Birchwood Languages Curriculum Map

Year Group	Substantive Knowledge	Disciplinary Knowledge	Vocabulary	Resourc
Year 3 -	Autumn 1 - A New Start	Autumn 1 - A New Start	Hi Salut	Primary La
Autumn	Where France is in the world/Google Earth linked Map of France/		Good day Bonjour Good afternoon Bon après-midi	Stage 1 - A
	virtual video tour of France.		Goodbye Au revoir	
	-Explore some cities of France.		See you soon A bientôt	
	-Know the colours of the French flag.			
	Listening	Listening	How are you? Comment ça va ?	
	-Recognise the words for hello and goodbye.		I am good/fine Ça va bien	
		-Listen to and join in with native speakers.	l am not good Ça va mal Very très	
	-Recognise spoken feeling words.		l'm okay Ça va comme- çi, comme- ça	
	-Recognise spoken colour words. -Recognise spoken numbers 0-10.			
			What are you called? Comment t'appelles tu? I am called Je m'appelle	
	Speaking	Speaking	ram 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	
			Six six	
			Seven Sept	
	Reading	Reading	Eight Huit	
	-Read number 0-10.	-Practise reading numbers 0-10 and 8 colours.	Nine Neuf Ten Dix	
	-Read 8 colours.	-Practise reading common greeting phrases.		
	-Read greeting phrases		Blue Bleu	
			Green Vert	
	Writing	Writing	Yellow Jaune	
	-Write 0-10 number names.	-Look at the written numbers and explore the phoneme – grapheme	Black Noir	
	-Write hello and goodbye.	links within the words.	Red Rouge	
		-Focus on the syllables of the words and practise writing.	White Blanc	
			Pink Rose Orange Orange	
	Autumn 2 – Calendar and Celebrations	Autumn 2 – Calendar and Celebrations		Primary La
	Autumn z – Calendar and Celebrations		Monday lundi	Stage 1 - A
	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	
	-Necognise the months of the year.	joining in and responding.	Friday vendredi Saturday samedi	
			Sunday dimanche	
	Speaking	Speaking		
	-Say the days of the week.	-Explore the patterns and sounds of language through songs and	Today is it Aujourd'hui c'est	
	-Say the months of the year.	rhymes and link the spelling, sound and meaning of words.	January janvier	
		-Speak in sentences, using familiar vocabulary, phrases and basic		
		language structures.	February février March mars	
		language structures. -Develop accurate pronunciation and intonation so that others	February février	
		language structures.	February février March mars	
		language structures. -Develop accurate pronunciation and intonation so that others	February février March mars April avril May mai June juin	
		language structures. -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and	February février March mars April avril May mai June juin July juillet	
	Reading	language structures. -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and	February février March mars April avril May mai June juin July juillet August août	
	Reading -Read the days of the week.	language structures. -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. <u>Reading</u> -Practise reading key vocabulary.	February février March mars April avril May mai June juin July juillet August août September septembre	
		language structures. -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. <u>Reading</u>	February février March mars April avril May mai June juin July juillet August août September septembre October octobre	
	-Read the days of the week.	language structures. -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. <u>Reading</u> -Practise reading key vocabulary.	February février March mars April avril May mai June juin July juillet August août September septembre October octobre November novembre	
	-Read the days of the week.	language structures. -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. <u>Reading</u> -Practise reading key vocabulary. -Investigate sounds and silent letters with the vocabulary for the	February février March mars April avril May mai June juin July juillet August août September septembre October octobre	
	-Read the days of the week.	language structures. -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. <u>Reading</u> -Practise reading key vocabulary. -Investigate sounds and silent letters with the vocabulary for the topic.	February février March mars April avril May mai June juin July juillet August août September septembre October octobre November novembre	
	-Read the days of the week.	 language structures. -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. <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 	February février March mars April avril May mai June juin July juillet August août September septembre October octobre November novembre December décembre	
	-Read the days of the week.	 language structures. -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. <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 	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?	
	-Read the days of the week. -Read the months of the year. <u>Writing</u>	 language structures. -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. <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). 	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 First premier	
	-Read the days of the week. -Read the months of the year.	 language structures. -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. <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). <u>Writing</u> 	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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y Languages Network: French 1 - Autumn 1

y Languages Network: French L - Autumn 2

Year 3- Spring	Spring 1 – Animals	Spring 1 – Animals	A cat Un chat	Primary
	Listening -Recognise animal nouns. -Recognise animal nouns in plural form. Speaking -Ask 'What is it?' -Answer a question using, "It is" -Say the animal nouns Reading -Read animal nouns. -Read animal nouns in plural form. Writing	Listening -Listen to and join in with an animal story. -Listen attentively to spoken language and show understanding by joining in and responding. Speaking -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. Reading -Explore the phoneme – grapheme links within the nouns and link these to already familiar sounds and words. Writing	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 What is it? Qu'est ce que c'est? It isc'est	Stage 1 -
	-Write a simple sentence about animals.	-Use a model to write a sentence about animals.	Onze- 11	Primary Stage 1 -
	 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. 	Spring 2 – Carnivals Taste French foods typically eaten at Mardi Gras.	Douze- 12 Treize- 13 Quatorze- 14 Quinze- 15 Quel âge as-tu?- How old are you?	Pancake
	Listening -Understand the question and answers to "How old are you?"	Listening -Follow simple instructions to make a mask. -Listen attentively to spoken language and show understanding by joining in and responding	J'aians – I am years old	
	Speaking -Ask and answer the question, "How old are you?" -Say numbers between 0-15.	Speaking -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.		
	Reading -Read the date.	Reading -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).		
	Writing -Write number 0-15. -Write the date.	Writing -Look at the written date and explore the phoneme – grapheme links within the words. -Focus on the syllables of the words and practise writing.		
Year 3-	Summer 1 – Food	Summer 1 - Food	Apples Des pommes	Primary
i cui J-			Pears Des poirres	Stage 1 -

ary Languages Network: French e 1 - Spring 1

ary Languages Network: French e 1 - Spring 2

akes, waffles and crepes.

ary Languages Network: French e 1 – Summer 1

	Listening -Listen to a story 'The hungry giant'. -Recognise fruit and vegetables. Speaking -Say names of taught fruit and vegetables. -Know how to ask politely for fruit and vegetables -Know how to ask correct determiner for 'a' for fruits in French.	Listening -Listen and join in with a story about a 'The Hungry Giant' -Listen attentively to spoken language and show understanding by joining in and responding -Appreciate stories in French <u>Speaking</u> -Speak in sentences, using familiar vocabulary and phrases -Express opinions and respond to those of others -Develop accurate pronunciation and intonation so that others	Bananas Des bananes Oranges Des oranges Lemons Des citrons Strawberries Des fraises Tomatoes Des tomates Onions Des oignons Carrots Des carottes Cucumbers Des cancombres Peaches Des pêches Grapes Des raisins Melons Des melons Plums Des prunes	
	Reading -Understand basic grammar structures for the determiner 'a' -Read fruit and vegetable nouns.	understand when they are using familiar words and phrases. <u>Reading</u> -Recognise the right determiner for 'a'.	Please S'il vous plaît Thank you Merci What would you like? Qu'est ce que tu voudrais? I would like Je voudrais	
	Writing -Write fruit and vegetable sentences using a model.	Writing -Write phrases to express ideas clearly -Write using appropriate grammar structures for the determiner 'a'		
	Summer 2 – Going on a picnic	Summer 2 – Going on a picnic	Where do you live? Où habites-tu? I live in J'habite à Do you live in? Tu habites à? And you? Et toi ?	Primary Lang Stage 1 – Su
	Listening -Listen to and understand a picnic story. -Understand a response to 'Where do you live?'	Listening -Listen attentively to spoken language and show understanding by joining in and responding.	The hill La colline The beach La plage River La rivière The forest La forêt Sand Le sable	
	<u>Speaking</u> -Ask and answer questions about where they live. -Say picnic food and drink nouns.	Speaking -Engage in conversations by asking and answering questions. -Speak in sentences using familiar vocabulary and phrases.	Meadow Le pré Fruit Des fruits Orange Juice un jus d'orange	
	Reading -Recognise and label picnic food and drink nouns -Read and understand colour and number phrases from a short picnic story	Reading -Read carefully and show understanding of words and phrases -Appreciate stories in French -Explore the phoneme – grapheme links within the nouns and link these to already familiar sounds and words.	Salad une salade Crisps des chips Water de'leau A sandwich un sandwich Revise numbers 1-15	
	Writing -Write phrases to build a picnic story.	Writing -Write phrases to express ideas clearly.	Revise colours	
Year 4- Autumn	Autumn 1 – Welcome to School <u>Listening</u> -Respond to classroom instruction. -Recognise days and months. -Understand classroom nouns.	Autumn 1 – Welcome to School <u>Listening</u> -Listen attentively to spoken language in order to imitate key sounds.	Revise greetings and numbers - see Year 3 Autumn 1 Revise days and months - see Year 3 Autumn 2 Revise questions - see Year 3 Summer 2 Listen écoutez Look regardez Repeat répétez Stand up levez-vous	Primary Lang Stage 2 – Au
	-Orderstand classroom nouns. <u>Speaking</u> -Ask and answer questions – revision of Year 3 language (greetings and feelings). -say number 0-20. -Recall days and months.	Speaking -Speak confidently in words, phrases and sentences. -Imitate key sounds and silent letters. -Ask questions using intonation.	Sit down asseyez-vous Show me montrez-moi Silence silence Revise questions and numbers - see Year 3 Spring 2 16 seize 17 dix-sept 18 dix-huit	
	-Say names of the rooms around school. -Name classroom objects. <u>Reading</u> -Recognise days and months.	Reading -Identify language patterns. -Read and understand some familiar and unfamiliar French.	19 dix-neuf 20 vingt The school l'école The dinner hall la cantine The office le bureau The toilets les toilettes The classroom la salle de classe The hall le gymnase The playground la cour de recreation	
	Writing -Write classroom nouns.	-Explore silent letters. <u>Writing</u> -Copywrite words and short phrases. -Write familiar language from memory.	A pencil un crayonA pen un styloAn eraser une gommeA tube of glue un tube de colleSome scissors des ciseauxA ruler une règleA pencil sharpener un taille-crayonA notebook un cahierSome coloured pencils Des crayons de couleurs	

y Languages Network: French 1 – Summer 2

y Languages Network: French 2 – Autumn 1

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. Writing -Write a firework poem (using new and revised colours)Write a short sequence of 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 audiences. -Ask and answer simple questions and give basic information. -Describe places, things and actions orally. Reading -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. Writing -Describe places, things and actions in writing. -Write phrases from memory, and adapt these to create new	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 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 Here is Voici Where is? Où est?	Primary Stage 2
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). Listening -Recognise nouns for facial featuresUnderstands simple sentences about numbers and facial features. Speaking -Say nouns for family membersSay nouns for facial features. Reading -Read nouns for facial features. Writing -Write personal information about a family member -Write simple sentences to describe an alien	sentences Spring 1 - Epiphany Taste French foods typically eaten at Epiphany Listening -Listen attentively to spoken language and show understanding by joining in and responding. Speaking -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. Reading -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. Writing -Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -Describe people in writing.	The dad Le papa The brother Le frère The grandad Le grand-père The mum La maman The sister La soeur The grandma La grand-mère The family La famille 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?	Primary Stage 2 https:// feed/wf Frangiparois Brioche

ary Languages Network: French 2 – Autumn 2

ary Languages Network: French e 2 – Spring 1

://www.cbc.ca/kidscbc2/the-/what-is-epiphany

gipane tarts (similar to galette de

he, apricot jam, candied fruits

	Spring 2 – Parts of the Body	Spring 2 – Parts of the Body		Primary
			The nose Le nez The mouth La bouche	Stage 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 Legs Les jambes Feet Les pieds	
	-Answer questions about body parts used in yoga sequence.		Hands Les mains Arms Les bras	
	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	
			Turn tournez	
	Writing	Writing	Stand still restez immobile	
	-Write nouns and plural nouns for parts of the face and body.	-Write phrases from memory, and adapt these to create new	Breathe respirez	
	-Create an alien and write a simple description of its face and body	sentences, to express ideas clearly.		
	(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
Summer			The giraffe La girafe	Stage 2 -
	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 The tiger Le tigre	
	-Understand simple sentences about body parts.	-Listen attentively to spoken language and show understanding by	The elephant l'éléphant	
		joining in and responding.		
		-Listen to and join in with a jungle animal story.	Walking through the jungle	
			On va marcher dans la jungle	
	Speaking	Speaking	What can you see Qu'est-ce que tu peux voir?	
	-Explain if they are feeling well/unwell.	-Develop accurate pronunciation and intonation when using familiar	Listen and look Écoute et regarde	
	-Say and revise body parts.	words and phrases.	It' s C'est	
	-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 Long long	
		-Speak in sentences, using familiar vocabulary, phrases and basic	Quick rapide	
		language structures.	Multicoloured multicolore	
			Fierce/frightening terrible	
	Reading	Reading		
	-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?	
	-Read body parts.	(word that are the same/similar in both languages).	I don't feel well Je ne me sens pas bien	
	-Recognise changes of spelling with plurals and adjectives.	-Explore the phoneme – grapheme links within the nouns and link	l have toothache j'ai mal aux dents l have a headache j'ai mal à la tête	
		these to already familiar sounds and words.	I have earache j'ai mal à l'oreille	
			I have tummy ache j'ai mal au ventre	
	Writing	Writing	I have cut my knee Je me suis coupé au genou	
	-Write a sentence using a noun, verb and adjective to describe	-Write phrases from memory, and adapt these to create new		
	animals.	sentences, to express ideas clearly.		
	-Write a short jungle story.	-Describe jungle animals in writing.		

ary Languages Network: French 2 – Spring 2

ary Languages Network: French 2 – Summer 1

	Summer 2 – Weather	Summer 2 – Weather		Primary Languages Network: French
			The weather La météo	Stage 2 – Summer 2
	Listening	Listening	What's the weather like? Quel temps fait-il?	
	-Recognise the name of ice cream flavours.	-Listen attentively to spoken language in order to respond	It's sunny II y a du soleil	
			It's cloudy II y a des nuages	
	-Recognise weather types from given statements.	spontaneously to others.	It's windy II y a du vent	
		-Listen to an join in with native speakers.	It's foggy II y a du brouillard	
			It's cold II fait froid It's hot II fait chaud	
	Speaking	Speaking	It's snowing II neige It's raining II pleut	
	-Say different weather statements.	-Engage in conversations; ask and answer questions; express	Coving aviatowas	
	-Say simple phrases to give the weather forecast.	opinions and respond to those of others.	Spring printemps	
	-Name ice cream flavours.	-Speak in sentences using familiar vocabulary and phrases and basic	Summer été	
	-Say likes and dislikes about ice cream flavours.	language structure.	Autumn automne	
	, ,	-Describe the weather in France orally.	Winter hiver	
		Describe the weather in trance orany.		
			In À	
	Reading	Reading		
	-Recognise the name of ice cream flavours.	-Read carefully and show an understanding of words and phrases in	Ice cream un glace	
	-Recognise weather types from statements written by oneself and	simple writing.	Strawberry Fraise	
	others.	-Practise reading key vocabulary.	Vanilla Vanille	
	0(1)(1)3.		Chocolate chocolat	
		-Investigate sounds and silent letters with the vocabulary for the	Lemon citron	
		topic.	Mint Chocolate menthe chocolat	
	Writing	Writing	With sprinkles avec des vermicelles	
	-Write and copy weather statements.	-Present ideas and information to peers.	What would you like? Qu'est ce que tu voudrais?	
	-Write what the weather is like in cities across France.	-Write phrases from memory and using a frame to support.	I would like Je voudrais	
		-Describe the weather in France in writing.		
Year 5-	Autumn 1 - School	Autumn 1 - School	(m) I am happy Je suis heureux (f) I am happy Je suis heureuse	Primary Languages Network: French
Autumn			(m) I am proud Je suis fier (f) I am proud Je suis fière	Stage 3 – Autumn 1
Autunin	1 Secondaria		(m) I am surprised Je suis surpris (f) I am surprised Je suis surprise	
	Listening	Listening	(m) I am confused Je suis perdu (f) I am confused Je suis perdue	
	-Understand questions about feelings in order to build dialogue.	-Listen attentively to spoken language and show understanding by	(m) I am tired Je suis fatigué (f) I am tired Je suis fatiguée	
	-Understand others' simple opinions about school subjects.	joining in and responding.		
	-Identify personal pronouns, adjectives, nouns and verbs in spoken	-Understand the main points from a series of spoken sentences.	Device feelings and Very 2 Automa 1	
	French.	-onderstand the main points norm a series of spoken sentences.	Revise feelings - see Year 3 Autumn 1	
	Fielicii.		I am thirsty J'ai soif	
			I am hungry J'ai faim	
	Speaking	Speaking	I am cold J'ai froid	
	-Say facts about myself and others.		I am hot J'ai chaud	
	-Ask and answer questions about self and others to build dialogue.	-Develop accurate pronunciation and intonation so that others		
		understand when they are using familiar words and phrases.	Because car And et But mais	
	-Express simple opinions about school subjects.			
	-Express feelings in more detail.		Revise greetings and numbers - see Year 3 Autumn 1	
			Revise guestions - see Year 3 Summer 2	
	Reading	Reading	l je He/his il she/her elle	
	-Identify personal pronouns, adjectives, nouns and verbs in written	-Apply phonic knowledge to find and understand written words.		
		-Read carefully and show understanding of words, phrases and	Llike llaime I den't like le nlaime nee	
	French.		I like J'aime I don't like Je n'aime pas	
	-Develop use of bilingual dictionaries.	simple writing.	English L'anglais	
		-Broaden their vocabulary and develop their ability to understand	Maths Les maths	
		new words that are introduced into familiar written material,	French Le français	
		including through using a dictionary.	Science Les sciences	
			Art Le dessin	
		-Compare English to French identifying cognates and near cognates	Geography La géographie	
		(word that are the same/similar in both languages).	PE I'E.P.S	
			History L'histoire	
	Writing	Writing		
	-Write simple sentences about feelings.	-Understand basic grammar appropriate to the topic including	It is c'est	
	-Build upon simple sentences to include conjunctions when writing		Easy facile	
	opinions about school subjects.	editing the spelling of masculine and feminine nouns.	Boring ennuyeux	
			Interesting intéréssant	
			Useful utile	
			Difficult difficile	
	Autumn 2 – The City	Autumn 2 – The City	Revise numbers - see Year 3 Autumn 1/Year 4 Autumn 1	Primary Languages Network: French
	-Explore some landmarks of Paris.		I would like Je voudrais	Stage 3 – Autumn 2
			I would like (X) ticket(s) for Je voudrais (X) ticket(s) pour	
	-know that € is the symbol for Euro – the currency of 20 countries in		Please S'il vous plaît	
	Europe including France.			
			The cinema le cinéma	
			The zoo Le zoo	
	Listening	Listening		
	Listening	Listening	The art gallery La galerie d'art	
	-Understand some spoken facts about France.	-Listen attentively to spoken language and show understanding by	The museum Le musée	
	-Understand simple directions around a city.	joining in and responding.	The swimming pool La piscine	
		-Understand the main points from a series of spoken sentences.	The stadium Le stade	

y Languages Network: French	
3 – Autumn 1	

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

Primary Languages Network: French Stage 3 – Spring 1

rimary Languages Network: French tage 3 – Spring 2

	Speaking -Say some items of clothing. -Identify parts of the verb 'porter' to describe what I am wearing. -Describe items I am wearing using adjectives. Reading -Identify parts of the verb 'porter' to understand what is being worn. -Understand 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 writing. -Understand the main points and simple opinion of a longer written passage. Writing -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.	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 wearing Je porte I am going to wear Je vais porter A long skirt Une jupe longue A short skirt Une jupe courte A biue skirt Une jupe bleue A big coat Un grand manteau A small coat Un petit manteau	
Year 5- Summer	Summer 1 – Travel Listening -Listen to questions about identity in order to respond. -Recall familiar vocabulary to understand simple information about planets. Speaking - 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. -Campare spellings in French and English (cognates and near cognates). Writing -Create an imaginary place and make a poster with information about it.	Summer 1 – Travel Listening -Listen attentively to spoken language and show understanding by joining in and responding. -Listen to and appreciate a story about the galaxy. Speaking -Engage in conversations about personal information. -Ask and answer questions about a person's identity. Reading -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 Writing -Present written information to a range of audiences. -Use 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? My address is Mon andresse 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	Primary Stage 3
	Summer 2 – Going to the Beach	Summer 2 – Going to the Beach	The beach La plage Beach Bag Le sac de plage	Primary Stage 3
	-Recognise nouns for items to take to the beach.	-Listen attentively to spoken language and show understanding by joining in and responding.	In my beach bag there is Dans mon sac de plage, il y a Flip flops Des tongues Sun hats Des chapeaux	

ary Languages Network: French 2 3 – Summer 1

ary Languages Network: French 2 3 – Summer 2

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Junction		-Say and perform persuasive sentences about visiting the seaside.		5	
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Year 6- Autumn 1 - This is Me Autumn 1 - This Me Autumn 1 - This is Me		-Write extended sentences about visiting the seaside.			
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-Describe popple and actions orally. Reside body parts - see Year 4 Spring 1 Reading -Appreciate poems and rhymes in French. Reading throw orally in the parts - see Year 4 Spring 1 -Read and understand sentences to describe appearance. -Appreciate poems and rhymes in French. Biodio Monds -Recognise plural adjectives to describe plural nous -Appreciate poems and rhymes in French. Biodio Monds -Recognise plural adjectives to describe plural nous -Read carefully and show understanding of words, phrases and simple writing. Including through using a dictionary. This ins C+t mol Aniver to sugarias Reside modify the set of the language Writing -Use a bilingual dictives to describe plural nous -Recognise grammatical features of the language Including through using a dictionary. Reside colours and numbers - set Year 4 Automaties the Aniver to sugarias Reside colours and numbers - set Year 4 Automaties the Aniver to sugarias Reside colours and numbers - set Year 4 Automaties the Aniver to sugarias Reside colours and numbers - set Year 4 Automaties the Aniver to sugarias Reside colours and numbers - set Year 4 Automaties the Aniver to sugarias Reside colours and numbers - set Year 4 Automaties the Aniver to sugarias Reside colours and numbers - set Year 4 Automaties Reside colours and numbers - set Year 4 Automaties Reside colours and numbers - set Year 4 Automaties Reside colours and numbers - set Year 4 Automaties Reside colours and numbers - set Year 4 A					
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Speaking Speaking A bedrooms une chambre -Say some nouns for rooms in a house. -Pronounce unfamiliar words accurately using key sounds In my Dans ma -Say where things are using prepositions. -Pronounce unfamiliar words accurately using key sounds In my Dans ma -Say where things are using prepositions. -Engage in conversations; ask and answer questions; express A bed Un lit opinions and respond to those of others. -Speak in sentences, using familiar vocabulary, phrases and basic A bed Un lit Oor Une porte Bug Un tapis Bug Un tapis Bug Un tapis			Explore and listen for patterns, shell retters and key sounds.		
SpeakingSpeakingA garden Un jardin-Say some nouns for rooms in a house. -Say where things are using prepositionsPronounce 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 Ianguage structures.In my Dans ma There is/are Il y a A bed Un lit Window Une fenêtre Door Une porte Rug Un tapis		enderstand some propositional prilades.			
-Say some nouns for rooms in a housePronounce unfamiliar words accurately using key sounds knowledge.In my Dans ma There is/are Il y a A bed Un lit-Say where things are using prepositionsEngage 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.In my Dans ma There is/are Il y a A bed Un lit Window Une fenêtre Door Une porte Rug Un tapis		Speaking	Speaking		
-Say where things are using prepositions. -Say where things are using prepositions. -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. -Speak in sentences, using familiar vocabulary, phrases and basic -Speak in sentences, using					
-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.					
opinions and respond to those of others.Window Une fenêtre-Speak in sentences, using familiar vocabulary, phrases and basicDoor Une portelanguage structures.Rug Un tapis					
-Speak in sentences, using familiar vocabulary, phrases and basic language structures. Rug Un tapis					
language structures. Rug Un tapis					
				Armchair Un fauteuil	



		I		
Year 6 - Spring	Reading -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. Writing -Write a simple cartoon story about rooms in a house using prepositions. Spring 1 - Sport Listening -Listen to and understands a peers likes and dislikes about sport. -Understands simples sentences about how to play a sport. Speaking -Say which sports are liked and disliked. -Say how to play sports using simple sentences.	Reading -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. Writing -Use a model to write a simple cartoon story -Describe places, things and actions in writing. Spring 1 - Sport Listening -Listen attentively to spoken language and show understanding by joining in and responding. Speaking -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.	Table Une table Is est In front devant Behind derrière On sur Under en dessous In dans Cricket Le cricket Tennis Le tennis football Le foot Swimming La natation horseriding L'équitation Gymnastics La gymnastique Dance La danse Basketball Le basket Rugby Le rugby Do you like? Tu aimes? I like because it's j'aimecar c'est I don't likebecause it'sJe n'aime pascar c'est Fast Rapide Boring ennuyeux Interesting intéressant Difficult difficile Elegant gracieux	Primary L Stage 4 –
	Reading -Read and understand sports and likes/dislikes. -Identify parts of the present tense verb 'to play' "jouer". Writing -Write some simple present tense sentences using verb "jouer" with support. -Say how to play sports using simple sentences.	 -Describe sports and actions orally. <u>Reading</u> -Read carefully and show understanding of words, phrases and simple writing. -Explore the spelling patterns of language. -Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. <u>Writing</u> -Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -Describe sports and actions in writing. -Understand and apply basic grammar (conjugation of high-frequency verbs) to build sentences. 	It's good for my health c'est bon pour ma santé I play Je joue You play Tu joues He plays Il joue He plays Elle joue We play Nous jouons They play Ils jouent They play Elles jouent	
Year 6 - Summer	Summer 1 – Café Culture -What is café culture? -Learn about a brief history and geography of café culture in France, particularly Paris. -What types of food may be found on a café menu in France? -What is the etiquette of ordering and serving in France?	Summer 1 – Café Culture -Taste French breakfast food items. -Understand etiquettes and some traditions of France.	drinks Les boisson a black coffee Un café a coffee with milk Un café au lait a coffee with cream Un café crème a hot chocolate Un chocolat chaud mint cordial Un sirop de menthe water Une eau minérale cola Un coca	Primary L Stage 4 – Croissants
	Listening -Recognise some traditional French foods and drinks. -Take part in a café roleplay about ordering menu items, listening carefully in order to respond. Speaking -Say what food and drink they like/dislike. -Ask someone else for likes and dislikes. -Ask for some food and drink politely.	Listening -Listen attentively to spoken language. -Show understanding by joining in and responding. Speaking -Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	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 Green salad Une salade verte Omelette Une omelette	



-Name some traditional French foods and d		tences, using familiar vocabulary, phrases and basic	Do you like? Tu aimes?	
-Take part in a café roleplay.	language stru		love j'adore	
	-Develop acc	urate pronunciation and intonation so that others	I like j'aime	
	understand v	vhen they are reading aloud.	I don't like Je n'aime pas I hate Je déteste	
			i nate je deteste	
Reading				
-Read some traditional French foods and dr	nks. Reading		Vous désirez?- What would you like?	
-Compare spellings in French and English (c	gnates and near -Read carefu	lly and show understanding of words, phrases and	Je prends – I will have	
cognates).	simple writin		Je voudraisI would like	
-Use a bilingual dictionary to find breakfast	temsBroaden the	ir vocabulary and develop their ability to understand	Here it is Voilà	
с ,		hat are introduced into familiar written material,		
		ough using a dictionary.		
Writing				
-Write what food and drink they like/dislike	Writing			
-Write a simple sentence about breakfast.		es from memory, and adapt these to create new		
-Create a hotel breakfast menu.		express ideas clearly.	NB: The letter eszett ' β ' is used interchangeably with 'ss' – this is to	
		and apply basic grammar (m & f forms) to build	match the teaching at TPS.	
	sentences.			Prima
		and apply basic grammar (key features and patterns-	Hello Hallo	Stage
		build sentences.	Good day Guten Tag	
	cogniticity 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	Summer 2	Exploring German	I am not good Es geht mir schlecht	
Where Germany is in the world/Google Ear			And you? And you?	
Germany/ virtual video tour of Germany.			What are you called? Wie heist du?	
-Know the colours of the German flag.			I am called Ich heisse	
-know the colours of the German hag.				
Listening	Listening		Zero Null	
-Recognise the words for hello and goodbye	- Listen to an	d join in with native speakers.	One Eins	
-Recognise spoken feeling words.		songs and rhymes in the language	Two Zwei	
-Recognise spoken colour words.	, ppreside s		Three Drei	
-Recognise spoken numbers 0-10.			Four Vier	
0 1			Five fünf	
Speaking	Speaking		Six sechs	
-How to say hello and goodbye.		wends whereas and so as	Seven Sieben	
-How to ask how someone is feeling.		words, phrases and songs.	Eight Acht Nine Neun	
-How to ask and give a name and explore so		nunciation and intonation skills for the vocabulary for	Ten Zehn	
names.	the unit.			
-Say numbers 0-10.				
-Say 6 colours (blue, white, red, black, yello	v, green).		Blue Blau	
,,,,, ,, ,, , ,, , , , , , , , , , , , , , , , , , , ,			Green Grün	
Reading	Dealt		Yellow Gelb	
-Read number 0-10.	Reading		Black Schwarz	
-Read 6 colours.		ding numbers 0-10 and 6 colours.	Red Rot	
nead 0 colours.	Explore the	phoneme – grapheme links within the nouns and link	White Weiss	
	these to alre	ady familiar sounds and words.		
Writing				
-Write 4 colour names.	Writing			
-Write 4 number names.		written numbers and explore the phoneme – grapheme		
1 1 1 1 1 1 1	links within t	hewords		
-Write hello and goodbye.		e syllables of the words and practise writing.		

mary Languages Network: German Ige 1 – Autumn 1