



**Modern Foreign Languages at Chacewater School**

<b>Intent</b>	<p>At Chacewater School we intend to use the Language Angels scheme of work and resources to offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. We aim to encourage children’s confidence and creative skills through the teaching of French. Whatever the language taught, we strive to stimulate and encourage children’s curiosity about all languages.</p> <p>The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning French will also offer pupils the opportunity to develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.</p>
<b>Implementation</b>	<ul style="list-style-type: none"> <li>● Follow the Language Angels scheme of work</li> <li>● Teach the children to acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes</li> <li>● Staff to take part in CPD linked to Language Angels and for the lead to address how we will monitor and assess the starting points and end points of all children.</li> <li>● Lead will monitor how Languages are being taught across the school by being allocated time to visit the teachings in each class.</li> </ul>
<b>Impact</b>	<p>The learning of French has only just begun at Chacewater and so will take time to embed. Through the use of planning supported by the Language Angels scheme we aim to ensure that eventually children are accessing work at age related expectations. They will be able to recognise and apply key vocabulary within conversations and will be challenged in a range of speaking and listening, reading and writing activities.</p>

## 'L E A P' Into MFL at Chacewater

<b><u>Local</u></b>	<p>How do we use our locality in this subject?          Local links? Chacewater and Cornwall          Community Links and visits for this subject? Opportunities to explore, investigate and enquire?</p>	<p>Links to other subjects studying locality.          Links to communities similar to ours elsewhere in the world?          Comparison of locations throughout where we live and the languages we are learning?</p>
<b><u>Engaging</u></b>	<p>Memorable moments?          Visits? People in school          Hands on experiences?          Choice of learning activities?          Whole school events/themes          National day and events?</p>	<p>Visits from French speakers.          Practical ways of exploring languages.          Whole school dress up days/ theme days.          Language days throughout the school.          Taster days – foods, drinks other countries have.</p>
<b><u>Aspiring &amp; Ambitious</u></b>	<p>How do we make this subject challenging and exciting?          What do want outcome to look like?          Key questions?          How do we ensure there is diversity e.g. range of artists, authors, historical figures, famous scientists</p>	<p>Videos, photographs.          Writing to pen pals from other schools in different countries?          Famous French people?</p>
<b><u>Powerful &amp; purposeful</u></b>	<p>Sticky knowledge?          How?          What makes this subject memorable?          Wider links - outside of our locality? Global issues?          Cross curricular links          Building in previous knowledge? How? Progression?</p>	<p>Making links to other curriculum areas.          Dressing up/ living it.          Progression throughout the different year groups.          Writing for purpose / talking for purpose.          Learning a different language.          Being practical with it.</p>

# Chacewater School MFL Curriculum Unit Map

The highlighted areas are where MFL is being recapped and progression is being made throughout the year groups.

	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core vocabulary units	<p><b>Speaking</b> – Say all vocabulary including some simple rhymes with some accurate pronunciation.  <b>Listening</b>- Listen to and recognise all vocabulary in target language in written words.  <b>Reading</b> – Read all vocabulary and simple rhymes without hearing first.  <b>Writing</b> – Spell all language as accurate as possible via tasks in each lesson.  <b>Grammar</b> - NA</p>					
<u>EYFS</u>	Nursery rhymes, greetings and numbers.					
<u>Year 1</u>	Animals		Shapes		I can	
<u>Year 2</u>	Vegetables		Musical Instruments		Ice Creams	
<u>Year 3</u>	Phonetics 1, I am learning French	Animals	Seasons	Fruits	Little red riding hood	Ancient Britain
<u>Year 4</u>	Phonetics lesson 1 and 2, fruits	Vegetables	Ancient Britain	Presenting myself	Classrooms	Families
<u>Year 5</u>	Phonetics lesson 3, selection of core vocabulary lessons	Fruits	Presenting myself	Families	My Home	Clothes
<u>Year 6</u>	Phonetics lesson 4, selection of core vocabulary lessons	Presenting myself	Do you have a pet?	My home	What is the date? Weather?	School

C - Core Vocabulary E – Early Language I – Intermediate Teaching P-Progressive Teaching

### Whole School Unit Planner (Limited Foreign Language Experience)

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn Term</b>							
Half Term 1	Nursery Rhymes (E)	Animals (E)	Vegetables (E)	Phonetics lesson 1 (C) I am Learning Fch/Sp/lt (E)	Phonetics lessons 1&2 (C) Fruits (E)	Phonetics lessons 1to3 (C) & Selection of Core Vocabulary lessons	Phonetics lessons 1to4 (C) & Selection of Core Vocabulary lessons
Half Term 2				Animals (E)	Vegetables (E)	Fruit (E)	Presenting Myself (I)
<b>Spring Term</b>							
Half Term 1	Greetings (E)	Shapes (E)	Musical Instruments (E)	Seasons (E)	Ancient Britain (E)	Presenting Myself (I)	Do You Have a Pet? (I)
Half Term 2				Fruits (E)	Presenting Myself (I)	Family (I)	My Home (I)
<b>Summer Term</b>							
Half Term 1	Numbers 1-10 & Colours (E)	I Can (E)	Ice-Creams (E)	Little Red Riding Hood (E)	Classroom (I)	My Home (I)	What Is The Date? or Weather (I)
Half Term 2				Ancient Britain(E)	Family (I)	Clothes (I)	School (P)

C – Core Vocabulary E – Early Language I – Intermediate Teaching P-Progressive Teaching

## Core Vocabulary Units (suitable for all year groups)

### Language Learning Skill

Unit	Speaking	Listening	Reading	Writing	Grammar
Core Vocabulary & Phonics	Say all vocabulary including some simple rhymes with accurate pronunciation.	Listen to and recognise all vocabulary in target language without written form.	Read all new vocabulary and simple rhymes without hearing first.	Spell all new language as accurately as possible via tasks in each lesson.	N/A

**Notes:**

\* Assessment in each of the four key language learning skills is available in Lesson 6 of each unit.

**MFL is not compulsory in KS1.**

In EYFS and KS1 French is not specifically taught and is not statutory requirement from the National Curriculum. Children in EYFS and KS1. However, at Chacewater School we endeavour to provide children with various opportunities to learn French. This is done through providing children with various opportunities to learn French through displays, writing throughout the school, answering the register in French etc.

EYFS	
– French is taught more by displaying French words around the school etc but not explicitly taught.	
Themes	Nursery rhymes, greetings, numbers.
Learning objectives and skills	French is taught more by displaying French words around the school etc but not explicitly taught.

Year 1			
Themes	Animals	Shapes	I can
Learning objectives and skills	Appreciate and actively participate in traditional short stories & fairy tales.		
	Learn to repeat and reproduce the language I hear with accurate pronunciation.		
	Be able to identify written versions of the words I hear.		
	Consolidate letter formation skills by copying words in the foreign language from a model		
	Start to understand that foreign languages can have different structures to English.		

Year 2			
Themes	Vegetables	Musical Instruments	Ice Creams

Learning objectives and skills	Appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear.	
	Learn to articulate key words introduced in the lesson and understand their meaning	
	Being able to identify the written version of a wider range of the words I hear.	
	Start to reproduce nouns and determiners/articles from a model.	
	Start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English.	

**KS2**

**Year 3**

Year 3			
	<u>Autumn term</u>	<u>Spring term</u>	<u>Summer Term</u>
<b>Themes</b>	<u>Phonetics lessons 1 – I am learning French</u>	<u>Seasons</u>	<u>Little red riding hood</u>
	<u>Animals – Recap from year 1</u>	<u>Fruits</u>	<u>Ancient Britain</u>
<b>Sequencing breakdown 1</b>		Lesson 1- The Four Seasons Lesson 2- will learn about what happens in winter and will also learn how to say a short sentence about this season in French. Lesson 3- pupils will learn about what happens in spring and will also learn how to say a short sentence about this season in French. Lesson 4- pupils will learn about what happens in Summer and will also learn how to say a short sentence about this season in French. Lesson 5- pupils will learn about what happens in autumn and will learn how to say a short sentence about this season in French. Lesson 6- What is your favourite Season.	Lesson 1 – Introduction to the story using picture cards Lesson 2- Introduction to the story using word cards Lesson 3- Introduction to parts of the body Lesson 4- Consolidation of parts of the body and make a flexible rabbit Lesson 5- Storyboard and 'odd one out' Lesson 6- End of unit assessments
<b>Sequencing breakdown 2</b>	Lesson 1 - Introduce first 5 animals (noun and article) Lesson 2 - Introduce next 5 animals Lesson 3 - Consolidation of all 10 animal nouns with related article Lesson 4 - Focus on the spelling animal nouns and use of the correct article Lesson 5 - Introduction of je suis...	Lesson 1- First five fruits introduced in the singular form Lesson 2- Next five fruits introduced in the singular form Lesson 3- Changing our French fruit nouns from the singular form to the plural form Lesson 4- Introduction of a positive opinion using "J'aime..." (I like...) Lesson 5- Introduction of a negative opinion using "Je n'aime pas..." (I do not like...)	Lesson 1 – The three ages of Ancient Britain concentrated on in this unit (Stone Age, Bronze Age and Iron Age) into a historical context. Lesson 2- "I am a man..." and "I am a woman..." from each of the ages of Ancient Britain. Lesson 3- "I have..." plus a typical tool from each of the ages of Ancient Britain. Lesson 4- "I live..." plus a typical dwelling from each of the ages of Ancient Britain.

			Lesson 5- Consolidation of all language learnt. Presentation preparation. Lesson 6- End of unit assessments
<b>Learning objectives and Skills</b>	<b>Listening</b> - Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.		
	<b>Speaking</b> - Communicate with others using simple words and short phrases covered in the units.		
	<b>Reading</b> - Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.		
	<b>Writing</b> - Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.		
	<b>Grammar</b> = Start to understand the concept of noun gender and the use of articles. Use the first-person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'		
<b>By the end of Year 3 pupils should</b>	: • Understand numbers 1-10 and be able to say, read and write them. • Be familiar with the days of the week and be able to say them and recognise them in written form. • Use simple greetings (e.g. saying hello and goodbye, saying how they are). • Ask and answer simple questions about name and age. • Understand and communicate familiar nouns (e.g. animals, musical instruments) including the correct article (dependent on gender). • Use simple adjectives (e.g. colours). • Use some simple verbs in the first person "I" form (e.g. I am and I play). • Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus.		
<b><u>KS2 National Curriculum Requirements</u></b>			
Pupils should be taught to:			
<ul style="list-style-type: none"> <li>- listen attentively to spoken language and show understanding by joining in and responding <b>YEAR 3</b></li> <li>- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* <b>YEAR 4</b></li> <li>- speak in sentences, using familiar vocabulary, phrases and basic language structures <b>YEAR 3</b></li> <li>- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* <b>YEAR 5/6</b></li> <li>- present ideas and information orally to a range of audiences*</li> <li>- read carefully and show understanding of words, phrases and simple writing <b>YEAR 4</b></li> </ul>			

- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words **YEAR 4** that are introduced into familiar written material, including through using a dictionary **YEAR 5**
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly **YEAR 5**
- describe people, places, things and actions orally\* and in writing Languages – key stage 2 3
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; **YEAR 3**
- key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

**National Curriculum requirements narrowed down for specific year group (Year 3)**

- listen attentively to spoken language and show understanding by joining in and responding.
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs;

<b>Year 4</b>			
	<b><u>Autumn term</u></b>	<b><u>Spring term</u></b>	<b><u>Summer Term</u></b>
<b>Themes</b>	<b><u>Phonetics lessons – 1&amp;2. Fruits</u></b> <b><u>Vegetables</u></b>	<b><u>Ancient Britain</u></b> <b><u>Presenting Myself</u></b>	<b><u>Classroom</u></b> <b><u>Families</u></b>
<b>Sequencing breakdown 1</b>	Lesson 1- Lesson 2- Lesson 3- Lesson 4- Lesson 5-	Lesson 1 – The three ages of Ancient Britain concentrated on in this unit (Stone Age, Bronze Age and Iron Age) into a historical context.	Lesson 1- Introduce vocabulary for first 6 classroom objects & article. Matching pair game Lesson 2- Introduce vocabulary for next 5 classroom objects & article. Class games.

	Lesson 6-	<p>Lesson 2- "I am a man..." and "I am a woman..." from each of the ages of Ancient Britain.</p> <p>Lesson 3- "I have..." plus a typical tool from each of the ages of Ancient Britain.</p> <p>Lesson 4- "I live..." plus a typical dwelling from each of the ages of Ancient Britain.</p> <p>Lesson 5- Consolidation of all language learnt. Presentation preparation.</p> <p>Lesson 6- End of unit assessments</p>	<p>Lesson 3-Use of 'j'ai' (I have) and 'je n'ai pas de' (I do not have)</p> <p>Lesson 4-What the children do and do not have in their pencil case in class survey form</p> <p>Lesson 5-Classroom commands</p> <p>Lesson 6- End of unit assessments</p>
Sequencing breakdown 2	<p>Lesson 1- First five vegetables introduced</p> <p>Lesson 2- Next five vegetables</p> <p>Lesson 3- Adding a weight to our vegetable phrases</p> <p>Lesson 4- Adding another weight to our vegetable phrases plus extra phrases to make up longer related sentences.</p> <p>Lesson 5- Revisiting and using all of the language (plus a little bit more) in an expansive role-play activity.</p> <p>Lesson 6- End of unit assessments</p>	<p>Lesson 1-Revising France &amp; French speaking countries, numbers 1-10 and 'how are you?'</p> <p>Lesson 2-Saying your name &amp; asking someone their name. Numbers 11 to 20.</p> <p>Lesson 3-Numbers 10 to 20 listening exercise and 'how old are you?'</p> <p>Lesson 4-'Where do you live?' and further number work</p> <p>Lesson 5-Nationality, je suis..., individual presentations, Class French ID cards activity</p> <p>Lesson 6- End of unit assessments</p>	<p>Lesson 1-Family Members</p> <p>Lesson 2-Possessive Adjectives</p> <p>Lesson 3-In this lesson pupils will learn how to ask and answer the question: 'Do you have any brothers or sisters?' in French.</p> <p>Lesson 4-In this lesson pupils will learn how to introduce their family members by saying what they are called.</p> <p>Lesson 5-Will teach children how to count up to 70 in French (with the opportunity of continuing to 100) and the second PowerPoint will teach them how to say how old their family members are.</p> <p>Lesson 6- Unit Assessment</p>
Learning objectives and Skills	<p><b>Listening</b> - Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p> <p><b>Speaking</b> - Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required</p> <p><b>Reading</b> - Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 &amp; 2'. Understand most of what we read in the foreign language when it is based on familiar language.</p> <p><b>Writing</b> - Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.</p>		

**Grammar** - Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'

**By the end of Year 4 pupils should:**

- Understand numbers 1-100 (in multiples of 10) and be able to say, read and write them (e.g. in dates and other numeracy activities).
- Use a wider range of vocabulary to ask and understand questions in the classroom (e.g. asking for help, asking the time, simple classroom commands etc.)
- Understand and communicate using a wider range of familiar nouns (including the correct article) (e.g. classroom items, animals, musical instruments, food and drink).
- Understand and use adjectives to describe people, places, things and themselves (e.g. characters in a story or their family members, their age, nationality, where they live).
- Understand and use verbs in the first person "I" form (perhaps also have a look at a fully conjugated regular verb and show where the first person "I" form is).
- Write slightly longer phrases and basic sentences using a verb in the first person "I" form and a noun including the correct article. (NB: Be careful if introducing adjectives at this early stage as in most languages these will have to agree with the gender of the noun. Adjectival agreement should be covered in year 5 and in more detail again in year 6 as it requires a certain amount of linguistic maturity from the pupils).

### **KS2 National Curriculum Requirements**

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding **YEAR 3**
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\* **YEAR 4**
- speak in sentences, using familiar vocabulary, phrases and basic language structures **YEAR 3**
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\* **YEAR 5/6**
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing **YEAR 4**
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words **YEAR 4** that are introduced into familiar written material, including through using a dictionary **YEAR 5**
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly **YEAR 5**

- describe people, places, things and actions orally\* and in writing Languages – key stage 2 3
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; **YEAR 3**
- key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

**National Curriculum requirements narrowed down for specific year group (Year 4)**

- read carefully and show understanding of words, phrases and simple writing
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- broaden their vocabulary and develop their ability to understand new words

Year 5			
	<u>Autumn term</u>	<u>Spring term</u>	<u>Summer Term</u>
<b>Themes</b>	Phonetics lesson 3, selection of core vocabulary lessons <u>Fruit</u>	<u>Presenting myself</u> <u>Families</u>	<u>My Home</u> <u>Clothes</u>
<b>Sequencing of lessons 1</b>		Lesson 1- Revising France & French speaking countries, numbers 1-10 and 'how are you?' Lesson 2- Saying your name & asking someone their name. Numbers 11 to 20. Lesson 3- Numbers 10 to 20 listening exercise and 'how old are you?' Lesson 4- 'Where do you live?' and further number work	Lesson 1 – Types of home and different locations Lesson 2- Introduction to the first five rooms of the home plus "chez moi il y a..." (in my home there is/are...) Lesson 3- Introduction to the next five rooms of the home plus consolidation of "chez moi il y a..." (in my home there is/are...) Lesson 4- Introduction of the phrase "chez moi il n'y a pas de..." (in my home there is not.../there are no...")

		<p>Lesson 5-Nationality, je suis..., individual presentations, Class French ID cards activity</p> <p>Lesson 6- End of unit assessments</p>	<p>Lesson 5- Attempt to create a longer spoken or written passage in French using the language learnt in this unit and incorporating other language including personal details (such as their name and age etc.).</p> <p>Lesson 6- End of unit assessments</p>
<b>Sequencing of lessons 2</b>	<p>Lesson 1- First five fruits introduced in the singular form</p> <p>Lesson 2- Next five fruits introduced in the singular form</p> <p>Lesson 3- Changing our French fruit nouns from the singular form to the plural form</p> <p>Lesson 4- Introduction of a positive opinion using "J'aime..." (I like...)</p> <p>Lesson 5- Introduction of a negative opinion using "Je n'aime pas..." (I do not like...)</p>	<p>Lesson 1- Introduce vocabulary for first 6 classroom objects &amp; article. Matching pair game</p> <p>Lesson 2- Introduce vocabulary for next 5 classroom objects &amp; article. Class games.</p> <p>Lesson 3- Use of 'j'ai' (I have) and 'je n'ai pas de' (I do not have)</p> <p>Lesson 4- What the children do and do not have in their pencil case in class survey form</p> <p>Lesson 5- Classroom commands</p> <p>Lesson 6- End of unit assessments</p>	<p>Lesson 1- Introduction of vocabulary for weather</p> <p>Lesson 2- Consolidation of weather vocabulary &amp; matching pairs game</p> <p>Lesson 3- Weather reading &amp; listening activities incorporating days of the week</p> <p>Lesson 4- Weather map work</p> <p>Lesson 5- Create your own French weather forecast</p> <p>Lesson 6- End of unit assessments</p>
<b>Learning objectives and Skills</b>	<p><b>Listening</b> - Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p> <p><b>Speaking</b> - Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> <p><b>Reading</b> - Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</p> <p><b>Writing</b> - Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p> <p><b>Grammar</b> - Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.</p>		

**By the end  
of year 5**

Follow and give simple instructions and descriptions (e.g. the date, the weather, what they are wearing). • Be able to say, read and write the date including the day, number and month of the year. All numbers from 1-100 in multiples of 10 as well as all numbers from 1-31 should be familiar. • Take part in conversations and be able to make simple statements and present information (e.g. weather, playing an instrument, the date, what they wear at different times of the year or on different occasions). • Understand and communicate simple descriptions orally and in writing (e.g. of a scene, a person, a place, the weather). • Be able to read longer passages of text and answer questions (orally or in writing) about the passage they have read (e.g. reading a short and simple story or completing a reading exercise about what different people are wearing on different days of the week for different occasions). • Be able to listen to longer passages of text and answer questions (orally or in writing) about the passage they have heard (e.g. about what the weather is like on different days or in different areas of a country). • Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form “I” but also third person forms “he”, “she”, “you” and plural forms “we” and “they”. This can be done using familiar verbs such as “to wear” regarding clothes and they can then build sentences about what they and their friends are wearing).

### **KS2 National Curriculum Requirements**

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding **YEAR 3**
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\* **YEAR 4**
- speak in sentences, using familiar vocabulary, phrases and basic language structures **YEAR 3**
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\* **YEAR 5/6**
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing **YEAR 4**
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words **YEAR 4** that are introduced into familiar written material, including through using a dictionary **YEAR 5**
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly **YEAR 5**
- describe people, places, things and actions orally\* and in writing Languages – key stage 2 3
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; **YEAR 3**
- key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

**National Curriculum requirements narrowed down for specific year group (Year 5)**

- broaden their vocabulary and develop their ability to understand new words **YEAR 4** that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*

Year 6			
	<u>Autumn term</u>	<u>Spring term</u>	<u>Summer Term</u>
<b>Themes</b>	<u>Phonetics lesson 4, selection of core vocabulary lessons</u>	<u>Do you have a pet?</u>	<u>What is the day/weather?</u>
	<u>Presenting myself</u>	<u>My home</u>	<u>School</u>
Sequencing progression 1		<p>Lesson 1- This lesson introduces the children to the nouns and article for eight common pets.</p> <p>Lesson 2- This lesson revises the article and nouns for eight common pets and introduces the phrase "J'ai" (I have...) plus the connective "et" (and).</p> <p>Lesson 3- This lesson revises the article and nouns for eight common pets, the phrase "J'ai" (I have...), the connective "et" (and) and the phrase "qui s'appelle" (that is called).</p> <p>Lesson 4- This lesson revises the article and nouns for eight common pets, the phrase "J'ai" (I have...), the connective "et" (and), "qui s'appelle" (that is called) and the NEGATIVE "Je n'ai pas de..." (I do not have...).</p> <p>Lesson 5- This lesson revises the article and nouns for eight common pets, the phrase "J'ai" (I have...), the connective "mais" (but),</p>	<p>Lesson 1- Introduce twelve months of the year</p> <p>Lesson 2- Consolidation of twelve months of the year including some simple listening and reading activities and a matching pairs game</p> <p>Lesson 3- How to say the date in French plus a matching pairs game</p> <p>Lesson 4- How to say your birthday in French including class birthday survey</p> <p>Lesson 5- Create a French calendar</p> <p>Lesson 6- End of year assessment.</p>

		"qui s'appelle" (that is called) and the NEGATIVE "Je n'ai pas de..." (I do not have...) Lesson 6- End of unit assessments	
Sequencing progression 2	<p>Lesson 1-Revising France &amp; French speaking countries, numbers 1-10 and 'how are you?'</p> <p>Lesson 2-Saying your name &amp; asking someone their name. Numbers 11 to 20.</p> <p>Lesson 3-Numbers 10 to 20 listening exercise and 'how old are you?'</p> <p>Lesson 4-'Where do you live?' and further number work</p> <p>Lesson 5-Nationality, je suis..., individual presentations, Class French ID cards activity</p> <p>Lesson 6- End of unit assessments</p>	<p>Lesson 1 – Types of home and different locations</p> <p>Lesson 2- Introduction to the first five rooms of the home plus "chez moi il y a..." (in my home there is/are...)</p> <p>Lesson 3- Introduction to the next five rooms of the home plus consolidation of "chez moi il y a..." (in my home there is/are...)</p> <p>Lesson 4- Introduction of the phrase "chez moi il n'y a pas de..." (in my home there is not.../there are no...")</p> <p>Lesson 5- Attempt to create a longer spoken or written passage in French using the language learnt in this unit and incorporating other language including personal details (such as their name and age etc.).</p> <p>Lesson 6- End of unit assessments</p>	<p>Lesson 1- Introduction of vocabulary for ten school subjects</p> <p>Lesson 2- Expressing an opinion on school subjects and class survey</p> <p>Lesson 3- An introduction to telling the time in French</p> <p>Lesson 4- Working with the verb aller and listening activity consolidating school subjects, opinions and time</p> <p>Lesson 5- Create your own school timetable in French with Assessment For Learning opportunity</p> <p>Lesson 6- End of unit assessments</p>
Learning objectives and Skills	<b>Listening</b> - Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.		
	<b>Speaking</b> - Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.		
	<b>Reading</b> - Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.		
	<b>Writing</b> - Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.		

	<p><b>Grammar</b> - Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p>
<p><b>By the end of year 6</b></p>	<p>Understand numbers 1-100 and be able to use them in context (e.g. the date, age, prices). • Be able to identify and tell the time (in speaking, listening, reading and writing exercises). This includes all full hour times plus quarter past the hour, half past the hour, quarter to the hour. • Understand, express and be able to justify opinions orally and in writing (e.g. school subjects they like and don't like, leisure activities they like, foods they don't like etc.) • Be able to express a statement in the positive (e.g. I like cheese) and the negative (I do not like cheese). • Understand and use transactional language (e.g. in a café role play "I would like", "how much" etc.) • Use adjectives (e.g. colour or size etc.) to make their sentences more descriptive. They must make sure the adjectives agree (where relevant) with the noun they are describing. Where agreement is necessary gender and plurality of the noun will determine the correct use, spelling and pronunciation of the adjective. • Use connectives to make sentences more descriptive and fluent (e.g. "after", "also", "and", "later on", "finally" etc.) • Be able to read or listen to longer passages of text and answer more detailed questions (orally or in writing) about the passage they have read (e.g. a reading exercise about what people eat to stay healthy, or a listening exercise about planets in the solar system stating what colour they are and how big or small they are). • Study cross-curricular topics (e.g. habitats, planets or Romans) and use their subject knowledge to allow themselves to be challenged by longer passages of unknown text or language in the foreign language. They should now be able to use the language learning skills they have developed to help them decode meaning and gist from more complex passages. • Understand what a fully conjugated verb looks like and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form "I" but also third person forms "he", "she", "you" and plural forms "we" and "they"). They should also be able to identify what is the stem of a verb, the ending of the verb in its infinitive form and how this enables the verb to be categorised and the impact this will have on the pattern of changes to the endings of the verb for each personal pronoun.</p>
<p><b><u>KS2 National Curriculum Requirements</u></b></p>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- listen attentively to spoken language and show understanding by joining in and responding <b>YEAR 3</b></li> <li>- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* <b>YEAR 4</b></li> <li>- speak in sentences, using familiar vocabulary, phrases and basic language structures <b>YEAR 3</b></li> <li>- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* <b>YEAR 5/6</b></li> <li>- present ideas and information orally to a range of audiences*</li> <li>- read carefully and show understanding of words, phrases and simple writing <b>YEAR 4</b></li> </ul>	

- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words **YEAR 4** that are introduced into familiar written material, including through using a dictionary **YEAR 5**
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly **YEAR 5**
- describe people, places, things and actions orally\* and in writing Languages – key stage 2 3
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; **YEAR 3**
- key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

**National Curriculum requirements narrowed down for specific year group (Year 6)**

develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*

- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- present ideas and information orally to a range of audiences\*