



	Communication and Language	3 and 4-year-olds	<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• Sing a large repertoire of songs.</li> </ul>		
		Reception	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and know why listening is important.</li> <li>• Learn new vocabulary</li> <li>• Use new vocabulary through the day</li> <li>• Use new vocabulary in different contexts</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound</li> <li>• Learn rhymes, poems and songs</li> </ul>		
		ELG	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> </ul>	
			Speaking	<ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> </ul>	
	Understanding the World	3 and 4-year-olds	<ul style="list-style-type: none"> <li>• Continue to develop positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>		
	Reception	<ul style="list-style-type: none"> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries</li> </ul>			

		<b>ELG</b>	<b>People, Culture and Communities</b>	<ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</li> </ul>
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<b>EYFS</b>	<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
	<b>All about me</b>  Focus on individual background and connections or links to other countries and languages.	<b>Sparkle &amp; shine</b>  Focus on celebrations from different faiths and cultures: how are we different and how are we similar.	<b>Superheroes</b>	<b>Arctic</b>  Focus on countries in the Arctic and how people live there.	<b>Dinosaurs</b>	<b>Pets</b>  Animals from around the world.	<b>Julia Donaldson</b>	<b>Minibeasts</b>	<b>Under the sea</b>

	2-Year cycle	Autumn Term	Spring Term	Summer Term
Year 1/2	Cycle A	<p style="text-align: center;"><b>All about me</b></p> <p style="text-align: center;"><b>Je parle francais</b></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>.</p>	<p style="text-align: center;"><b>Sensational Safari</b></p> <p style="text-align: center;"><b>Les couleurs</b></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 style="text-align: center;"><b>Rescuers and Explorers</b></p> <p style="text-align: center;"><b>Les animaux</b></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>
	Cycle B	<p style="text-align: center;"><b>The Big Build</b></p> <p style="text-align: center;"><b>Ma famille</b></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 style="text-align: center;"><b>Travel and Transport</b></p> <p style="text-align: center;"><b>Les jours de la semaine, les mois et la meteo</b></p> <p>The lessons will focus on learning the days of the week and months of the year. 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. They will learn the basic weathers and how to say what the weather is like.</p>	<p style="text-align: center;"><b>Under the Sea</b></p> <p style="text-align: center;"><b>Les parties du corps</b></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>

Year 3/4	Cycle A	<p><b>Prehistoric Britain</b></p> <p><b>Getting to Know You</b> Children will learn about basics of the French language. They will learn to greet each other, exchange names, ask how someone is, count to 10 and say how old they are.</p>	<p><b>Around the world in 80 days</b></p> <p><b>Food Glorious Food</b> This ‘food’ themed unit pack uses an easy-to-follow story as its inspiration. By joining in with the story, the children will learn the vocabulary for a range of food, to express likes and dislikes, and to count and use plural nouns.</p>	<p><b>Look what they left behind</b></p> <p><b>Our School</b> This unit will teach the children key vocabulary and phrases around the theme of school. They will learn vocabulary of school places and objects, they will take part in a PE lesson conducted mostly in French and will combine learning to express preferences.</p>
	Cycle B	<p><b>A place for everything</b></p> <p><b>All Around Town</b> In this unit, the children will learn to develop their intercultural understanding by being introduced to the sights of some typical French cities. They will also learn to describe places in a town, count to 100 and give their address in French.</p>	<p><b>Terrible Tudors</b></p> <p><b>On the Move</b> Children will learn to develop their conversational skills via some new topics: transport, direction and movement. They will learn to conjugate the high-frequency verb ‘to go’ and use it in context.</p>	<p><b>Amazing Amazon</b></p> <p><b>What’s the Time?</b> In this unit, children will learn how to tell the time: o’clock, half past, quarter past and quarter to. They will learn how to read timetables and TV schedules and answer simple questions about these. The unit is drawn together with a final lesson which is a mathematics lesson, calculating the difference between two times.</p>
Year 5/6	Cycle A	<p><b>Greeks and Stars</b></p> <p><b>Ourselves</b> Children will learn to describe their own appearance and are introduced to some key grammatical features of French, such as the position of adjectives. They will have the opportunity to talk about their emotions and health, increasing their conversational skills.</p>	<p><b>Mountain and Rivers</b></p> <p><b>Family and Friends</b> Children will expand their vocabulary and consolidate their understanding of descriptive language, including subjective descriptions. They will learn how French adjectives must ‘agree’ with the noun they describe, in relation to both number and gender.</p>	<p><b>The Victorians</b></p> <p><b>This is France</b> Children will learn key vocabulary related to France and, in particular, Paris. They will learn specific vocabulary to describe France’s neighbours and positions/distances of a variety of cities. They will learn the French names for famous French landmarks and how to describe what people do when they visit Paris. They will also learn about famous French people and the French names for the areas they are/were famous for. They will also learn key phrases for themes that run through the unit.</p>
	Cycle B	<p><b>War and Conflict</b></p> <p><b>Shopping</b></p>	<p><b>Angry Earth</b></p> <p><b>Holidays and Hobbies</b></p>	<p><b>Who’s your Mummy?</b></p> <p><b>Visit a French Town</b></p>

	Children will learn how to use the nuances of colour when describing the colours of clothes and how to use prepositional language. They will learn key phrases for asking the questions needed when going shopping. The unit concludes with a role play lesson, where children will take on the roles of shoppers and shopkeepers.	Children will learn key vocabulary related to holidays, weather and seasons, sports and hobbies. They will learn specific vocabulary of how to say what the weather is like, temperatures, names of different sports and hobbies. They will learn key phrases connected to the themes.	Children will learn about areas such as places in a town, directions, homes and numbers to develop their speaking and listening abilities. They will have more focused practice using bilingual dictionaries and increase their understanding of word classes and other grammatical features of the language. The unit includes lots of opportunities for using songs, stories, art and drama to make the learning fun, engaging and memorable.
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## Progression of Skills in Languages

	Y3/4	Y5/6
Listening and Speaking/Oracy	<p><b>KS2 Languages National Curriculum</b> Children listen attentively to spoken language and show understanding by joining in and responding. <b>Aut A Sum A Aut B Sum B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• repeat modelled words; show</li> <li>• listen and understanding of single words through physical response;</li> <li>• repeat modelled short phrases;</li> <li>• listen and show understanding of short phrases through physical response.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children listen attentively to spoken language and show understanding by joining in and responding. <b>Aut A Sum B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• listen and show understanding of simple sentences containing familiar words through physical response;</li> <li>• listen and understand the main points from short, spoken material in French;</li> <li>• listen and understand the main points and some detail from short, spoken material in French.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. <b>Spr A Sum A Aut A</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• recognise a familiar question and respond with a simple rehearsed response;</li> <li>• ask and answer a simple and familiar question with a response;</li> <li>• express simple opinions such as likes, dislikes and preferences;</li> <li>• ask and answer at least two simple and familiar questions with a response.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help. <b>Spr A Sum A Aut B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• engage in a short conversation using a range of simple, familiar questions;</li> <li>• ask and answer more complex questions with a scaffold of responses;</li> <li>• express a wider range of opinions and begin to provide simple justification;</li> <li>• converse briefly without prompts.</li> </ul>

<p><b>KS2 Languages National Curriculum</b> Children speak in sentences, using familiar vocabulary, phrases and basic language structures. <b>Aut A Sum A Spr B Sum B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>name objects and actions and may link words with a simple connective;</li> <li>use familiar vocabulary to say a short sentence using a language scaffold;</li> <li>speak about everyday activities and interests;</li> <li>refer to recent experiences or future plans.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children speak in sentences, using familiar vocabulary, phrases and basic language structures. <b>Spr A Aut B Spr B Sum B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>say a longer sentence using familiar language;</li> <li>use familiar vocabulary to say several longer sentences using a language scaffold;</li> <li>refer to everyday activities and interests, recent experiences and future plans;</li> <li>vary language and produce extended responses.</li> </ul>
<p><b>KS2 Languages National Curriculum</b> Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. <b>Sum B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>identify individual sounds in words and pronounce accurately when modelled;</li> <li>start to recognise the sound of some letter strings in familiar words and pronounce when modelled;</li> <li>adapt intonation to ask questions or give instructions;</li> <li>show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. <b>Aut A Spr B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li> <li>appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li>start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li>adapt intonation, for example to mark questions and exclamations.</li> </ul>
<p><b>KS2 Languages National Curriculum</b> Children present ideas and information orally to a range of audiences. <b>Aut B Spr B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>name nouns and present a simple rehearsed statement to a partner;</li> <li>present simple rehearsed statements about themselves, objects and people to a partner;</li> <li>present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children present ideas and information orally to a range of audiences. <b>Spr A Aut B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>manipulate familiar language to present ideas and information in simple sentences;</li> <li>present a range of ideas and information, using prompts, to a partner or a small group of people;</li> <li>present a range of ideas and information, without prompts, to a partner or a group of people.</li> </ul>
<p><b>KS2 Languages National Curriculum</b> Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>say simple familiar words to describe people, places, things and actions using a model;</li> <li>say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> <li>say one or two short sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children describe people, places, things and actions orally. <b>Spr A</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li>manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li>use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>

	Y3/4	Y5/6
	<p><b>KS2 Languages National Curriculum</b> Children read carefully and show understanding of words, phrases and simple writing. <b>Spr B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>read and show understanding of familiar single words; read and show understanding of simple phrases and sentences containing familiar words.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children read carefully and show understanding of words, phrases and simple writing. <b>Aut B Spr B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>read and show understanding of simple sentences containing familiar and some unfamiliar language;</li> <li>read and understand the main points from short, written material;</li> <li>read and understand the main points and some detail from short, written material.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children 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>Children can:</p> <ul style="list-style-type: none"> <li>use strategies for memorisation of vocabulary;</li> <li>make links with English or known language to work out the meaning of new words;</li> <li>use context to predict the meaning of new words; begin to use a bilingual dictionary to find the meaning of individual words in French and English.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. <b>Spr A Sum A Aut B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);</li> <li>use a bilingual dictionary to identify the word class;</li> <li>use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases. <b>Aut A</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>identify individual sounds in words and pronounce accurately when modelled;</li> <li>start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled;</li> <li>adapt intonation to ask questions;</li> <li>show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases. <b>Aut A</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li> <li>appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li>start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li>adapt intonation for example to mark questions and exclamations in a short, written passage.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly. <b>Spr A Aut B</b></p> <p>Children can:</p> <ol style="list-style-type: none"> <li>write single familiar words from memory with understandable accuracy;</li> <li>write familiar short phrases from memory with understandable accuracy;</li> </ol> <ul style="list-style-type: none"> <li>replace familiar vocabulary in short phrases written from memory to create new short phrases.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly. <b>Sum A</b></p> <p>Children can:</p> <ol style="list-style-type: none"> <li>write a simple sentence from memory using familiar language;</li> <li>write several sentences from memory with familiar language with understandable accuracy;</li> </ol> <ul style="list-style-type: none"> <li>replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.</li> </ul>

	<p><b>KS2 Languages National Curriculum</b> Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• copy simple familiar words to describe people, places, things and actions using a model;</li> <li>• write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> <li>• write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children describe people, places, things and actions in writing. <b>Aut A Sum A Aut B Spr B Sum B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li>• manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li>• use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>
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	Y3/4	Y5/6
Stories, Songs, Poems and Rhymes	<p><b>KS2 Languages National Curriculum</b> Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. <b>Sum A Aut B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• listen and identify specific words in songs and rhymes and demonstrate understanding;</li> <li>• listen and identify specific phrases in songs and rhymes and demonstrate understanding.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. <b>Aut A Spr A Aut B Sum B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• listen and identify rhyming words and specific sounds in songs and rhymes;</li> <li>• follow the text of familiar songs and rhymes, identifying the meaning of words;</li> <li>• read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</li> </ul>
	<p><b>KS2 Languages National Curriculum</b> Children appreciate stories, songs, poems and rhymes in the language. <b>Sum A Sum B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• join in with actions to accompany familiar songs, stories and rhymes;</li> <li>• join in with words of a song or storytelling.</li> </ul>	<p><b>KS2 Languages National Curriculum</b> Children appreciate stories, songs, poems and rhymes in the language. <b>Aut A Aut B Sum B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• follow the text of a familiar song or story;</li> <li>• follow the text of a familiar song or story and sing or read aloud;</li> <li>• understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</li> </ul>

	Y3/4	Y5/6
Grammar	<p><b>KS2 Languages National Curriculum</b>            Children 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. <b>Spr A Sum A Spr B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• show awareness of word classes - nouns, adjectives, verbs and connectives and be aware of similarities in English;</li> <li>• name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;</li> <li>• recognise and use partitive articles;</li> <li>• name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person;</li> <li>• name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular;</li> <li>• use a simple negative form (ne... pas);</li> <li>• show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;</li> <li>• recognise and use the first person possessive adjectives (mon, ma, mes);</li> <li>• recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase;</li> <li>• conjugate a high frequency verb (aller - to go) in the present tense; show awareness of subject-verb agreement;</li> <li>• use simple prepositions in their sentences;</li> <li>• use the third person singular and plural of the verb 'être' in the present tense.</li> </ul>	<p><b>KS2 Languages National Curriculum</b>            Children 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. <b>Aut A Sum A Aut B Spr B Sum B</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• identify word classes;</li> <li>• demonstrate understanding of gender and number of nouns and use appropriate determiners;</li> <li>• explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;</li> <li>• name and use a range of conjunctions to create compound sentences;</li> <li>• use some adverbs;</li> <li>• demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement;</li> <li>• explain and use elision; state the differences and similarities with English;</li> <li>• recognise and use the simple future tense of a high frequency verb; compare with English;</li> <li>• recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed;</li> <li>• recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses);</li> <li>• recognise and use a range of prepositions;</li> <li>• use the third person plural of a few high frequency verbs in the present tense;</li> <li>• name all subject pronouns and use to conjugate a high frequency verb in the present tense;</li> <li>• recognise and use a high frequency verb in the perfect tense; compare with English;</li> <li>• follow a pattern to conjugate a regular verb in the present tense;</li> <li>• choose the correct tense of a verb (present/perfect/imperfect/future) according to context.</li> </ul>