Une salade Potato Une power de terre Speak in sentences, using familiar vocabulary, phrases and basic language structures. Present ideas and information orally to a range of audiences. Pears Des poires Pea	
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-Write simple sentences about fruit and vegetablesWrite phrases from memory, and adapt these to create new	
-Record findings of a class survey about fruit and vegetables sentences.	
Spring 2 – Clothes Spring 2 – Clothes Spring 2 – Clothes Socks Des chaussettes Prima	Primary Languages Network: French
Shoes Des chaussures Stage	Stage 3 – Spring 2
Listening Listening Trousers Un pantalon	
Identify parts of the year (nexter) to understand what is being wern.	
Diess difference of the soul content of the so	
-Recognise names of items of clothing. Joining in and responding. Shirt Une chemise blouse Une blouse	

			Tie Une cravate Jumper Un pull	
	Speaking -Say some items of clothingIdentify parts of the verb 'porter' to describe what I am wearingDescribe items I am wearing using adjectives. Reading -Identify parts of the verb 'porter' to understand what is being wornUnderstand a detailed description of an outfit. Writing -Design and describe a sports kit.	Speaking -Develop accurate pronunciation and intonation so that others understand. Reading -Read carefully and show understanding of words, phrases and simple writingUnderstand the main points and simple opinion of a longer written passage. Writing -Explore how to build more complex sentences using nouns, verbs and adjectivesWrite phrases from memory, and adapt these to create new sentences, to express ideas clearlyUnderstand basic grammar appropriate to the language being	Sweatshirt Un sweat Tshirt Un tee-shirt Trainers Des baskets Coat Un manteau Hat Un chapeau Gloves Des gants Scarf Une écharpe What are you wearing? Qu'est ce que tu portes? What are you going to wear Qu'est ce que tu vas porter? I wear Je porte I am wearing Je porte I am going to wear Je vais porter A long skirt Une jupe longue A short skirt Une jupe courte A blue skirt Une jupe bleue A big coat Un grand manteau A small coat Un petit manteau	
Year 5- Summer	Listening -Listen to questions about identity in order to respondRecall familiar vocabulary to understand simple information about planets. Speaking - Revisit and extend personal information questions and answersAsk and answer questions about someone's identityName 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 about it.	Listening -Listen attentively to spoken language and show understanding by joining in and respondingListen to and appreciate a story about the galaxy. Speaking -Engage in conversations about personal informationAsk and answer questions about a person's identity. Reading -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 audiencesUse basic grammar when writing (suing the negative 'not'.)	Mercure Vénus Mars Jupiter Saturne Uranus Neptune Pluton The Earth la Terre The moon la lune the sun le soleil What is your name? Quel est ton nom? My name is Mon nom est What is your address? Quelle est ton adresse? My address is Mon adresse est What is your birth date? Quelle est la date de ton anniversaire? My birth date is Mon anniversaire est le What is your rationality? Quelle est ta nationalité? British Britannique French Française Polish Polonaise Romanian Roumaine Indian Indienne Chinese Chinoise	Primary Languages Network: French Stage 3 – Summer 1
	Summer 2 – Going to the Beach	Summer 2 – Going to the Beach	The beach La plage	Primary Languages Network: French Stage 3 – Summer 2
	<u>Listening</u> -Recognise nouns for items to take to the beach.	<u>Listening</u> -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	

	Speaking -Recall sentence starters to use to talk about the seaside -Say and perform persuasive sentences about visiting the seaside. 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. Writing -Write extended 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. 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. Writing -Use conjunctions in writing (et)Use adjectives in writingDescribe places and actions in writing.	A cap Une casquette 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 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	
Year 6- Autumn	Autumn 1 – This is Me Listening -Recognise phrases about my own and others' personality and appearance in order to respond and ask questionsListen carefully to recognise new words and phrases within extended sentences. Speaking -Recall and extend phrases to talk about personality and appearanceAdapt spoken language to quantify nouns e.g. les yeux marrons -Pronounce the correct adjectives depending on genderSay which job they would like to do in adulthood. Reading -Read and understand sentences to describe appearanceRead sentences about oneselfRead and understand a rap song about someone's personality and appearanceRecognise plural adjectives to describe plural nouns -Use a bilingual dictionary to find other professions. Writing -Use plural adjectives to describe plural nouns -Use a model to write sentences about themselvesWrite sentences about their future career aspirations.	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. 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 writingRecognise grammatical features of the language 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.	Revise greetings – see Year 3 Autumn 1 Revise questions - see Year 3 Autumn 2, Spring 2 & Summer 2 Revise feelings – see Year 5 Autumn 1 I am sad Je suis triste I am Je suis Shy/timid timide Strong fort(m) forte(f) Active actif(m) active(f) Creative créatif(m) créative(f) Funny drôle Sporty sportif(m) sportive(f) Courageous courageux(m) couraguese(f) Calm calme Revise colours – see Year 3 Autumn 1 Revise body parts – see Year 4 Spring 1 I have J'ai Blond blonds Red roux Use in context of hair colour and et This is me c'est moi Always toujours Sometimes parfois But mais I would like to be Je voudrais être Astronaut astronaute Teacher professeur Author auteur Dentist dentist Doctor médecin Footballer footballeur	Primary Languages Network: French Stage 4 – Autumn 1
	Autumn 2 – Homes and Houses Listening -Understand some nouns for rooms in a houseUnderstand some nouns for furtniture within a typical homeUnderstand some prepositional phrases. Speaking -Say some nouns for rooms in a houseSay where things are using prepositions.	Autumn 2 – Homes and Houses Listening -Listen to, understand and appreciate a cartoon storyExplore and listen for patterns, silent letters and key sounds. Speaking -Pronounce unfamiliar words accurately using key sounds knowledgeEngage in conversations; ask and answer questions; express opinions and respond to those of othersSpeak in sentences, using familiar vocabulary, phrases and basic language structures.	Revise colours and numbers – see Year 3 Autumn 1 Revise numbers to 60 – see XXX (PLN to create new content) The house La maison A lounge Un salon A kitchen Une cuisine A bathroom Une salle de bains A dining room Une salle à manger A bedrooms une chambre A garden Un jardin In my Dans ma There is/are Il y a A bed Un lit Window Une fenêtre Door Une porte Rug Un tapis Armchair Un fauteuil	Primary Languages Network: French Stage 4 – Autumn 2

	Reading	Reading	Table Une table	
	-Read some nouns for rooms in a house.	-Identify masculine, feminine and plural nouns.	Is est	
	-Read some items of furniture within a typical home	-Identify key sounds and silent letters.	In front devant	
	-Read prepositional phrases to describe where items are.	-Use a bilingual dictionary to check spellings/new words.	Behind derrière	
	-Use a bilingual dictionary to check spellings/new words.	-Read carefully and show understanding of words, phrases and	On sur	
		simple writing.	Under en dessous	
		-Broaden their vocabulary and develop their ability to understand	In dans	
		new words that are introduced into familiar written material,	iii uaiis	
		including through using a dictionary.		
		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		
	prepositions.	-Describe places, things and actions in writing.		
Year 6 - Spring	Spring 1 – Sport	Spring 1 - Sport	Cricket Le cricket Tennis Le tennis	Primary Languages Network: French
			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	
	-onderstands simples sentences about now to play a sport.	Johnnig in and responding.		
			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	
		-Present ideas and information orally.	Boring ennuyeux	
		-Develop accurate pronunciation and intonation so that others	Interesting intéressant	
		understand.	Difficult difficile	
			Elegant gracieux	
		-Describe sports and actions orally.	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	
		new words that are introduced into familiar written material.	They play Ils jouent	
		new words that are introduced into familiar written material.	They play Elles jouent	
	MATCHES -	Western		
	Writing	Writing		
	-Write some simple present tense sentences using verb "jouer" with	-Write phrases from memory, and adapt these to create new		
	support.	sentences, to express ideas clearly.		
	-Say how to play sports using simple sentences.	-Describe sports and actions in writing.		
		-Understand and apply basic grammar (conjugation of high-		
		frequency verbs) to build sentences.		
		requeries verbs) to build sentences.		
Year 6 -	Summer 1 – Café Culture	Summer 1 – Café Culture	drinks Les boisson	Primary Languages Network: French
Summer	-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.		a coffee with cream Un café crème	Croissants, fruits, orange juice.
			a hot chocolate Un chocolat chaud	
	-What tynes of food may be found on a cate monit in France?		mint cordial Un sirop de menthe	
	-What types of food may be found on a café menu in France?		water Une eau minérale	
	-What is the etiquette of ordering and serving in France?			
	-What is the etiquette of ordering and serving in France?		cola Un coca	
	-What is the etiquette of ordering and serving in France? <u>Listening</u>	Listening	cola Un coca	
	-What is the etiquette of ordering and serving in France?	<u>Listening</u> -Listen attentively to spoken language.	cola Un coca Meals (dishes) Plats	
	-What is the etiquette of ordering and serving in France? <u>Listening</u> -Recognise some traditional French foods and drinks.	-Listen attentively to spoken language.	cola Un coca Meals (dishes) Plats Ham and cheese toastie Un croque-monsieur	
	-What is the etiquette of ordering and serving in France? <u>Listening</u> -Recognise some traditional French foods and drinksTake part in a café roleplay about ordering menu items, listening		cola Un coca Meals (dishes) Plats Ham and cheese toastie Un croque-monsieur Ham toastie with an egg on top Un croque-madame	
	-What is the etiquette of ordering and serving in France? <u>Listening</u> -Recognise some traditional French foods and drinks.	-Listen attentively to spoken language.	cola Un coca Meals (dishes) Plats Ham and cheese toastie Un croque-monsieur	
	-What is the etiquette of ordering and serving in France? Listening -Recognise some traditional French foods and drinksTake part in a café roleplay about ordering menu items, listening carefully in order to respond.	-Listen attentively to spoken languageShow understanding by joining in and responding.	cola Un coca Meals (dishes) Plats Ham and cheese toastie Un croque-monsieur Ham toastie with an egg on top Un croque-madame	
	-What is the etiquette of ordering and serving in France? Listening -Recognise some traditional French foods and drinksTake part in a café roleplay about ordering menu items, listening carefully in order to respond. Speaking	-Listen attentively to spoken languageShow understanding by joining in and responding. Speaking	cola Un coca Meals (dishes) Plats Ham and cheese toastie Un croque-monsieur Ham toastie with an egg on top Un croque-madame Ice cream Une glace	
	-What is the etiquette of ordering and serving in France? Listening -Recognise some traditional French foods and drinksTake part in a café roleplay about ordering menu items, listening carefully in order to respond. Speaking -Say what food and drink they like/dislike.	-Listen attentively to spoken languageShow understanding by joining in and responding. Speaking -Engage in conversations; ask and answer questions; express	cola Un coca Meals (dishes) Plats Ham and cheese toastie Un croque-monsieur Ham toastie with an egg on top Un croque-madame Ice cream Une glace Chips Une portion de frites	
	-What is the etiquette of ordering and serving in France? Listening -Recognise some traditional French foods and drinksTake part in a café roleplay about ordering menu items, listening carefully in order to respond. Speaking	-Listen attentively to spoken languageShow understanding by joining in and responding. Speaking	cola Un coca Meals (dishes) Plats Ham and cheese toastie Un croque-monsieur Ham toastie with an egg on top Un croque-madame Ice cream Une glace Chips Une portion de frites Steak and chips Un steak frites	

-Name some traditional French foods and drinksTake part in a café roleplay.	-Speak in sentences, using familiar vocabulary, phrases and basic language structuresDevelop accurate pronunciation and intonation so that others	Do you like? Tu aimes? love j'adore I like j'aime	
	understand when they are reading aloud.	I don't like Je n'aime pas I hate Je déteste	
Reading -Read some traditional French foods and drinks.	Reading	Vous désirez?- What would you like?	
-Compare spellings in French and English (cognates and near cognates).	-Read carefully and show understanding of words, phrases and simple writing.	Je prends – I will have Je voudraisI would like	
-Use a bilingual dictionary to find breakfast items.	-Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Here it is Voilà	
Writing -Write what food and drink they like/dislike.	Writing		
-Write a simple sentence about breakfast.	-Write phrases from memory, and adapt these to create new		
-Create a hotel breakfast menu.	sentences, to express ideas clearlyUnderstand and apply basic grammar (m & f forms) to build sentences.	NB: The letter eszett ' β ' is used interchangeably with 'ss' – this is to match the teaching at TPS.	Primary Languages Network: G
	-Understand and apply basic grammar (key features and patterns-	Hello Hallo Good day Guten Tag	Stage 1 – Autumn 1
	cognates) to build sentences.	Goodbye Auf weirdersehn See you soon Bis Bald	
		Bye Tschüss	
		How are you? Wie gehts? I am good/fine Es geht mir gut	
Summer 2 – Exploring German Where Germany is in the world/Google Earth linked Map of	Summer 2 – Exploring German	I am not good Es geht mir schlecht And you? And you?	
Germany/ virtual video tour of Germany.		What are you called? Wie heist du? I am called Ich heisse	
-Know the colours of the German flag.		Tall Called Ich heisse	
<u>Listening</u>	Listening	Zero Null	
-Recognise the words for hello and goodbyeRecognise spoken feeling words.	-Listen to and join in with native speakersAppreciate songs and rhymes in the language	One Eins Two Zwei	
-Recognise spoken colour words.	, and a second	Three Drei Four Vier	
-Recognise spoken numbers 0-10.		Five fünf	
Speaking Lloude southelle and goodhuc	Speaking	Six sechs Seven Sieben	
-How to say hello and goodbyeHow to ask how someone is feeling.	-Join in with words, phrases and songsPractise pronunciation and intonation skills for the vocabulary for	Eight Acht Nine Neun	
-How to ask and give a name and explore some common French first	the unit.	Ten Zehn	
namesSay numbers 0-10.			
-Say 6 colours (blue, white, red, black, yellow, green).		Blue Blau Green Grün	
Reading	Reading	Yellow Gelb	
-Read number 0-10.	-Practise reading numbers 0-10 and 6 colours.	Black Schwarz Red Rot	
-Read 6 colours.	Explore the phoneme – grapheme links within the nouns and link these to already familiar sounds and words.	White Weiss	
Writing	Writing		
-Write 4 colour namesWrite 4 number names.	-Look at the written numbers and explore the phoneme – grapheme		
-Write hello and goodbye.	links within the words.		
	-Focus on the syllables of the words and practise writing.		