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|  | Year 3 | Year 4 | Year 5 | Year 6 |
| National Curriculum | -listen attentively to spoken language and show understanding by joining in and responding -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\* - speak in sentences, using familiar vocabulary, phrases and basic language structures- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\* -present ideas and information orally to a range of audiences\* -read carefully and show understanding of words, phrases and simple writing -appreciate stories, songs, poems and rhymes in the language -broaden their vocabulary and develop their ability to understand new words 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- 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; 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. |
| Teaching process | 1. **Vocabulary**-listen, speak and spell
2. **Conversation**- apply the vocabulary to spoken sentences- progress to writing phrases/ sentences
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| Unit 1 | **Core Unit 1*** Learn common greetings in conversation
* Responding to common greetings
* What is your name? My name is...
* How old are you? Numbers to 10
* Family members
* \*My Fantastic Family story
 | **Core Unit 2*** Learn the days of the week (introduce song)
* Colours (vocabulary)
* Numbers to 20
* Likes and dislikes (vocabulary)
* \*Nicolas the Monster story (application of the vocabulary)
 | **Core Unit 3*** Learn the parts of the body (introduce familiar song Heads, Shoulders, Knees and Toes)
* Numbers up to 31
* Clothes (vocabulary)
* Months of the year
* \*Genevieve’s birthday story (application of the vocabulary)
 | **Core unit 1-3*** Begin conversation with common greetings and response. What is your name? My name is...How old are you? I am...
* Days of the week
* Colours
* Months of the year
* Numbers 1-31
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| Unit 2 | **Animals*** Naming farmyard animals
* Naming common household pets
* General description of pets- vocabulary
* Prepositions
 | **My town*** Cost of items (euros)
* Common features of a town
* Ask for and respond to directions
* Shops in the town
* Items in the shop
 | **On holiday*** Countries- holiday destinations
* Where are you staying?
* At the beach
* At the zoo
 | **In France*** Location of French cities/ compass points
* Tourist attractions in Paris
* French speaking countries
* French food
* \*Croque-Monsieur story
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| Unit 3 | **Food*** Naming types of food
* I like to eat...
* What are you eating?
* \*French toast story (application of the vocabulary)
 | **Describing People*** Height and eye colour
* Hair colour
* Clothing
* \*The sad frog story (application of the vocabulary)
 | **Eating out*** I am ordering a drink
* Phrases used in the restaurant
* I’ll have...
* \*A fly in the orange juice (application of the vocabulary)
 | **Family*** Core family members (revisit)
* Describe your family
* Family activities
* \*Cinderella story (application of the vocabulary)
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| Unit 4 | **School*** Travelling to school (vocabulary)
* Rooms in a school
* Classroom equipment
* Curriculum subject vocabulary
 | **The Body*** Name parts of the face
* Activities/ actions
* Describing aches and pains
 | **Hobbies*** List popular hobbies
* Musical instruments
* The weekend activities
* Likes and dislikes
 | **A weekend with friends*** Activities with friends
* Would you like to....?
* Respond to an invitation- male and female (grammatical terms)
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| Unit 5 | **Playtime*** Simon Says....
* Playtime activities
* Playground activities
* \*Luc the dreamer story
 | **Sport*** Naming sporting activities
* Sporting preferences
* Can you play?
* \*The Tennis Match story
 | **Seasons*** List the seasons
* Months of the year
* \*Make a Chinese lantern (story)
 | **Future*** Future tense
* At the weekend I will....
* Tomorrow
* The Three Billy Goats Gruff story
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| Unit 6 | **Home*** Where do you live?
* Areas of the home
* Common household items
* Daily routine
 | **Revisit core unit 1 and 2*** Numbers to 20
* Family members
* Likes and dislikes
 | **Environment*** Types of weather
* Garden creatures
* Gardening activities
 | **Jobs*** Types of jobs (male/ females grammatical terms)
* Variety of workplaces
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