


<div>  <h1>Birchwood Languages Curriculum Map</h1> </div>				
Year Group	Substantive Knowledge	Disciplinary Knowledge	Vocabulary	Resources
<b>Year 3 - Autumn</b>	<p><b>Autumn 1 - A New Start</b></p> <p>Where France is in the world/Google Earth linked Map of France/ virtual video tour of France.</p> <p>-Explore some cities of France.</p> <p>-Know the colours of the French flag.</p> <p><u>Listening</u></p> <p>-Recognise the words for hello and goodbye.</p> <p>-Recognise spoken feeling words.</p> <p>-Recognise spoken colour words.</p> <p>-Recognise spoken numbers 0-10.</p> <p><u>Speaking</u></p> <p>-How to say hello and goodbye.</p> <p>-How to ask how someone is feeling.</p> <p>-How to ask and give a name and explore some common French first names.</p> <p>-Say numbers 0-10.</p> <p>-Say 8 colours (blue, white, red, black, yellow, green, pink, orange).</p> <p><u>Reading</u></p> <p>-Read number 0-10.</p> <p>-Read 8 colours.</p> <p>-Read greeting phrases</p> <p><u>Writing</u></p> <p>-Write 0-10 number names.</p> <p>-Write hello and goodbye.</p> <p><b>Autumn 2 – Calendar and Celebrations</b></p> <p><u>Listening</u></p> <p>-Recognise the days of the week.</p> <p>-Recognise the months of the year.</p> <p><u>Speaking</u></p> <p>-Say the days of the week.</p> <p>-Say the months of the year.</p> <p><u>Reading</u></p> <p>-Read the days of the week.</p> <p>-Read the months of the year.</p> <p><u>Writing</u></p> <p>-Write the days of the week.</p> <p>-Write 3 dates in a French format</p>	<p><b>Autumn 1 - A New Start</b></p> <p><u>Listening</u></p> <p>-Listen to and join in with native speakers.</p> <p><u>Speaking</u></p> <p>-Join in with words, phrases and songs.</p> <p>-Practise pronunciation and intonation skills for the vocabulary for the unit.</p> <p><u>Reading</u></p> <p>-Practise reading numbers 0-10 and 8 colours.</p> <p>-Practise reading common greeting phrases.</p> <p><u>Writing</u></p> <p>-Look at the written numbers and explore the phoneme – grapheme links within the words.</p> <p>-Focus on the syllables of the words and practise writing.</p> <p><b>Autumn 2 – Calendar and Celebrations</b></p> <p><u>Listening</u></p> <p>-Respond to a classroom command.</p> <p>-Listen attentively to spoken language and show understanding by joining in and responding.</p> <p><u>Speaking</u></p> <p>-Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>-Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>-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></p> <p>-Practise reading key vocabulary.</p> <p>-Investigate sounds and silent letters with the vocabulary for the topic.</p> <p>-Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages).</p> <p><u>Writing</u></p> <p>-Look at the written days of the week and explore the phoneme – grapheme links within the words.</p> <p>-Focus on the syllables of the words and practise writing.</p>	<p>Hi Salut</p> <p>Good day <b>Bonjour</b></p> <p>Good afternoon <b>Bon après-midi</b></p> <p>Goodbye <b>Au revoir</b></p> <p>See you soon <b>A bientôt</b></p> <p>How are you? <b>Comment ça va?</b></p> <p>I am good/fine <b>Ça va bien</b></p> <p>I am not good <b>Ça va mal</b></p> <p>Very <b>très</b></p> <p>I’m okay <b>Ça va comme- çi, comme- ça</b></p> <p>What are you called? <b>Comment t'appelles tu?</b></p> <p>I am called.... <b>Je m'appelle...</b></p> <p>Zero <b>Zéro</b></p> <p>One <b>Un</b></p> <p>Two <b>Deux</b></p> <p>Three <b>Trois</b></p> <p>Four <b>Quatre</b></p> <p>Five <b>Cinq</b></p> <p>Six <b>six</b></p> <p>Seven <b>Sept</b></p> <p>Eight <b>Huit</b></p> <p>Nine <b>Neuf</b></p> <p>Ten <b>Dix</b></p> <p>Blue <b>Bleu</b></p> <p>Green <b>Vert</b></p> <p>Yellow <b>Jaune</b></p> <p>Black <b>Noir</b></p> <p>Red <b>Rouge</b></p> <p>White <b>Blanc</b></p> <p>Pink <b>Rose</b></p> <p>Orange <b>Orange</b></p> <p><b>Revise numbers 1-10 - see Year 3 Autumn 1</b></p> <p>Monday <b>lundi</b></p> <p>Tuesday <b>mardi</b></p> <p>Wednesday <b>mercredi</b></p> <p>Thursday <b>jeudi</b></p> <p>Friday <b>vendredi</b></p> <p>Saturday <b>samedi</b></p> <p>Sunday <b>dimanche</b></p> <p>Today it is...<b>Aujourd’hui c’est...</b></p> <p>January <b>janvier</b></p> <p>February <b>février</b></p> <p>March <b>mars</b></p> <p>April <b>avril</b></p> <p>May <b>mai</b></p> <p>June <b>juin</b></p> <p>July <b>juillet</b></p> <p>August <b>août</b></p> <p>September <b>septembre</b></p> <p>October <b>octobre</b></p> <p>November <b>novembre</b></p> <p>December <b>décembre</b></p> <p>When is your birthday? <b>C’est quand ton anniversaire?</b></p> <p>My birthday is in... <b>Mon anniversaire est en...</b></p> <p>First <b>premier</b></p>	<p>Primary Languages Network: French Stage 1 - Autumn 1</p> <p>Primary Languages Network: French Stage 1 - Autumn 2</p>



Year 3- Spring	<p><b>Spring 1 – Animals</b></p> <p><u>Listening</u> -Recognise animal nouns. -Recognise animal nouns in plural form.</p> <p><u>Speaking</u> -Say the animal nouns -Say ‘I have...’ -Say ‘My favourite animal is...’</p> <p><u>Reading</u> -Read animal nouns. -Read animal nouns in plural form.</p> <p><u>Writing</u> -Write a simple story about animals using prior learning of animals, colours and numbers.</p> <p><b>Spring 2 – Carnivals</b> -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><b>Spring 1 – Animals</b></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. - Speak in sentences using familiar phrases</p> <p><u>Reading</u> -Explore the phoneme – grapheme links within the nouns and link these to already familiar sounds and words. -Read carefully to show understanding of words and phrases -Appreciate stories in the language.</p> <p><u>Writing</u> -Use a model to write a sentence about animals using grammatical structures they have learnt.</p> <p><b>Spring 2 – Carnivals</b> Taste French foods typically eaten at Mardi Gras. Have a positive attitude, mutual respect and tolerance towards other cultures and religions.</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><b>Revise numbers 1-10 - see Year 3 Autumn 1</b></p> <p>A cat(s) <b>Un chat(s)</b> A dog(s) <b>Un chien(s)</b> A fish <b>un poisson(s)</b> A mouse(mice) <b>Une souris (souris)</b> A bird(s) <b>Un oiseau(x)</b> A horse(s) <b>Un cheval (chevaux)</b> A rabbit(s) <b>Un lapin(s)</b> A sheep <b>Un mouton(s)</b> A snake(s) <b>Un serpent(s)</b> A cow(s) <b>Une vache(s)</b></p> <p>*Brackets indicate plural form of the verb</p> <p>I have... <b>J’ai...</b> –</p> <p>My favourite animal is... <b>Mon animal préféré est...</b></p> <p><b>Revise colours - see Year 3 Autumn 1</b></p> <p>I see... <b>Je vois...</b></p> <p>In... <b>Dans ...</b></p> <p><b>Revise animals - see Year 3 Spring 1</b> <b>Revise numbers 1-10 - see Year 3 Autumn 1</b></p> <p>I am ... <b>Je suis...</b></p> <p>11 <b>Onze</b> 12 <b>Douze</b> 13 <b>Treize</b> 14 <b>Quatorze</b> 15 <b>Quinze</b></p> <p>How old are you? <b>Quel âge as-tu?</b> I am ... years old <b>J’ai ...ans</b></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>
Year 3- Summer	<p><b>Summer 1 – Fruit and vegetables</b></p> <p><u>Listening</u> -Listen to a story ‘The hungry giant’. -Recognise fruit and vegetables.</p> <p><u>Speaking</u> -Say names of taught fruit and vegetables. -Know how to ask politely for fruit and vegetables -Know how to ask correct determiner for ‘a’ for fruits in French.</p>	<p><b>Summer 1 – Fruit and vegetables</b></p> <p><u>Listening</u> -Listen and join in with a story about a ‘The Hungry Giant’ -Listen attentively to spoken language and show understanding by joining in and responding -Appreciate stories in French</p> <p><u>Speaking</u> -Speak in sentences, using familiar vocabulary and phrases -Express opinions and respond to those of others</p>	<p><b>Revise numbers to 20 - see Year 3 Spring 2</b> <b>Revise colours - see Year 3 Autumn 1</b></p> <p>An apple <b>une pomme(s)</b> A pear <b>Une poire(s)</b> A watermelon <b>une pastèque(s)</b> An orange <b>une orange(s)</b> A melon <b>un melon(s)</b> A banana <b>une banane</b> A tomato <b>une tomate(s)</b> A cucumber <b>un concombre(s)</b> A carrot <b>une carotte(s)</b> A peach <b>une pêche(s)</b></p>	<p>Primary Languages Network: French Stage 1 – Summer 1</p>



	<p><u>Speaking</u></p> <p>-Perform firework poem (using new and revised colours).</p> <p>-Say places in a town.</p> <p>-Ask ‘where is...?’ using classifying masculine/feminine nouns.</p> <p>-Say shop names.</p>	<p><u>Speaking</u></p> <p>-Present information orally to a range of audiences.</p> <p>-Ask and answer simple questions and give basic information.</p> <p>-Describe places, things and actions orally.</p>	<p>Sing with me <b>Chantez avec moi</b></p> <p>Find me <b>Trouvez moi</b></p>	
	<p><u>Reading</u></p> <p>-Read firework poem aloud (using new and revised colours).</p> <p>-Read some classroom instructions and useful commands.</p>	<p><u>Reading</u></p> <p>-Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages).</p> <p>-Read carefully and show understanding of words and phrases.</p>	<p>The restaurant <b>Le restaurant</b></p> <p>The supermarket <b>Le supermarché</b></p> <p>The stadium <b>Le stade</b></p> <p>The cinema <b>Le cinéma</b></p> <p>The school <b>l’école</b></p> <p>The cafe <b>Le café</b></p> <p>The chemist <b>La pharmacie</b></p> <p>The bakery <b>La boulangerie</b></p>	
	<p><u>Writing</u></p> <p>-Write a firework poem (using new and revised colours).</p> <p>-Write a short sequence of commands.</p>	<p><u>Writing</u></p> <p>-Describe places, things and actions in writing.</p> <p>-Write phrases from memory, and adapt these to create new sentences</p>	<p>Here is... <b>Voici ...</b></p> <p>Where is ...? <b>Où est...?</b></p>	
<b>Year 4 - Spring</b>	<p><b>Spring 1 - Epiphany</b></p> <p>-Know that Epiphany is a feast celebration celebrated on 6<sup>th</sup> January <b>to</b> mark the day the Three Wise Men visited Jesus.</p> <p>-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><b>Spring 1 - Epiphany</b></p> <p>Taste French foods typically eaten at Epiphany..</p> <p>Have a positive attitude, mutual respect and tolerance towards other cultures and religions.</p>	<p>The cake of the Kings <b>La galette des rois</b></p>	<p>Primary Languages Network: French Stage 2 – Spring 1</p>
	<p><u>Listening</u></p> <p>-recognise key phrases and nouns to discriminate between family members.</p> <p>-Recognise nouns for facial features.</p> <p>-Understands simple sentences about numbers and facial features.</p>	<p><u>Listening</u></p> <p>-Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p><b>Revise greetings - see Year 3 Autumn 1</b></p> <p>Here is... <b>Voici ...</b></p> <p>I am.... <b>Je suis...</b></p> <p>The dad <b>Le papa</b></p> <p>The brother <b>Le frère</b></p> <p>The baby <b>Le bébé</b></p> <p>The grandad <b>Le grand-père</b></p> <p>The mum <b>La maman</b></p> <p>The sister <b>La soeur</b></p> <p>The grandma <b>La grand-mère</b></p> <p>The family <b>La famille</b></p> <p><b>Revise animals/pets - see Year 3 Spring 1</b></p>	<p><a href="https://www.bbc.co.uk/newsround/42565054">https://www.bbc.co.uk/newsround/42565054</a></p> <p>-What is Epiphany?</p>
	<p><u>Speaking</u></p> <p>-Say nouns for family members.</p> <p>-Say nouns for facial features.</p>	<p><u>Speaking</u></p> <p>-Explore the pronunciation of plural and singular nouns for adjectives.</p> <p>-Describe people orally and in writing.</p> <p>-Engage in conversations; ask and answer questions.</p> <p>-Develop accurate pronunciation and intonation.</p>	<p>The head <b>La tête</b></p> <p>The mouth <b>La bouche</b></p> <p>The ears <b>Les oreilles</b></p> <p>The hair <b>Les cheveux</b></p> <p>The eyes <b>Les yeux</b></p> <p>The nose <b>Le nez</b></p>	<p>Frangipane tarts (similar to galette de rois) and a token ‘fève’ such as a chocolate star or candied fruit.</p>
	<p><u>Reading</u></p> <p>-Read nouns for facial features.</p> <p>-Recognise masculine and feminine nouns by looking at the article (le, la)</p> <p>-Recognise plural forms of facial nouns</p> <p>-Read sentences that describe facial features.</p>	<p><u>Reading</u></p> <p>-Explore the spelling of plural and singular nouns for adjectives.</p> <p>-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><b>Revise personal questions - see Year 3 Autumn 1</b></p> <p>I have... <b>J’ai</b></p>	
	<p><u>Writing</u></p> <p>-Label facial nouns considering spellings.</p> <p>-Write personal information about a family member</p> <p>-Write simple sentences to describe an alien</p>	<p><u>Writing</u></p> <p>-Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>-Describe people in writing.</p> <p>- Spell nouns using correct grapheme phoneme correspondence</p>	<p>The head <b>La tête</b></p> <p>The mouth <b>La bouche</b></p> <p>The ears <b>Les oreilles</b></p> <p>The hair <b>Les cheveux</b></p> <p>The eyes <b>Les yeux</b></p> <p>The nose <b>Le nez</b></p>	
	<p><b>Spring 2 – Parts of the Body</b></p>	<p><b>Spring 2 – Parts of the Body</b></p>	<p><b>Revise numbers to ten - see Year 3 Autumn 1</b></p> <p>I have... <b>J’ai</b></p> <p>I do not have... <b>Je n’ai pas...</b></p>	
	<p><u>Listening</u></p> <p>-Recognise nouns for parts of the face and body.</p> <p>-Listen to different pronunciations of plural nouns for parts of the face and body.</p>	<p><u>Listening</u></p> <p>-Listen to and join in with songs and games to explore nouns and adjectives.</p> <p>-Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p><b>Revise colours - see Year 3 Autumn 1</b></p>	
	<p><u>Speaking</u></p> <p>-Say nouns for parts of the face and body.</p> <p>-Say plural nouns for parts of the face and body.</p> <p>-Answer questions about body parts used in yoga sequence.</p>	<p><u>Speaking</u></p> <p>-Develop accurate pronunciation and intonation when using familiar words and phrases.</p>	<p><b>Revise facial features - see Year 4 Spring 1</b></p> <p><b>Revise numbers 1-10 - see Year 3 Autumn 1</b></p> <p><b>Revise Colours – See Year 3 Autumn 1</b></p>	<p>Primary Languages Network: French Stage 2 – Spring 2</p>
		<p><u>Listening</u></p> <p>-Listen to and join in with songs and games to explore nouns and adjectives.</p> <p>-Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Heads <b>La tête</b></p> <p>Shoulders <b>Les épaules</b></p> <p>Knees <b>Les genoux</b></p> <p>Legs <b>Les jambes</b></p> <p>Feet <b>Les pieds</b></p> <p>Hands <b>Les mains</b></p> <p>Arms <b>Les bras</b></p> <p>One eye <b>un oiel</b></p>	
		<p><u>Speaking</u></p> <p>-Develop accurate pronunciation and intonation when using familiar words and phrases.</p>	<p>And <b>et</b></p> <p>I have... <b>J’ai ...</b></p>	

	<p><u>Reading</u></p> <p>-Read nouns for parts of the face and body.</p> <p>-Read and notice the differences in spellings of plural nouns of the face and body.</p> <p>-Notice the placement of adjectives after the noun phrase.</p>	<p><u>Reading</u></p> <p>-Read carefully and show understanding of words, phrases and simple writing.</p> <p>-Explore the phoneme – grapheme links within the nouns and link these to already familiar sounds and words.</p>	<p>Touch <b>Touchez</b></p> <p>Move <b>Bougez</b></p> <p>Relax <b>Relaxe</b></p>	
<p><b>Year 4 - Summer</b></p>	<p><b>Summer 1 – Jungle animals</b></p> <p><u>Listening</u></p> <p>-Recognise jungle animals and cognates.</p> <p>-Recognise adjectives used to describe animals in a story.</p> <p>-Understand simple sentences about body parts.</p> <p><u>Speaking</u></p> <p>-Explain if they are feeling well/unwell.</p> <p>-Say and revise body parts.</p> <p>-Name jungle animals and cognates.</p> <p>-Name and revise colours.</p> <p><u>Reading</u></p> <p>-Read nouns and adjectives describing jungle animals.</p> <p>-Read body parts.</p> <p>-Recognise changes of spelling with plurals and adjectives.</p> <p><u>Writing</u></p> <p>-Write a sentence using a noun, verb and adjective to describe animals.</p> <p>-Write a short jungle story.</p> <p><b>Summer 2 – Weather</b></p> <p><u>Listening</u></p> <p>-Recognise the name of ice cream flavours.</p> <p>-Recognise weather types from given statements.</p> <p><u>Speaking</u></p> <p>-Say different weather statements.</p> <p>-Say simple phrases to give the weather forecast.</p> <p>-Name ice cream flavours.</p> <p>-Say likes and dislikes about ice cream flavours.</p> <p><u>Reading</u></p> <p>-Recognise the name of ice cream flavours.</p> <p>-Recognise weather types from statements written by oneself and others.</p> <p><u>Writing</u></p> <p>-Write and copy weather statements.</p> <p>-Write what the weather is like in cities across France.</p>	<p><b>Summer 1 –Jungle Animals</b></p> <p><u>Listening</u></p> <p>-Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages).</p> <p>-Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>-Listen to and join in with a jungle animal story.</p> <p><u>Speaking</u></p> <p>-Develop accurate pronunciation and intonation when using familiar words and phrases.</p> <p>-Engage in conversations; ask and answer questions; express opinions and respond to those of others.</p> <p>-Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p><u>Reading</u></p> <p>-Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages).</p> <p>-Explore the phoneme – grapheme links within the nouns and link these to already familiar sounds and words.</p> <p><u>Writing</u></p> <p>-Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>-Describe jungle animals in writing.</p> <p><b>Summer 2 – Weather</b></p> <p><u>Listening</u></p> <p>-Listen attentively to spoken language in order to respond spontaneously to others.</p> <p>-Listen to an join in with native speakers.</p> <p><u>Speaking</u></p> <p>-Engage in conversations; ask and answer questions; express opinions and respond to those of others.</p> <p>-Speak in sentences using familiar vocabulary and phrases and basic language structure.</p> <p>-Describe the weather in France orally.</p> <p><u>Reading</u></p> <p>-Read carefully and show an understanding of words and phrases in simple writing.</p> <p>-Practise reading key vocabulary.</p> <p>-Investigate sounds and silent letters with the vocabulary for the topic.</p> <p><u>Writing</u></p> <p>-Present ideas and information to peers.</p> <p>-Write phrases from memory and using a frame to support.</p> <p>-Describe the weather in France in writing.</p>	<p><b>Revise animals - see Year 3 Spring 1</b></p> <p><b>Revise colours - see Year 3 Autumn 1/2</b></p> <p>The jungle <b>La jungle</b></p> <p>A giraffe <b>une girafe</b></p> <p>A snake <b>un serpent</b></p> <p>A parrot <b>un perroquet</b></p> <p>A monkey <b>un singe</b></p> <p>A tiger <b>un tigre</b></p> <p>An elephant <b>un éléphant</b></p> <p>Quick <b>rapide</b></p> <p>Tall <b>grand(e)</b></p> <p>Big <b>gros(se)</b></p> <p>Small <b>petit(e)</b></p> <p>Long <b>long(ue)</b></p> <p>Terrible <b>terrible</b></p> <p>Multicoloured <b>multicolore</b></p> <p><b>Is est</b></p> <p><b>And et</b></p> <p><b>It’ s... C’est...</b></p> <p>Walking through the jungle <b>On va marcher dans la jungle</b></p> <p>What can you see <b>Qu’est-ce que tu peux voir?</b></p> <p><b>Listen and look</b> Écoute et regarde</p> <p><b>Revise greetings – see Year 3 Autumn 1</b></p> <p>What’s the weather like? <b>Quel temps fait-il?</b></p> <p>It’s sunny <b>Il y a du soleil</b></p> <p>It’s cloudy <b>Il y a des nuages</b></p> <p>It’s windy <b>Il y a du vent</b></p> <p>It’s foggy <b>Il y a du brouillard</b></p> <p>It’s cold <b>Il fait froid</b></p> <p>It’s hot <b>Il fait chaud</b></p> <p>It’s snowing <b>Il neige</b></p> <p>It’s raining <b>Il pleut</b></p> <p><b>In... À...</b></p> <p><b>My favourite</b> [ice cream] <b>is...</b> <b>Ma [glace] préférée est...</b></p> <p>Ice cream <b>la glace</b></p> <p>Strawberry <b>Fraise</b></p> <p>Bubble gum <b>chewing gum</b></p> <p>Vanilla <b>Vanille</b></p> <p>Chocolate <b>chocolat</b></p> <p>Lemon <b>citron</b></p> <p>Mint Chocolate <b>menthe chocolat</b></p> <p>I love... <b>J’adore</b></p> <p>I like... <b>J’aime</b></p> <p>I don’t like... <b>Je n’aime pas</b></p> <p><b>Please S’il vous plaît</b></p> <p><b>Thank you Merci</b></p> <p><b>I would like... Je voudrais ...</b></p>	<p>Primary Languages Network: French Stage 2 – Summer 1</p> <p>Primary Languages Network: French Stage 2 – Summer 2</p>



Year 5- Autumn	<p><b>Autumn 1 - School</b></p> <p><u>Listening</u></p> <p>-Understand questions about feelings in order to build dialogue.</p> <p>-Understand others’ simple opinions about school subjects.</p> <p>-Identify personal pronouns, adjectives, nouns and verbs in spoken French.</p> <p><u>Speaking</u></p> <p>-Say facts about myself and others.</p> <p>-Ask and answer questions about self and others to build dialogue.</p> <p>-Express simple opinions about school subjects.</p> <p>-Express feelings in more detail.</p> <p><u>Reading</u></p> <p>-Identify personal pronouns, adjectives, nouns and verbs in written French.</p> <p>-Develop use of bilingual dictionaries.</p> <p><u>Writing</u></p> <p>-Write simple sentences about feelings.</p> <p>-Build upon simple sentences to include conjunctions when writing opinions about school subjects.</p>	<p><b>Autumn 1 - School</b></p> <p><u>Listening</u></p> <p>-Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>-Understand the main points from a series of spoken sentences.</p> <p><u>Speaking</u></p> <p>-Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p><u>Reading</u></p> <p>-Apply phonic knowledge to find and understand written words.</p> <p>-Read carefully and show understanding of words, phrases and simple writing.</p> <p>-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>-Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages).</p> <p><u>Writing</u></p> <p>-Understand basic grammar appropriate to the topic including editing the spelling of masculine and feminine nouns.</p>	<p><b>I am... Je suis...</b></p> <p>(m) I am happy <b>Je suis heureux</b>                      (f) I am happy <b>Je suis heureuse</b></p> <p>(m) I am proud <b>Je suis fier</b>                              (f) I am proud <b>Je suis fière</b></p> <p>(m) I am surprised <b>Je suis surpris</b>                      (f) I am surprised <b>Je suis surprise</b></p> <p>(m) I am confused <b>Je suis perdu</b>                        (f) I am confused <b>Je suis perdue</b></p> <p>(m) I am tired <b>Je suis fatigué</b>                            (f) I am tired <b>Je suis fatiguée</b></p> <p><b>Revise feelings - see Year 3 Autumn 1</b></p> <p>I am thirsty <b>J'ai soif</b></p> <p>I am hungry <b>J'ai faim</b></p> <p>I am cold <b>J'ai froid</b></p> <p>I am hot <b>J'ai chaud</b></p> <p>Because <b>car</b>            And <b>et</b>            But <b>mais</b></p> <p><b>Revise greetings and numbers - see Year 3 Autumn 1</b></p> <p><b>Revise questions - see Year 3 Summer 2</b></p> <p>I <b>je</b>            He/his <b>il</b>            she/her <b>elle</b></p> <p><b>I like J'aime            I don't like Je n'aime pas</b></p> <p>English <b>L'anglais</b></p> <p>Maths <b>Les maths</b></p> <p>French <b>Le français</b></p> <p>Science <b>Les sciences</b></p> <p>Art <b>Le dessin</b></p> <p>Geography <b>La géographie</b></p> <p>PE <b>l'E.P.S</b></p> <p>History <b>L'histoire</b></p> <p>It is...<b>c'est</b> ...</p> <p>Easy <b>facile</b></p> <p>Boring <b>ennuyeux</b></p> <p>Interesting <b>intéressant</b></p> <p>Useful <b>utile</b></p> <p>Difficult <b>difficile</b></p> <p><b>Revise numbers - see Year 3 Autumn 1/Year 4 Autumn 1</b></p> <p>I would like..... <b>Je voudrais...</b></p> <p>I would like (X) ticket(s) for... <b>Je voudrais (X) ticket(s) pour...</b></p> <p>Please <b>S'il vous plaît</b></p> <p>The cinema <b>le cinéma</b></p> <p>The zoo <b>Le zoo</b></p> <p>The art gallery <b>La galerie d'art</b></p> <p>The museum <b>Le musée</b></p> <p>The swimming pool <b>La piscine</b></p> <p>The stadium <b>Le stade</b></p> <p>The underground <b>le métro</b></p> <p>The park <b>Le parc</b></p> <p>The railway station <b>La gare</b></p> <p>The hospital <b>l'hôpital</b></p> <p>Where is ...? <b>Où est...?</b></p> <p>Straight ahead <b>Tout droit</b></p> <p>To the right <b>à droite</b></p> <p>To the left <b>à Gauche</b></p> <p>beautiful <b>beau(m) belle(f)</b></p> <p>big or large <b>grand(m) grande(f)</b></p> <p>small <b>petit(m) petite(f)</b></p> <p>old <b>vieux(m) vieille (f)</b></p> <p>modern <b>moderne</b></p> <p>interesting <b>intéressant(m) intéressante(f)</b></p> <p>a book <b>un livre</b></p> <p>a pen <b>un stylo</b></p> <p>a magnet <b>un aimant</b></p> <p>a postcard <b>une carte postale</b></p> <p>a tee-shirt <b>un tee-shirt</b></p> <p>a keyring <b>un porte-clés</b></p> <p>How much is...? <b>Combien coûte...</b></p> <p>(X) costs (X) euros <b>(X) coûte (X) euro/centimes</b></p>	<p>Primary Languages Network: French Stage 3 – Autumn 1</p> <p>Primary Languages Network: French Stage 3 – Autumn 2</p>
	<p><b>Autumn 2 – The City</b></p> <p>-Explore some landmarks of Paris.</p> <p>-know that € is the symbol for Euro – the currency of 20 countries in Europe including France.</p> <p><u>Listening</u></p> <p>-Understand some spoken facts about France.</p> <p>-Understand simple directions around a city.</p> <p><u>Speaking</u></p> <p>-Say nouns around a town or city e.g. park.</p> <p>-Ask for a ticket to a place in the city.</p> <p>-Give simple directions around a city.</p> <p>-Say a simple description of the city.</p> <p>-I can ask for a price of an item in a shop.</p> <p><u>Reading</u></p> <p>-Understand some written facts about France.</p> <p>-Recognise cognates and near cognates of places in a city.</p> <p>-Recognise cognates and near cognates of items in a shop.</p> <p><u>Writing</u></p> <p>-Write a simple description of the city using a scaffold.</p>	<p><b>Autumn 2 – The City</b></p> <p><u>Listening</u></p> <p>-Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>-Understand the main points from a series of spoken sentences.</p> <p><u>Speaking</u></p> <p>-Broaden their vocabulary and develop their ability to understand new words.</p> <p>-Describe places and actions orally and in writing.</p> <p>-Present information orally to a range of audiences.</p> <p><u>Reading</u></p> <p>-Compare English to French identifying cognates and near cognates (word that are the same/similar in both languages).</p> <p>-Read carefully and show understanding of words.</p> <p>-Understand the main point(s) from a short-written passage in clear printed script.</p> <p>-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></p> <p>-Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>-Describe places and actions in writing.</p>		

Year 5- Spring	<p><b>Spring 1 – Healthy Eating</b></p> <p><u>Listening</u> -Recognise familiar food nouns and question stems in order to respond. -Recognise spoken patterns within words (numbers) to recognise multiples of ten to 100.</p> <p><u>Speaking</u> -Participate in a conversation about preferences of fruit and vegetables - ask and answer question. -Say 10-100 in multiples if ten -Participate in asimple shopping conversation. -Ask for the price of fruit and vegetables.</p> <p><u>Reading</u> -Read and understand written fruits and vegetables. -Read and understand written multiples of ten</p> <p><u>Writing</u> -Write simple sentences about fruit and vegetables in the form of a recipe (fruit kebab)</p>	<p><b>Spring 1 – Healthy Eating</b></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><b>Revise articles (la/le) masculine feminine nouns</b> <b>Revise fruit and vegetables see Year 3 Summer 1</b></p> <p>Apple <b>la pomme</b> Banana la <b>banane</b> Onion l’<b>oignon</b> Carrot <b>la carotte</b> Grape <b>la grappe de raisin</b> Watermelon <b>la pastèque</b> Mango <b>la mangue</b> Pepper <b>le poivron</b> Salad <b>la salade</b> Potato <b>la pomme de terre</b></p> <p>My favourite fruit is... <b>Mon fruit préféré est ...</b> My favourite vegetable is... <b>Mon légume préféré est ...</b> What is your favourite fruit? <b>Quel est ton fruit préféré?</b> What is your favourite vegetable? <b>Quel est ton légume préféré?</b></p> <p><b>Revision of Numbers 1-20</b> 10 <b>dix</b> 20 <b>vingt</b> 30 <b>trente</b> 40 <b>quarante</b> 50 <b>cinquante</b> 60 <b>soixante</b> 70 <b>soixante-dix</b> 80 <b>quatre-vingt</b> 90 <b>quatre-vingt-dix</b> 100 <b>cent</b></p> <p>How much is ...? <b>Combien coûte...?</b> Euro – <b>Euro €</b> Cents – <b>centimes</b></p> <p>I have...J’ai... Do you have...? <b>Avez-vous...?</b></p> <p>Please <b>S’il vous plaît</b> Thank you <b>Merci</b></p>	Primary Languages Network: French Stage 3 – Spring 1
	<p><b>Spring 2 – Clothes</b></p> <p><u>Listening</u> -Identify parts of the verb ‘porter’ to understand what is being worn. -Recognise names of items of clothing.</p> <p><u>Speaking</u> -Say some items of clothing. -Identify parts of the verb ‘porter’ to describe what I am wearing. -Describe items I am wearing using adjectives.</p> <p><u>Reading</u> -Identify parts of the verb ‘porter’ to understand what is being worn. -Understand a detailed description of an outfit.</p> <p><u>Writing</u> -Design and describe a sports kit. -Correctly spell adjectives to match the determiner e.g. une - verte</p>	<p><b>Spring 2 – Clothes</b></p> <p><u>Listening</u> -Listen attentively to spoken language and show understanding by joining in and responding.</p> <p><u>Speaking</u> -Develop accurate pronunciation and intonation so that others understand.</p> <p><u>Reading</u> -Read carefully and show understanding of words, phrases and simple writing. -Understand the main points and simple opinion of a longer written passage.</p> <p><u>Writing</u> -Explore how to build more complex sentences using nouns, verbs and adjectives. -Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -Understand basic grammar appropriate to the language being studied.</p>	<p>Shirt <b>Une chemise</b> Tshirt <b>Un tee-shirt</b> Jumper <b>Un pull</b> Dress <b>Une robe</b> Trousers <b>Un pantalon</b> skirt <b>Une jupe</b> Shorts <b>Un short</b> Shoes <b>Des chaussures</b> Trainers <b>Des baskets</b> Sandals <b>Des sandales</b></p> <p><b>Revise colours - see Year 3 Autumn 1 and Year 4 Autumn 2</b></p> <p><b>And et</b> I wear <b>Je porte</b> You wear <b>Tu portes</b> He wears <b>Il porte</b> She wears <b>Elle porte</b></p>	Primary Languages Network: French Stage 3 – Spring 2

Year 5- Summer	<p><b>Summer 1 – Space Travel</b></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 increasingly detailed 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><b>Summer 1 – Space Travel</b></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 (suing the negative ‘not’.)</p>	<p><b>Revise personal information - see Year 3 Autumn, Spring and Summer terms</b></p> <p><b>Revise adjectives – see Year 4 Summer 1</b></p> <p>First name <b>prénom</b> Surname <b>nom de famille</b> Age <b>Âge</b> Town/city <b>Ville</b> Date of Birth <b>Date de naissance</b></p> <p>And you? <b>Et toi?</b> Here is... <b>Voici...</b> It is... <b>C’est ...</b> There is / There are ... <b>Il y a...</b></p> <p><b>Revise places around a town – see Year 5 Autumn 2</b></p> <p><b>Mercure Vénus Mars Jupiter Saturne Uranus Neptune Pluton</b></p> <p>The Earth <b>la Terre</b> The moon <b>la lune</b> The sun <b>le soleil</b> The planet <b>La planète</b></p>	Primary Languages Network: French Stage 3 – Summer 1
	<p><b>Summer 2 – Going to the Beach</b></p> <p><u>Listening</u> -Recognise nouns for items to take to the beach.</p> <p><u>Speaking</u> -Recall sentence starters to use to talk about the seaside -Say and perform persuasive sentences about visiting the seaside.</p> <p><u>Reading</u> -Recognise nouns for items to take to the beach. -Read and understand facts about visiting the seaside in order to answer questions and translate to English. -Use a bilingual dictionary to find unfamiliar words in a short text about the seaside.</p> <p><u>Writing</u> -Write extended sentences about visiting the seaside.</p>	<p><b>Summer 2 – Going to the Beach</b></p> <p><u>Listening</u> -Listen attentively to spoken language and show understanding by joining in and responding.</p> <p><u>Speaking</u> -Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. -Present ideas and information orally to a range of audiences. -Describe places and actions orally.</p> <p><u>Reading</u> -Read carefully and show understanding of words, phrases and simple writing. -Understand basic grammar (nouns, verbs ad personal pronouns “Je/I”). -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><b>I have... J’ai</b> <b>In...Dans</b> <b>And et</b></p> <p>The beach <b>La plage</b> In my beach bag, I have... <b>Dans mon sac de plage, j’ai...</b> Flip flops <b>Des tongues</b> Sun hats <b>Des chapeaux</b> A cap <b>Une casquette</b> Suncream <b>De la crème solaire</b> Sunglasses <b>Des lunettes de soleil</b> A ball <b>un ballon</b> A swimsuit <b>Un maillot de bain</b> A frisbee <b>un frisbee</b> A towel <b>une serviette</b></p> <p>Come to the beach <b>Viens à la plage</b> <b>Revise weather – See Year 4 Summer 2</b> You can swim <b>On peut nager</b> You can build sandcastles <b>On peut faire des châteaux de sable</b> You can play ball <b>On peut jouer au ballon</b> You can play rackets <b>On peut jouer aux raquettes</b> You can jump in the waves <b>On peut sauter dans les vagues</b></p>	Primary Languages Network: French Stage 3 – Summer 2
Year 6- Autumn	<p><b>Autumn 1 – This is Me</b></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.</p>	<p><b>Autumn 1 – This is Me</b></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.</p>	<p><b>Revise greetings – see Year 3 Autumn 1</b> <b>Revise questions - see Year 3 Autumn 2, Spring 2 &amp; Summer 2</b> <b>Revise feelings - see Year 5 Autumn 1</b> I am sad <b>Je suis triste</b></p> <p><b>I am... Je suis...</b> Shy/timid <b>timide</b> Strong <b>fort(m) forte(f)</b> Active <b>actif(m) active(f)</b> Creative <b>créatif(m) créative(f)</b> Funny <b>drôle</b> Sporty <b>sportif(m) sportive(f)</b> Courageous <b>courageux(m) couraguese(f)</b> Calm <b>calme</b></p>	Primary Languages Network: French Stage 4 – Autumn 1



	<p>-Say which job they would like to do in adulthood.</p> <p><u>Reading</u></p> <p>-Read and understand sentences to describe appearance.</p> <p>-Read sentences about oneself.</p> <p>-Read and understand a rap song about someone’s personality and appearance.</p> <p>-Recognise plural adjectives to describe plural nouns</p> <p>-Use a bilingual dictionary to find other professions.</p> <p><u>Writing</u></p> <p>-Use plural adjectives to describe plural nouns</p> <p>-Use a model to write sentences about themselves.</p> <p>-Write sentences about their future career aspirations.</p> <p><b>Autumn 2 – Homes and Houses</b></p> <p><u>Listening</u></p> <p>-Understand some nouns for rooms in a house.</p> <p>-Understand some nouns for furnitnure within a typical home.</p> <p>-Understand some prepositional phrases.</p> <p><u>Speaking</u></p> <p>-Say some nouns for rooms in a house.</p> <p>-Say where things are using prepositions.</p> <p><u>Reading</u></p> <p>-Read some nouns for rooms in a house.</p> <p>-Read some items of furniture within a typical home</p> <p>-Read prepositional phrases to describe where items are.</p> <p>-Use a bilingual dictionary to check spellings/new words.</p> <p><u>Writing</u></p> <p>-Write a simple cartoon story about rooms in a house using prepositions.</p>	<p>-Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>-Describe people and actions orally.</p> <p><u>Reading</u></p> <p>-Appreciate poems and rhymes in French.</p> <p>-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>-Read carefully and show understanding of words, phrases and simple writing.</p> <p>-Recognise grammatical features of the language</p> <p><u>Writing</u></p> <p>-Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>-Describe people and actions in writing.</p> <p>-Understand basic grammar appropriate to the language being studied.</p> <p><b>Autumn 2 – Homes and Houses</b></p> <p><u>Listening</u></p> <p>-Listen to, understand and appreciate a cartoon story.</p> <p>-Explore and listen for patterns, silent letters and key sounds.</p> <p><u>Speaking</u></p> <p>-Pronounce unfamiliar words accurately using key sounds knowledge.</p> <p>-Engage in conversations; ask and answer questions; express opinions and respond to those of others.</p> <p>-Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p><u>Reading</u></p> <p>-Identify masculine, feminine and plural nouns.</p> <p>-Identify key sounds and silent letters.</p> <p>-Use a bilingual dictionary to check spellings/new words.</p> <p>-Read carefully and show understanding of words, phrases and simple writing.</p> <p>-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></p> <p>-Use a model to write a simple cartoon story</p> <p>-Describe places, things and actions in writing.</p>	<p><b>Revise colours – see Year 3 Autumn 1</b></p> <p><b>Revise body parts – see Year 4 Spring 1</b></p> <p>I have... <b>J’ai</b></p> <p>Blond <b>blonds</b></p> <p>Red <b>roux</b> <i>Use in context of hair colour</i></p> <p>and <b>et</b></p> <p>This is me <b>c’est moi</b></p> <p>Always <b>toujours</b></p> <p>Sometimes <b>parfois</b></p> <p><b>But mais</b></p> <p>I would like to be... <b>Je voudrais être</b></p> <p>Astronaut <b>astronaute</b></p> <p>Teacher <b>professeur</b></p> <p>Author <b>auteur</b></p> <p>Dentist <b>dentist</b></p> <p>Doctor <b>médecin</b></p> <p>Footballer <b>footballeur</b></p> <p><b>Revise colours and numbers – see Year 3 Autumn 1</b></p> <p><b>Revise numbers to 60 – see Year 5 Spring 1</b></p> <p>The house <b>La maison</b></p> <p>A lounge <b>Un salon</b></p> <p>A kitchen <b>Une cuisine</b></p> <p>A bathroom <b>Une salle de bains</b></p> <p>A dining room <b>Une salle à manger</b></p> <p>A bedrooms <b>une chambre</b></p> <p>A garden <b>Un jardin</b></p> <p>In my... <b>Dans ma...</b></p> <p><b>There is/are ... Il y a...</b></p> <p>A bed <b>Un lit</b></p> <p>Window <b>Une fenêtre</b></p> <p>Door <b>Une porte</b></p> <p>Rug <b>Un tapis</b></p> <p>Armchair <b>Un fauteuil</b></p> <p>Table <b>Une table</b></p> <p><b>Is est</b></p> <p>In front <b>devant</b></p> <p>Behind <b>derrière</b></p> <p>On <b>sur</b></p> <p>Under <b>en dessous</b></p> <p>In <b>dans</b></p>	<p>Primary Languages Network: French Stage 4 – Autumn 2</p>
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Year 6 - Summer	<p><b>Summer 1 – Exploring German</b></p> <p>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><b>Summer 1 – Exploring German</b></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><b>NB: The letter eszett ‘ß’ is used interchangeably with ‘ss’ – this is to match the teaching at TPS.</b></p> <p>Hello <b>Hallo</b> Good day <b>Guten Tag</b> Goodbye <b>Auf wiedersehen</b> See you soon <b>Bis Bald</b> Bye <b>Tschüss</b> How are you? <b>Wie gehts?</b> I am good/fine <b>Es geht mir gut</b> I am not good <b>Es geht mir schlecht</b> And you? <b>And you?</b> What are you called? <b>Wie heist du?</b> I am called... <b>Ich heisse...</b></p> <p>Zero <b>Null</b> One <b>Eins</b> Two <b>Zwei</b> Three <b>Drei</b> Four <b>Vier</b> Five <b>fünf</b> Six <b>sechs</b> Seven <b>Sieben</b> Eight <b>Acht</b> Nine <b>Neun</b> Ten <b>Zehn</b></p> <p>Blue <b>Blau</b> Green <b>Grün</b> Yellow <b>Gelb</b> Black <b>Schwarz</b> Red <b>Rot</b> White <b>Weiss</b></p>	Primary Languages Network: German Stage 1 – Autumn 1
	<p><b>Summer 2 – Calendar and Celebrations</b></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 German format</p>	<p><b>Summer 2 – Calendar and Celebrations</b></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 German 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>Look <b>Schaut her</b> Listen <b>Hört zu</b> Repeat <b>Wiederholt</b> Stand up <b>Steht auf</b> Sit down <b>Setzt euch</b> Show me <b>Zeigt mir</b></p> <p>Monday <b>Montag</b> Tuesday <b>Dienstag</b> Wednesday <b>Mittwoch</b> Thursday <b>Donnerstag</b> Friday <b>Freitag</b> Saturday <b>Samstag</b> Sunday <b>Sonntag</b></p> <p>What day is it today? <b>Welcher Tag ist heute?-</b></p> <p>January <b>Januar</b> February <b>Februar</b> March <b>März</b> April <b>April</b> May <b>Mai</b> June <b>Juni</b> July <b>Juli</b> August <b>August</b> September <b>September</b> October <b>Oktober</b> November <b>November</b> December <b>Dezember</b> When is your birthday? <b>Wann hast du Geburtstag?</b></p>	Primary Languages Network: German Stage 1 – Autumn 2