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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 | | | |
| 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 |
| 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 |
| 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) |
| 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) |
| 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 |
| 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 |