



EYFS	Personal, Social and Emotional Development	30-50 months	Making Relationships	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Keeps play going by responding to what others are saying or doing.
			Self-confidence and Self-awareness	Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help.
			Managing Feelings and Behaviour	Can usually adapt behaviour to different events, social situations and changes in routine.
		40-60 months	Making Relationships	Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others.
			Self-confidence and Self-awareness	Confident to speak to others about own needs, wants, interests and opinions.
			Managing Feelings and Behaviour	Aware of the boundaries set, and of behavioural expectations in the setting.
		ELG	Making Relationships	They take account of one another's ideas about how to organise their activity.
			Self-confidence and Self-awareness	They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
			Managing Feelings and Behaviour	They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
	Communication and Language	30-50 months	Listening and Attention	Listens to others one to one or in small groups, when conversation interests them. Focusing attention - still listen or do, but can shift own attention.
			Understanding	Responds to simple instructions, e.g. to get or put away an object.
			Speaking	Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i> . Uses intonation, rhythm and phrasing to make the meaning clear to others. Builds up vocabulary that reflects the breadth of their experiences.
		40-60 months	Listening and Attention	Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention - can listen and do for short span.
			Understanding	Listens and responds to ideas expressed by others in conversation or discussion.
			Speaking	Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
		ELG	Listening and Attention	Children listen attentively in a range of situations. They give their attention to what others say and respond appropriately, while engaged in another activity.
			Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
			Speaking	Children express themselves effectively, showing awareness of listeners' needs.
	Understanding the World	30 - 50 months	People and Communities	Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
		40 - 60 months		Enjoys joining in with family customs and routines.
		ELG		Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

EYFS	<p>Although we do not explicitly teach modern foreign languages (specifically French) in Reception, the work on Communication and Language in EYFS forms an essential platform for subsequent learning. Additionally, as Personal, Social and Emotional Development is a Prime Area, practitioners take into account languages spoken at home and incorporate these into the environment where appropriate. As part of children's work on Understanding of the World, children have opportunities to learn about other countries, cultures and religions, thus broadening their intercultural awareness.</p>								
	Autumn 1	Autumn 2	Spring 1	Spring 1	Spring 2	Spring 2	Summer 1	Summer 2	Summer 2
	<p>All about me</p> <p>Focus on individual background and connections or links to other countries and languages.</p>	<p>Sparkle & shine</p> <p>Focus on celebrations from different faiths and cultures: how are we different and how are we similar.</p>	<p>Superheroes</p>	<p>Arctic</p>	<p>Dinosaurs</p>	<p>Pets</p>	<p>Julia Donaldson</p>	<p>Minibeasts</p>	<p>Under the sea</p>

	2-Year cycle	Autumn Term	Spring Term	Summer Term
Year 1/2	Cycle A	<p align="center">All about me</p> <p align="center">Je parle francais</p> <p>Children will familiarise themselves with the French flag. They will also use some simple greetings, be able to introduce themselves using 'je m'appelle' and state where they live using 'j'habite'. They will begin to ask how somebody is, using 'ça va?' and respond accordingly. Children will be given opportunities to recall numbers 0-10.</p> <p align="center">Les couleurs</p> <p>Children will learn colour names, showing their understanding through a range of games and activities. They will progress to labelling items using colour names.</p>	<p align="center">Sensational Safari</p> <p align="center">Les jours de la semaine et les mois</p> <p>The lessons will focus on learning the days of the week and months of the year.</p> <p align="center">Quelle est la date de ton anniversaire? Quel age as tu?</p> <p>Children will be given opportunities to put their prior learning (numbers, days of the week and months of the year) in context by learning how to say when their birthday is and how old they are.</p> <p align="center">Les animaux (basic)</p> <p>Children will start to learn different animal names. They will be given opportunities to build on their previous colour work by describing the animals using 'silly sentences'.</p>	<p align="center">Rescuers and Explorers</p> <p align="center">Les parties du corps</p> <p>Children will learn the names of some body parts and apply their understanding through labelling pictures. They will be given an opportunity to learn and sing 'Heads, Shoulders, Knees and Toes'.</p>
	Cycle B	<p align="center">The Big Build</p> <p align="center">Je parle francais (additional)</p> <p>Children will refamiliarise themselves with the French flag. They will also use some simple greetings, be able to introduce themselves using 'je m'appelle' and state where they live using 'j'habite'. They will begin to ask how somebody is, using 'ça va?' and respond accordingly. Children will be given opportunities to recall numbers 0-10.</p> <p align="center">Noël</p> <p>This unit focuses on the names of some simple Christmas items and being able to identify these accurately</p>	<p align="center">Travel and Transport</p> <p align="center">Ma famille (basic)</p> <p>This unit will encourage children to learn the names of some family members and say who is in their family. They will build upon prior learning, furthering their understanding of 'je m'appelle' to consider how male or female family members would be introduced.</p>	<p align="center">Under the Sea</p> <p align="center">En classe (basic)</p> <p>Children will learn basic classroom commands and instructions. They will also be able to recall the names of some classroom items and they will create instruction posters to be shared around school</p>

Cycle A	<p style="text-align: center;">Prehistoric Britain</p> <p style="text-align: center;">Le transport</p> <p>Children will learn the names for different transport types, say how we travel to school, complete a transport survey and give opinions on transport types.</p> <p style="text-align: center;">Au café</p> <p>Children will build on their previous work on numbers to 10 by learning numbers up to 40. They will then apply this to the context of prices. The unit will give them opportunities to learn the names of food types and engage in a conversation in a café (role play scenario).</p>	<p style="text-align: center;">Around the world in 80 days</p> <p style="text-align: center;">Les animaux (advanced)</p> <p>This unit allows revision of animal names, with additional learning of new animal names. Children will extend their learning from Y1/2 by describing animals with adjectives and creating acrostic poems. They will also read and understand a French story.</p> <p style="text-align: center;">Les magasins</p> <p>Children will recall numbers up to 60. They will learn different shop names and be able to hold a conversation in an imaginary shop.</p>	<p style="text-align: center;">Look what they left behind</p> <p style="text-align: center;">Les magasins/Cendrillon</p> <p>Children will finish their 'les magasins' work from the previous half-term. They will then read Cinderella in French, identifying some key vocabulary and using a French dictionary accurately. Using their understanding, they will create a simple storyboard</p> <p style="text-align: center;">Ma famille et mes amis (advanced)</p> <p>This unit builds on the previous work carried out in Y1/2. Children will revise the names of family members and learn some more of these. They will build on their learning by focusing on describing appearance and personality of family members/friends.</p>
Cycle B	<p style="text-align: center;">A place for everything</p> <p style="text-align: center;">L'école (advanced)</p> <p>This unit consolidates and extends previous work on classroom instructions and school equipment. Children will begin to learn the names of rooms in school and state what is in our school.</p> <p style="text-align: center;">La nourriture</p> <p>Children will learn the names of fruits and vegetables. They will be able to ask for snacks and talk about breakfast.</p>	<p style="text-align: center;">Terrible Tudors</p> <p style="text-align: center;">Temps</p> <p>Children will recap the days of the week and months of the year taught previously. They will continue to use this in context and look at how we can make links to seasons and the date.</p> <p style="text-align: center;">Le monde</p> <p>This unit allows children to label the UK and its capital cities in French. Significantly, it provides opportunities for pupils to recognise where French is spoken. They will also consider the Equator, continents and animals around the world.</p>	<p style="text-align: center;">Amazing Amazon</p> <p style="text-align: center;">Les sports et les passé-temps</p> <p>This unit allows pupils to use opinions, referring to these in the context of sports and hobbies. Children will work on conjugating verbs and using adjectives for descriptions.</p> <p style="text-align: center;">Jacques</p> <p>Children will listen to, and read, Jack and the Beanstalk in French. They will consider key vocabulary, using French dictionaries, and answer simple comprehension questions. They will use the information acquired to create their own simple storyboards.</p>

Cycle A	<p style="text-align: center;">Greeks and Stars</p> <p style="text-align: center;">Les instruments</p> <p>In this unit of work, children learn different instrument types. They participate in singing 'I am the Music Man'. Subsequently, they will say what instruments they play, giving opinions and explaining their reasoning.</p> <p style="text-align: center;">La maison</p> <p>The children will learn the names of different rooms in a house, labelling these using a floor plan and describing what is in their bedroom.</p>	<p style="text-align: center;">Mountain and Rivers</p> <p style="text-align: center;">Les matieres des scolaires</p> <p>In this unit of work, children will learn the names of different school subjects, giving opinions and explaining these. They will also recap previous work on classroom objects, extending this using prepositional phrases.</p> <p style="text-align: center;">La meteo</p> <p>Children will have an opportunity to learn different weather types. They will listen to a weather report, recall the eight compass points and explain where we go in different weather conditions. There will be further opportunities to consolidate their understanding of conjugating verbs.</p>	<p style="text-align: center;">The Victorians</p> <p style="text-align: center;">En ville</p> <p>Children will look at giving and following directions, revisiting shop/place names and consider the use of prepositions in an alternative context.</p> <p style="text-align: center;">Chez le médecin</p> <p>This unit revises the names of the body parts taught in previous language lessons. Children's learning will be extended to look at illnesses and they will engage in a role play scenario (conversation with a doctor).</p>
Cycle B	<p style="text-align: center;">War and Conflict</p> <p style="text-align: center;">Quelle heure est-il?</p> <p>This unit will focus on revising numbers and learning how to tell the time on both analogue and digital clocks.</p> <p style="text-align: center;">En ville/dans mon village</p> <p>Children will focus on giving and following directions, describing what is in their local town/village, following routes to get to specific locations and writing instructions.</p>	<p style="text-align: center;">Angry Earth</p> <p style="text-align: center;">Les Coquelicots</p> <p>This unit looks at the history of Claude Monet. Children will then apply their understanding of colours and simple adjectives to describe 'Les Coquelicots'. They will then use their work to support them in describing additional artworks.</p> <p style="text-align: center;">Les vacances et les pays</p> <p>Children will consider how to say the names of different countries. They will revise weather and transport types. They will also be given opportunities to describe holiday activities. Subsequently, they will use all of this to support them when writing about a holiday.</p>	<p style="text-align: center;">Who's your Mummy?</p> <p style="text-align: center;">Les saisons</p> <p>During this unit, pupils will revise the names of months and seasons. They will also reconsider weather types and associate these with different seasons. This will support them when listening to, and participating in, a song and saying what activities they might carry out in different seasons.</p> <p style="text-align: center;">Avoir and être verbs/grammatical consideration</p> <p>Children will build on previous work by conjugating verbs in appropriate contexts.</p>