

Primary Languages



**The Inspire Multi Academy
Trust (South West)**



SUBJECT ON A PAGE

Primary Languages

AT THE INSPIRE MULTI ACADEMY TRUST WE BELIEVE THAT THE STUDY OF PRIMARY LANGUAGES OPENS UP THE WORLD TO OUR PUPILS, CREATES EFFECTIVE PRACTICAL COMMUNICATORS AND CULTURALLY LITERATE GLOBAL CITIZENS.



Intent



Delivering practical, interactive lessons which foster a curiosity and a love of languages



Creating safe and encouraging spaces for language learning which allow for all children to grow into practical and transactional communicators



Establishing the foundations of life-long language learning skills, in preparation for Key Stage 3 and beyond



Providing suitable opportunities for pupil-lead learning, through the exploration of high-quality authentic French texts



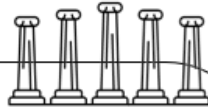
Ensuring language learning and teaching meaningful and provides opportunities for enriched cultural capital and literacy



Delivering a progressive, sequential curriculum which provides a balance of phonics, reading, writing, speaking and listening

Implementation

THE PILLARS OF LANGUAGE LEARNING



Phonics: The teaching and learning of phonics enables our pupils to encode and decode, pronounce and speak confidently and with increased accuracy.

Speaking: Developing transactional communication skills to ask and answer, express opinions and respond.

Listening: Listening activities enable children to discover, then recognise, patterns of language, to interpret speech and respond in kind.

Reading: Reading encourages children to recognise the links between their own language and another, providing opportunities to explore linguistic structures.

Writing: Written communication gives additional meaning to our children's language learning. Through writing, children embed their grammatical understanding and can help to forge links with the international community.

PROGRESSION OF KNOWLEDGE

LANGUAGE ANGELS



From the Early Years to Year Six, children at TIMAT are exposed to a rich cultural curriculum, in which Primary Languages plays a pivotal role. Within the **Early Years Framework**, the Understanding the World area of learning and development provides exposure to language through song and exploration. In **Key Stage 1**, a range of quality, global-based texts and the systematic teaching and learning of phonics provides children with the foundational tools, knowledge and skills they will require to learn a new language. In **Key Stage 2**, our Primary Languages curriculum is based around progression, with the aim of growing our pupils from early, through intermediate, and into progressive language learners who are able to communicate effectively. Children receive a balance of interactive and practical lessons which are based upon the pillars of language learning.





HIGH QUALITY TEXTS AND CULTURAL CAPITAL

The inclusion of **high quality texts** within our Primary Languages curriculum provides pupils with the opportunity to explore language in context through interpreting an authentic French text which links directly to a recently taught unit of learning. They are able to revisit and consolidate their understanding of key vocabulary, as well as using their decoding skills to interpret new words, phrases and grammatical patterns. These authentic texts, in addition to songs, celebration/themed days and our pen-pal program provide children with a rich **cultural capital**, while fostering curiosity, aspiration and a sense of Global Citizenship.



Term 1


Early Years & Key Stage 1: Our goal for Primary Languages within the Early Years setting and Key Stage One is 'Education of the Ear', wherein children are exposed to language through song, rhyme, poetry and high-quality texts. Our Understanding the World area of learning promotes global awareness and exposure to languages and the systematic teaching and learning of phonics throughout the Early Years and Key Stage One provides children with the foundational tools and skills they will need to become effective language learners in Key Stage Two.

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | | <p>J'apprends Français (I am learning French)</p> <p>Phonétique 1 (Phonics 1) ch on ou oi</p>  <p>In this unit the children will learn to: Pinpoint France on a map of the world. Highlight other famous French cities. Talk about other countries where French is spoken. Say their name and how they are feeling in French. Count to 10 in French.</p> | <p>Je me présente (I present myself)</p> <p>Phonétique 2 (Phonics 2) in i ique ille</p>  <p>In this unit the children will learn to: Count to 20 in French. Say their name and age in French. Say hello and goodbye. Ask how somebody is feeling and answer how they are feeling. Tell you where they live in French. Tell you if they are French or English, introducing</p> | <p>As tu-un animal? (Do you have a pet?)</p> <p>Phonétique 3 (Phonics 3) é è e eau eux</p>  <p>In this unit the children will learn how to: Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. Tell somebody in French if they have or do not have a pet. Ask somebody else in French if they have a pet.</p> | <p>A L'école (At School)</p> <p>Phonétique 4 (Phonics 4) gn e ç en an</p>  <p>In this unit the children will learn how to: Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school. Say why they like/ dislike certain school subjects. Tell the time (on the hour) in French. Say what time they study certain subjects at school.</p> |

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| | | <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance,</p> | <p>concept of gender and agreement.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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.</p> | <p>Tell somebody in French the name of their pet. Attempt to create a longer phrase using the connectives et (“and”) or mais (“but”).</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of</p> | <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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.</p> |
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| | | <p>to build sentences; and how these differ from or are similar to English.</p> <p>Grammar focus: first person singular of high frequency verbs.</p> <p>Children will learn the location of France and French-speaking nations, deepening their understanding of the world and gaining an appreciation of French cultural traditions.</p> | <p>Grammar focus: first person singular of high frequency verbs and adjectival agreement.</p> | <p>the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>Grammar focus: gender and articles, first person singular of high frequency verbs, using the negative, using conjunctions/connectives.</p> | <p>Grammar focus: gender and articles, first person singular of high frequency verbs, adjectival agreement, using the negative, opinions, whole conjugation of high frequency verbs.</p> |
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Term 2


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| | | <p style="text-align: center;">Les animaux (Animals) ch on ou oi</p>  <p style="text-align: center;">In this unit, pupils will learn how to: Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles.</p> | <p style="text-align: center;">Ma Famille (My Family) in i ique ille</p>  <p style="text-align: center;">In this unit the children will learn how to: Continue applying the knowledge, skills and understanding of the</p> | <p style="text-align: center;">La date (The Date) é è e eau eux</p> <p style="text-align: center;">Claude Boujon Bon appétit! Monsieur Lapin</p>  <p style="text-align: center;">In this unit the children will learn how to: Repeat and recognise the months of the year in French.</p> | <p style="text-align: center;">Manger et Bouger (Healthy Lifestyle) qu gne ç en an</p>  <p style="text-align: center;">In this unit the children will learn how to: Name and recognise 10 foods and drinks that are considered good for your health. Name and recognise 10 foods and drinks that are considered bad for your health.</p> |

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| | | <p>Understand that there are more determiners/articles in French than in English. Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where</p> | <p>language covered in unit one.</p> <p>Say the nouns in French for members of their family.</p> <p>Tell somebody in French the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary.</p> <p>Continue to count, reaching 100, to enable students to say the age of various family members.</p> <p>Understand the concept of mon, ma and mes in French.</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>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.</p> | <p>Ask when somebody has a birthday and say when they have their birthday.</p> <p>Say the date in French.</p> <p>Create a French calendar.</p> <p>Recognise key dates in the French calendar.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> | <p>Say what activities they do to keep in shape during the week.</p> <p>Say in general what they do to keep a healthy lifestyle. Learn to make a healthy recipe in French.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the</p> |
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| | | <p>relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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.</p> <p>Grammar focus: gender, articles and first person singular of high frequency verbs.</p> | <p>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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.</p> <p>Grammar focus: first person singular of high frequency verbs and possessives.</p> | | <p>conjugation of high-frequency verbs; 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.</p> <p>Grammar focus: gender, articles, first person singular of high frequency verbs, using the negative and using conjunctions/connectives.</p> |
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Term 3

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | | <p style="text-align: center;">Les Instruments (Musical Instruments) ch on ou oi</p>  | <p style="text-align: center;">Boucle D'Or Et Les Trois Ours (Goldilocks and the Three Bears) in i que ille</p> | <p style="text-align: center;">Chez Moi (My house) é è e eau eux</p> | <p style="text-align: center;">La Seconde Guerre Mondiale (The Second World War) qu gne ç en an</p>  |




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| | | <p>In this unit the children will learn how to:</p> <p>Name ten instruments in French.</p> <p>Match all the new French words to the appropriate picture.</p> <p>Remember the words for at least five instruments and their correct gender in French, unaided.</p> <p>To say that they play an instrument of their choice correctly in French.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Write phrases from memory, and adapt these</p> |  <p>In this unit the children will learn how to:</p> <p>Sit and listen attentively to the story, and recognise, understand and remember more of the new language.</p> <p>Increase their memory potential in French by using picture cards, word cards and phrase cards in French.</p> <p>Increase their thinking and reasoning skills in French, identifying strategies to use in the future for memorising new words and phrases.</p> <p>Attempt to spell in French.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> |  <p>In this unit the children will learn how to:</p> <p>Say whether they live in a house or an apartment and say where it is.</p> <p>Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.</p> <p>Tell somebody in French what rooms they have or do not have in their home.</p> <p>Ask somebody else in French what rooms they have or do not have in their home.</p> <p>Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</p> | <p>In this unit the children will learn how to:</p> <p>Group/order unknown vocabulary to help decode text in French.</p> <p>Improve their listening and reading skills.</p> <p>Name the countries and languages involved in WW2.</p> <p>Say what the differences were in city and country life during the war.</p> <p>Learn to integrate all their new and previous language writing a letter home as an evacuee living in the countryside.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Broaden their vocabulary and develop their ability to</p> |
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| | | <p>to create new sentences, to express ideas clearly.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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.</p> <p>Grammar focus: gender, articles and first person singular of high frequency verbs.</p> | <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> | <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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.</p> | <p>understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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.</p> <p>Grammar focus: first person singular of high frequency verbs and using conjunctions/connectives.</p> |
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| | | | | Grammar focus: gender and articles, first person singular of high frequency verbs, using the negative and using conjunctions/connectives. | |
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Term 4

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| | | <p style="text-align: center;">Je peux... (I am able...) ch on ou oi</p> <p style="text-align: center;">In this unit, pupils will learn how to: Recognise, recall and spell 10 action verbs in French. Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) / 'mais' (but).</p> <p style="text-align: center;">Listen attentively to spoken language and show understanding by joining in and responding.</p> | <p style="text-align: center;">En classe (In the classroom) in i que ille</p>  <p style="text-align: center;">In this unit the children will learn how to: Recognise and repeat from memory simple classroom objects and use the correct gender. Say what they have and do not have in their pencil case. Recognise and respond to simple classroom commands and praise.</p> <p style="text-align: center;">Listen attentively to spoken language and show</p> | <p style="text-align: center;">Les vêtements (Clothes) é è e eau eux</p>  <p style="text-align: center;">In this unit the children will learn how to: Repeat and recognise the vocabulary for a variety of clothes in French. Use the appropriate genders and articles for these clothes. Use the verb porter in French with increasing confidence. Say what they wear in different weather/situations. Describe clothes in terms of their colour and apply adjectival agreement. Use the possessives with increased accuracy.</p> | <p style="text-align: center;">Le Weekend (The Weekend) qu gne ç en an</p>  <p style="text-align: center;">In this unit, the children will: Ask what the time is in French. Tell the time accurately in French. Learn how to say what they do at the weekend in French. Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend.</p> <p style="text-align: center;">Listen attentively to spoken language and show understanding by joining in and responding.</p> |
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| | | <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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.</p> | <p>understanding by joining in and responding.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</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>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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.</p> | <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Read carefully and show understanding of words, phrases and simple writing.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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.</p> <p>Grammar focus: gender and articles, first person</p> | <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing. Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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.</p> <p>Grammar focus: first person singular of high frequency verbs, using the negative, using</p> |
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| | | Grammar focus: first person singular of high frequency verbs. | Grammar focus: gender, articles, first person singular of high frequency verbs, possessives and using the negative. | singular of high frequency verbs, possessives and whole conjugation of high frequency verbs. | conjunctions/connectives and opinions. |
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Term 5


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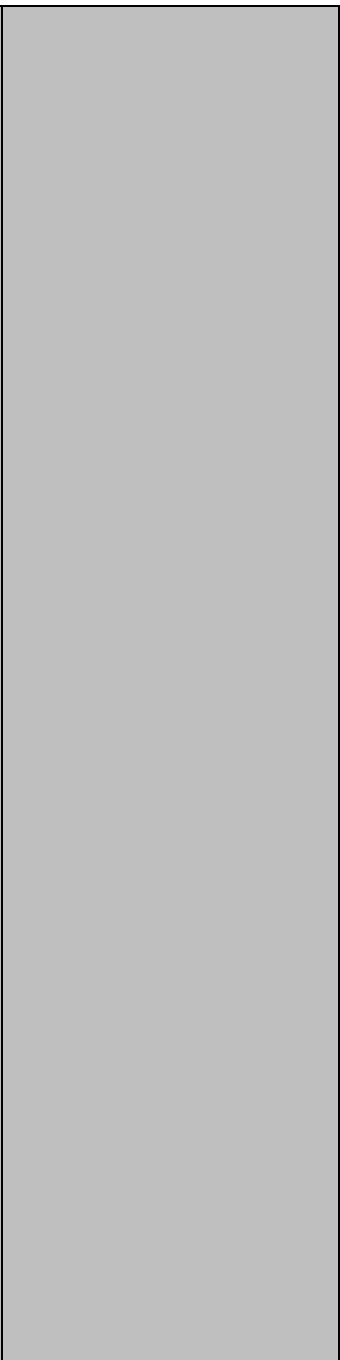
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| | | <p style="text-align: center;">Les glaces (Ice Creams) ch on ou oi</p>  <p>In this unit the children will learn how to: Name and recognise up to 10 different flavours for ice creams. Ask for an ice-cream in French using 'je voudrais'. Say what flavour they would like. Say whether they would like their ice-cream in a cone or a small pot/tub.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> | <p style="text-align: center;">Au salon de the (At the tea room) in i ique ille</p>  <p>In this unit the children will learn how to: Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé. To understand better how to change a singular noun to plural form. Perform a short role-play ordering what they would like to eat and drink.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> | <p style="text-align: center;">Les Jeux Olympiques (The Olympic Games) é è e eau eux</p>  <p>In this unit the children will learn how to: Tell somebody in French the key facts of the history of the Olympics. Tell somebody in French the key facts of the modern Olympic games. Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French. Say the nouns in French for key sports in the current Olympic games.</p> | <p style="text-align: center;">Les Vikings (Vikings) qu gne ç en an</p>  <p>In this unit pupils will learn how to: Name the key periods in Ancient Britain, chronologically in French. Describe themselves physically by pretending to be a member of a fictitious Viking family. Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement. Use two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently.</p> |
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| | | <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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.</p> <p>Grammar focus: first person singular of high</p> | <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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.</p> <p>Grammar focus: gender and articles and first</p> | <p>Conjugate the irregular verb faire ("to do") enabling the students to say what sports they play and what sports they do not play.</p> <p>Understand the concept of de la, de l' and du when you say you play a sport in French.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-</p> | <p>Describe their typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (I...), with an opportunity to move to third person singular. Recognise and start to understand commonly used reflexive verbs and pronouns.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing.</p> |
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| | | frequency verbs and using conjunctions/connectives. | person singular of high frequency verbs. | frequency verbs; 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. Grammar focus: gender and articles, first person singular of high frequency verbs, adjectival agreement and whole conjugation of high frequency verbs. | Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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. Grammar focus: possessives, adjectival agreement, using conjunctions/connectives, opinions and whole conjugation of high frequency verbs. |
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Term 6

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | | <p style="text-align: center;">Les Fruits (Fruits) ch on ou oi</p>  <p style="text-align: center;">In this unit the children will learn how to:</p> | <p style="text-align: center;">Quel temp fait-il? (What is the weather?) in i ique ille</p> | <p style="text-align: center;">Les Romains (Romans) é è e eau eux</p> | <p style="text-align: center;">Moi dans Le Monde (Me in the World) qu gne ç en an</p> |



Name and recognise up to 10 fruits in French.
 Attempt to spell some of these nouns.
 Ask somebody in French if they like a particular fruit.
 Say what fruits they like and dislike.

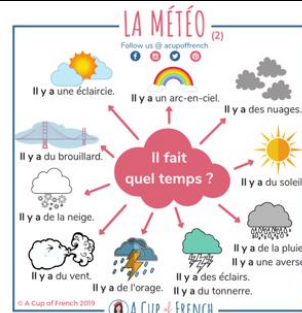
Listen attentively to spoken language and show understanding by joining in and responding.

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

Read carefully and show understanding of words, phrases and simple writing.

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Understand basic grammar appropriate to the language being studied, including (where



In this unit the children will learn how to:

Repeat and recognise the vocabulary for weather in French.

Ask what the weather is like today.

Say what the weather is like today.

Create a French weather map.

Describe the weather in different regions of France using a weather map with symbols.

Listen attentively to spoken language and show understanding by joining in and responding.

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.



In this unit pupils will learn how to:

Tell somebody in French the key facts and key people involved in the history of the Roman Empire.

Say the days of the week in French and learn how these are related to the Roman gods and goddesses.

Tell somebody in French what the most famous Roman inventions were.

Learn what life was like for a rich and a poor child in Roman times.

Introduce pupils to the concept of the negative form in French.

Listen attentively to spoken language and show understanding by joining in and responding.



In this unit the children will learn:

About the many countries in the Francophone world.

About different festivals (religious and non-religious) around the world.

That we are different and yet all the same.

That we can all help to protect our planet.

How to use "à" (when talking about living IN a city) and "en/au/aux" (when talking about living IN a country).

Listen attentively to spoken language and show understanding by joining in and responding.

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using

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| | | <p>relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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.</p> <p>Grammar focus: first person singular of high frequency verbs, using the negative and opinions.</p> | <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.</p> <p>Describe people, places, things and actions orally and in writing.</p> | <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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.</p> <p>Grammar focus: first person singular of high frequency verbs.</p> | <p>familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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.</p> <p>Grammar focus: first person singular of high frequency verbs, using conjunctions/connectives, and whole conjugation of high frequency verbs.</p> |
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