

Birchwood Languages Curriculum Map



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

<p>Year 3- Spring</p>	<p>Spring 1 – Animals</p> <p><u>Listening</u> -Recognise animal nouns. -Recognise animal nouns in plural form.</p> <p><u>Speaking</u> -Ask 'What is it?' -Answer a question using, "It is ..." -Say the animal nouns</p> <p><u>Reading</u> -Read animal nouns. -Read animal nouns in plural form.</p> <p><u>Writing</u> -Write a simple sentence about animals.</p> <p>Spring 2 – Carnivals -Know that Mardi Gras is a carnival celebration celebrated on Shrove Tuesday. -Know that crepes, pancakes and waffles (fatty foods) are French foods eaten at Mardi Gras ready for the period of Lent.</p> <p><u>Listening</u> -Understand the question and answers to "How old are you?"</p> <p><u>Speaking</u> -Ask and answer the question, "How old are you?" -Say numbers between 0-15.</p> <p><u>Reading</u> -Read the date.</p> <p><u>Writing</u> -Write number 0-15. -Write the date.</p>	<p>Spring 1 – Animals</p> <p><u>Listening</u> -Listen to and join in with an animal story. -Listen attentively to spoken language and show understanding by joining in and responding.</p> <p><u>Speaking</u> -Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. -Ask and answer questions using the key vocabulary and phrases. -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p><u>Reading</u> -Explore the phoneme – grapheme links within the nouns and link these to already familiar sounds and words.</p> <p><u>Writing</u> -Use a model to write a sentence about animals.</p> <p>Spring 2 – Carnivals Taste French foods typically eaten at Mardi Gras.</p> <p><u>Listening</u> -Follow simple instructions to make a mask. -Listen attentively to spoken language and show understanding by joining in and responding</p> <p><u>Speaking</u> -Speak in sentences using familiar vocabulary and phrases. -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p><u>Reading</u> -Explore the phoneme – grapheme links within the nouns and link these to already familiar sounds and words. -Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages).</p> <p><u>Writing</u> -Look at the written date and explore the phoneme – grapheme links within the words. -Focus on the syllables of the words and practise writing.</p>	<p>A cat Un chat A dog Un chien A fish un poisson A bird Un oiseau A horse Un cheval A rabbit Un lapin A mouse Une souris A sheep Un mouton A snake Un serpent A cow Une vache</p> <p>What is it? Qu'est ce que c'est? It is...c'est ...</p> <p>Onze- 11 Douze- 12 Treize- 13 Quatorze- 14 Quinze- 15</p> <p>Quel âge as-tu?- How old are you? J'aians – I am years old</p>	<p>Primary Languages Network: French Stage 1 - Spring 1</p> <p>Primary Languages Network: French Stage 1 - Spring 2</p> <p>Pancakes, waffles and crepes.</p>
<p>Year 3- Summer</p>	<p>Summer 1 – Food</p>	<p>Summer 1 - Food</p>	<p>Apples Des pommes Pears Des poires</p>	<p>Primary Languages Network: French Stage 1 – Summer 1</p>

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

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

	<p>Summer 2 – Weather</p> <p><u>Listening</u> -Recognise the name of ice cream flavours. -Recognise weather types from given statements.</p> <p><u>Speaking</u> -Say different weather statements. -Say simple phrases to give the weather forecast. -Name ice cream flavours. -Say likes and dislikes about ice cream flavours.</p> <p><u>Reading</u> -Recognise the name of ice cream flavours. -Recognise weather types from statements written by oneself and others.</p> <p><u>Writing</u> -Write and copy weather statements. -Write what the weather is like in cities across France.</p>	<p>Summer 2 – Weather</p> <p><u>Listening</u> -Listen attentively to spoken language in order to respond spontaneously to others. -Listen to an join in with native speakers.</p> <p><u>Speaking</u> -Engage in conversations; ask and answer questions; express opinions and respond to those of others. -Speak in sentences using familiar vocabulary and phrases and basic language structure. -Describe the weather in France orally.</p> <p><u>Reading</u> -Read carefully and show an understanding of words and phrases in simple writing. -Practise reading key vocabulary. -Investigate sounds and silent letters with the vocabulary for the topic.</p> <p><u>Writing</u> -Present ideas and information to peers. -Write phrases from memory and using a frame to support. -Describe the weather in France in writing.</p>	<p>The weather La météo What's the weather like? Quel temps fait-il? It's sunny Il y a du soleil It's cloudy Il y a des nuages It's windy Il y a du vent It's foggy Il y a du brouillard It's cold Il fait froid It's hot Il fait chaud It's snowing Il neige It's raining Il pleut</p> <p>Spring printemps Summer été Autumn automne Winter hiver</p> <p>In... À...</p> <p>Ice cream un glace Strawberry Fraise Vanilla Vanille Chocolate chocolat Lemon citron Mint Chocolate menthe chocolat With sprinkles avec des vermicelles</p> <p>What would you like? Qu'est ce que tu voudrais? I would like ... Je voudrais ...</p>	<p>Primary Languages Network: French Stage 2 – Summer 2</p>
<p>Year 5- Autumn</p>	<p>Autumn 1 - School</p> <p><u>Listening</u> -Understand questions about feelings in order to build dialogue. -Understand others' simple opinions about school subjects. -Identify personal pronouns, adjectives, nouns and verbs in spoken French.</p> <p><u>Speaking</u> -Say facts about myself and others. -Ask and answer questions about self and others to build dialogue. -Express simple opinions about school subjects. -Express feelings in more detail.</p> <p><u>Reading</u> -Identify personal pronouns, adjectives, nouns and verbs in written French. -Develop use of bilingual dictionaries.</p> <p><u>Writing</u> -Write simple sentences about feelings. -Build upon simple sentences to include conjunctions when writing opinions about school subjects.</p> <p>Autumn 2 – The City -Explore some landmarks of Paris. -know that € is the symbol for Euro – the currency of 20 countries in Europe including France.</p> <p><u>Listening</u> -Understand some spoken facts about France. -Understand simple directions around a city.</p>	<p>Autumn 1 - School</p> <p><u>Listening</u> -Listen attentively to spoken language and show understanding by joining in and responding. -Understand the main points from a series of spoken sentences.</p> <p><u>Speaking</u> -Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p><u>Reading</u> -Apply phonic knowledge to find and understand written words. -Read carefully and show understanding of words, phrases and simple writing. -Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. -Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages).</p> <p><u>Writing</u> -Understand basic grammar appropriate to the topic including editing the spelling of masculine and feminine nouns.</p> <p>Autumn 2 – The City</p> <p><u>Listening</u> -Listen attentively to spoken language and show understanding by joining in and responding. -Understand the main points from a series of spoken sentences.</p>	<p>(m) I am happy Je suis heureux (f) I am happy Je suis heureuse (m) I am proud Je suis fier (f) I am proud Je suis fière (m) I am surprised Je suis surpris (f) I am surprised Je suis surprise (m) I am confused Je suis perdu (f) I am confused Je suis perdue (m) I am tired Je suis fatigué (f) I am tired Je suis fatiguée</p> <p>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</p> <p>Because car And et But mais</p> <p>Revise greetings and numbers - see Year 3 Autumn 1 Revise questions - see Year 3 Summer 2 I je He/his il she/her elle</p> <p>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 l'E.P.S History L'histoire</p> <p>It is...c'est ... Easy facile Boring ennuyeux Interesting intéressant Useful utile Difficult difficile</p> <p>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</p> <p>The cinema le cinéma The zoo Le zoo The art gallery La galerie d'art The museum Le musée The swimming pool La piscine The stadium Le stade</p>	<p>Primary Languages Network: French Stage 3 – Autumn 1</p> <p>Primary Languages Network: French Stage 3 – Autumn 2</p>

	<p><u>Speaking</u> -Say nouns around a town or city e.g. park. -Ask for a ticket to a place in the city. -Give simple directions around a city. -Say a simple description of the city. -I can ask for a price of an item in a shop.</p> <p><u>Reading</u> -Understand some written facts about France. -Recognise cognates and near cognates of places in a city. -Recognise cognates and near cognates of items in a shop.</p> <p><u>Writing</u> -Write a simple description of the city using a scaffold.</p>	<p><u>Speaking</u> -Broaden their vocabulary and develop their ability to understand new words. -Describe places and actions orally and in writing. -Present information orally to a range of audiences.</p> <p><u>Reading</u> -Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages). -Read carefully and show understanding of words. -Understand the main point(s) from a short-written passage in clear printed script. -Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p><u>Writing</u> -Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -Describe places and actions in writing.</p>	<p>The underground le métro The park Le parc The railway station La gare The hospital l'hôpital</p> <p>Where is ...? Où est...? Straight ahead Tout droit To the right à droite To the left à Gauche</p> <p>beautiful beau(m) belle(f) big or large grand(m) grande(f) small petit(m) petite(f) old vieux(m) vieille (f) modern moderne interesting intéressant(m) intéressante(f)</p> <p>a book un livre a pen un stylo a magnet un aimant a postcard une carte postale a tee-shirt un tee-shirt a keyring un porte-clés</p> <p>How much is...? Combien coûte... (X) costs (X) euros (X) coûte (X) euro/centimes</p>	
<p>Year 5- Spring</p>	<p>Spring 1 – Healthy Eating</p> <p><u>Listening</u> -Recognise familiar food nouns and question stems in order to respond.</p> <p><u>Speaking</u> -Participate in a simple shopping conversation. -Ask for the price of groceries.</p> <p><u>Reading</u> -Read and understand written fruits and vegetables.</p> <p><u>Writing</u> -Write simple sentences about fruit and vegetables. -Record findings of a class survey about fruit and vegetables</p> <p>Spring 2 – Clothes</p> <p><u>Listening</u> -Identify parts of the verb 'porter' to understand what is being worn. -Recognise names of items of clothing.</p>	<p>Spring 1 – Healthy Eating</p> <p><u>Listening</u> -Listen attentively to spoken language and show understanding by joining in and responding.</p> <p><u>Speaking</u> -Engage in conversations; ask and answer questions; express opinions and respond to those of others. -Speak in sentences, using familiar vocabulary, phrases and basic language structures. -Present ideas and information orally to a range of audiences.</p> <p><u>Reading</u> -Understand simple written phrases. -Match sounds with familiar written words. -Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p><u>Writing</u> -Present ideas and information to a range of audiences. -Write phrases from memory, and adapt these to create new sentences.</p> <p>Spring 2 – Clothes</p> <p><u>Listening</u> -Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Apple Une pomme Banana Une banane Onion Un oignon Carrot Une carotte Grape Une grappe de raisin Watermelon Une pastèque Mango Une mangue Pepper Un poivron Salad Une salade Potato Une pomme de terre Strawberries Des fraises Pears Des poires How much is ...? C'est combien...? It is... C'est ...centimes</p> <p>Please S'il vous plaît Thank you Merci What would you like? Qu'est ce que tu voudrais? I would like... Je voudrais ...</p> <p>Socks Des chaussettes Shoes Des chaussures Trousers Un pantalon Shorts Un short Jeans Un jean Dress Une robe skirt Une jupe Shirt Une chemise blouse Une blouse</p>	<p>Primary Languages Network: French Stage 3 – Spring 1</p> <p>Primary Languages Network: French Stage 3 – Spring 2</p>

	<p><u>Speaking</u> -Say some items of clothing. -Identify parts of the verb 'porter' to describe what I am wearing. -Describe items I am wearing using adjectives.</p> <p><u>Reading</u> -Identify parts of the verb 'porter' to understand what is being worn. -Understand a detailed description of an outfit.</p> <p><u>Writing</u> -Design and describe a sports kit.</p>	<p><u>Speaking</u> -Develop accurate pronunciation and intonation so that others understand.</p> <p><u>Reading</u> -Read carefully and show understanding of words, phrases and simple writing. -Understand the main points and simple opinion of a longer written passage.</p> <p><u>Writing</u> -Explore how to build more complex sentences using nouns, verbs and adjectives. -Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -Understand basic grammar appropriate to the language being studied.</p>	<p>Tie Une cravate Jumper Un pull Sweatshirt Un sweat Tshirt Un tee-shirt Trainers Des baskets Coat Un manteau Hat Un chapeau Gloves Des gants Scarf Une écharpe What are you wearing? Qu'est ce que tu portes? What are you going to wear Qu'est ce que tu vas porter? I wear Je porte I am wearing Je porte I am going to wear Je vais porter A long skirt Une jupe longue A short skirt Une jupe courte A blue skirt Une jupe bleue A big coat Un grand manteau A small coat Un petit manteau</p>	
<p>Year 5-Summer</p>	<p>Summer 1 – Travel</p> <p><u>Listening</u> -Listen to questions about identity in order to respond. -Recall familiar vocabulary to understand simple information about planets.</p> <p><u>Speaking</u> - Revisit and extend personal information questions and answers. -Ask and answer questions about someone's identity. -Name planets in French and use adjectives to describe them. -Recall and use familiar vocabulary about planets.</p> <p><u>Reading</u> -Read and understand simple information about planets. -Compare spellings in French and English (cognates and near cognates).</p> <p><u>Writing</u> -Create an imaginary place and make a poster with information about it.</p> <p>Summer 2 – Going to the Beach</p> <p><u>Listening</u> -Recognise nouns for items to take to the beach.</p>	<p>Summer 1 – Travel</p> <p><u>Listening</u> -Listen attentively to spoken language and show understanding by joining in and responding. -Listen to and appreciate a story about the galaxy.</p> <p><u>Speaking</u> -Engage in conversations about personal information. -Ask and answer questions about a person's identity.</p> <p><u>Reading</u> -Read carefully and show understanding of words, phrases and simple writing. -Understand basic grammar (using the negative 'not'). -Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p><u>Writing</u> -Present written information to a range of audiences. -Use basic grammar when writing (using the negative 'not'.)</p> <p>Summer 2 – Going to the Beach</p> <p><u>Listening</u> -Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Mercury Vénus Mars Jupiter Saturne Uranus Neptune Pluton</p> <p>The Earth la Terre The moon la lune the sun le soleil What is your name? Quel est ton nom? My name is... Mon nom est... What is your address? Quelle est ton adresse? My address is... Mon adresse est... What is your birth date? Quelle est la date de ton anniversaire? My birth date is... Mon anniversaire est le ... What is your nationality? Quelle est ta nationalité? British Britannique French Française Polish Polonaise Romanian Roumaine Indian Indienne Chinese Chinoise</p> <p>The beach La plage</p> <p>Beach Bag Le sac de plage In my beach bag there is... Dans mon sac de plage, il y a... Flip flops Des tongues Sun hats Des chapeaux</p>	<p>Primary Languages Network: French Stage 3 – Summer 1</p> <p>Primary Languages Network: French Stage 3 – Summer 2</p>

	<p><u>Speaking</u> -Recall sentence starters to use to talk about the seaside -Say and perform persuasive sentences about visiting the seaside.</p> <p><u>Reading</u> -Recognise nouns for items to take to the beach. -Read and understand facts about visiting the seaside in order to answer questions and translate to English. -Use a bilingual dictionary to find unfamiliar words in a short text about the seaside.</p> <p><u>Writing</u> -Write extended sentences about visiting the seaside.</p>	<p><u>Speaking</u> -Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. -Present ideas and information orally to a range of audiences. -Describe places and actions orally.</p> <p><u>Reading</u> -Read carefully and show understanding of words, phrases and simple writing. -Understand basic grammar (nouns, verbs and personal pronouns “Je/J”). -Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p><u>Writing</u> -Use conjunctions in writing (et). -Use adjectives in writing. -Describe places and actions in writing.</p>	<p>A cap Une casquette Suncream De la crème solaire Sunglasses Des lunettes de soleil A swimsuit Un maillot de bain</p> <p>Come to the beach Viens à la plage It’s sunny, the sand is golden and the sky is blue Il y a du soleil, la sable est dore et ciel est bleu We can eat ice creams On peut manger des glaces We can go swimming On peut nager We can picnic On peut faire un pique nique We can build sandcastles On peut faire des châteaux de sable We can play ball On peut jouer au ballon We can play rackets On peut jouer aux raquettes We can jump in the waves On peut sauler dans les vagues</p>	
<p>Year 6- Autumn</p>	<p>Autumn 1 – This is Me</p> <p><u>Listening</u> -Recognise phrases about my own and others’ personality and appearance in order to respond and ask questions. -Listen carefully to recognise new words and phrases within extended sentences.</p> <p><u>Speaking</u> -Recall and extend phrases to talk about personality and appearance. -Adapt spoken language to quantify nouns e.g. les yeux marrons -Pronounce the correct adjectives depending on gender. -Say which job they would like to do in adulthood.</p> <p><u>Reading</u> -Read and understand sentences to describe appearance. -Read sentences about oneself. -Read and understand a rap song about someone’s personality and appearance. -Recognise plural adjectives to describe plural nouns -Use a bilingual dictionary to find other professions.</p> <p><u>Writing</u> -Use plural adjectives to describe plural nouns -Use a model to write sentences about themselves. -Write sentences about their future career aspirations.</p> <p>Autumn 2 – Homes and Houses</p> <p><u>Listening</u> -Understand some nouns for rooms in a house. -Understand some nouns for furniture within a typical home. -Understand some prepositional phrases.</p> <p><u>Speaking</u> -Say some nouns for rooms in a house. -Say where things are using prepositions.</p>	<p>Autumn 1 – This is Me</p> <p><u>Listening</u> -Listen attentively in order to answer questions. -Understand the main points and some detail from a short-spoken passage with comprising of familiar language.</p> <p><u>Speaking</u> -Speak confidently in sentences with improved pronunciation and intonation. -Imitate pronunciation of sounds accurately. -Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. -Describe people and actions orally.</p> <p><u>Reading</u> -Appreciate poems and rhymes in French. -Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. -Read carefully and show understanding of words, phrases and simple writing. -Recognise grammatical features of the language</p> <p><u>Writing</u> -Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -Describe people and actions in writing. -Understand basic grammar appropriate to the language being studied.</p> <p>Autumn 2 – Homes and Houses</p> <p><u>Listening</u> -Listen to, understand and appreciate a cartoon story. -Explore and listen for patterns, silent letters and key sounds.</p> <p><u>Speaking</u> -Pronounce unfamiliar words accurately using key sounds knowledge. -Engage in conversations; ask and answer questions; express opinions and respond to those of others. -Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p>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</p> <p>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) courageuse(f) Calm calme</p> <p>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</p> <p>This is me c’est moi Always toujours Sometimes parfois But mais</p> <p>I would like to be... Je voudrais être Astronaut astronaute Teacher professeur Author auteur Dentist dentist Doctor médecin Footballer footballeur</p> <p>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</p> <p>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</p>	<p>Primary Languages Network: French Stage 4 – Autumn 1</p> <p>Primary Languages Network: French Stage 4 – Autumn 2</p>

	<p><u>Reading</u></p> <ul style="list-style-type: none"> -Read some nouns for rooms in a house. -Read some items of furniture within a typical home -Read prepositional phrases to describe where items are. -Use a bilingual dictionary to check spellings/new words. <p><u>Writing</u></p> <ul style="list-style-type: none"> -Write a simple cartoon story about rooms in a house using prepositions. 	<p><u>Reading</u></p> <ul style="list-style-type: none"> -Identify masculine, feminine and plural nouns. -Identify key sounds and silent letters. -Use a bilingual dictionary to check spellings/new words. -Read carefully and show understanding of words, phrases and simple writing. -Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. <p><u>Writing</u></p> <ul style="list-style-type: none"> -Use a model to write a simple cartoon story -Describe places, things and actions in writing. 	<p>Table Une table</p> <p>Is est</p> <p>In front devant</p> <p>Behind derrière</p> <p>On sur</p> <p>Under en dessous</p> <p>In dans</p>	
Year 6 - Spring	<p>Spring 1 – Sport</p> <p><u>Listening</u></p> <ul style="list-style-type: none"> -Listen to and understands a peers likes and dislikes about sport. -Understands simples sentences about how to play a sport. <p><u>Speaking</u></p> <ul style="list-style-type: none"> -Say which sports are liked and disliked. -Say how to play sports using simple sentences. <p><u>Reading</u></p> <ul style="list-style-type: none"> -Read and understand sports and likes/dislikes. -Identify parts of the present tense verb 'to play' "jouer". <p><u>Writing</u></p> <ul style="list-style-type: none"> -Write some simple present tense sentences using verb "jouer" with support. -Say how to play sports using simple sentences. 	<p>Spring 1 - Sport</p> <p><u>Listening</u></p> <ul style="list-style-type: none"> -Listen attentively to spoken language and show understanding by joining in and responding. <p><u>Speaking</u></p> <ul style="list-style-type: none"> -Speak confidently in phrases and full sentences. -Engage in conversations; ask and answer questions; express opinions and respond to those of others -Present ideas and information orally. -Develop accurate pronunciation and intonation so that others understand. -Describe sports and actions orally. <p><u>Reading</u></p> <ul style="list-style-type: none"> -Read carefully and show understanding of words, phrases and simple writing. -Explore the spelling patterns of language. -Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. <p><u>Writing</u></p> <ul style="list-style-type: none"> -Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -Describe sports and actions in writing. -Understand and apply basic grammar (conjugation of high-frequency verbs) to build sentences. 	<p>Cricket Le cricket Tennis Le tennis</p> <p>football Le foot</p> <p>Swimming La natation horseriding L'équitation Gymnastics La gymnastique Dance La danse</p> <p>Basketball Le basket Rugby Le rugby</p> <p>Do you like..? Tu aimes...?</p> <p>I like... because it's... j'aime...car c'est...</p> <p>I don't like...because it's...Je n'aime pas...car c'est...</p> <p>Fast Rapide</p> <p>Boring ennuyeux</p> <p>Interesting intéressant</p> <p>Difficult difficile</p> <p>Elegant gracieux</p> <p>It's good for my health c'est bon pour ma santé</p> <p>I play Je joue</p> <p>You play Tu joues</p> <p>He plays Il joue</p> <p>He plays Elle joue</p> <p>We play Nous jouons</p> <p>They play Ils jouent</p> <p>They play Elles jouent</p>	<p>Primary Languages Network: French Stage 4 – Spring 1</p>
Year 6 - Summer	<p>Summer 1 – Café Culture</p> <ul style="list-style-type: none"> -What is café culture? -Learn about a brief history and geography of café culture in France, particularly Paris. -What types of food may be found on a café menu in France? -What is the etiquette of ordering and serving in France? <p><u>Listening</u></p> <ul style="list-style-type: none"> -Recognise some traditional French foods and drinks. -Take part in a café roleplay about ordering menu items, listening carefully in order to respond. <p><u>Speaking</u></p> <ul style="list-style-type: none"> -Say what food and drink they like/dislike. -Ask someone else for likes and dislikes. -Ask for some food and drink politely. 	<p>Summer 1 – Café Culture</p> <ul style="list-style-type: none"> -Taste French breakfast food items. -Understand etiquettes and some traditions of France. <p><u>Listening</u></p> <ul style="list-style-type: none"> -Listen attentively to spoken language. -Show understanding by joining in and responding. <p><u>Speaking</u></p> <ul style="list-style-type: none"> -Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. 	<p>drinks Les boisson</p> <p>a black coffee Un café</p> <p>a coffee with milk Un café au lait</p> <p>a coffee with cream Un café crème</p> <p>a hot chocolate Un chocolat chaud</p> <p>mint cordial Un sirop de menthe</p> <p>water Une eau minérale</p> <p>cola Un coca</p> <p>Meals (dishes) Plats</p> <p>Ham and cheese toastie Un croque-monsieur</p> <p>Ham toastie with an egg on top Un croque-madame</p> <p>Ice cream Une glace</p> <p>Chips Une portion de frites</p> <p>Steak and chips Un steak frites</p> <p>Green salad Une salade verte</p> <p>Omelette Une omelette</p>	<p>Primary Languages Network: French Stage 4 – Summer 1</p> <p>Croissants, fruits, orange juice.</p>

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