

Aldwyn Primary School - Foreign Languages Overview



Year 3

Autumn 1 French Greetings Food	Autumn 2 Adjectives of colour, size, and shape	Spring 1 Playground Games	Spring 2 In the Classroom	Summer 1 Transport	Summer 2 Regions of France
<p>Pupils learn to introduce themselves, to ask how someone is feeling and to say how they are feeling. They perform traditional finger rhymes using the learnt vocabulary.</p> <ul style="list-style-type: none"> • Listen with care. • Repeat words and phrases modelled by the teacher. • Perform simple communicative tasks. • Recognise some familiar words in written form. • Experiment with the writing of simple words • Ask and answer questions. • Use physical response, mime, and gesture to convey meaning. 	<p>Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates, practising language skills, developing confidence through games, and creating animal and Christmas artworks inspired by the cut-outs of French artist, Henri Matisse.</p> <ul style="list-style-type: none"> • Listen carefully to build correct sequences of three to four blocks. • Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board. • Recognise cognates. • Use please and thank you. 	<p>Children count from 0 - 12 and recognise the French written words. They say how old they are and ask others their age, comparing the sentence structures. They then practise this vocabulary by playing some traditional French games.</p> <ul style="list-style-type: none"> • Speak clearly and confidently. • View a video about the country. • Notice the spelling of familiar words. • Recognise and respond to words. • Use physical response to show understanding. • Identify social conventions. • Perform finger rhymes and sing songs. 	<p>In this unit we introduce the imperative using and following classroom commands. When learning items in their pencil case or school bag the concept of noun gender is talked about and the indefinite article. Children learn to use 'I have.' and 'I don't have.' to build simple sentences, then we add the conjunctions 'and' or 'but' to extend our sentences to describe what's in our school bags.</p> <ul style="list-style-type: none"> • Listen attentively and understand instructions. • Speak clearly and confidently. • Identify and read simple words. • Perform finger rhymes and sign songs. 	<p>Children will learn to develop their conversation skills by using vocabulary related to the topic of transport. They will learn to conjugate the verb 'to go' and will use it in context.</p> <ul style="list-style-type: none"> • name some types of transport. • use Je... and Tu... correctly in a simple sentence. • respond to simple instructions for direction and movement. • follow simple directions to find a place on a map. • use the correct article to precede a noun according to gender. • use 1st person, 2nd person (singular) and 3rd person of 'to go' 	<p>In this unit children will be introduced to the country of France; they will learn the names of key cities and landmarks before zooming in on the region of Île-de-France. The children will learn about Bastille Day and how it continues to be celebrated in France.</p> <ul style="list-style-type: none"> • Respond to what they hear. • Recognise some familiar words in writing. • Integrate new vocabulary with previously learnt vocabulary. • Take part on pair and group work finding out and exchanging information. • Create and extend sentences using familiar language.

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<ul style="list-style-type: none"> ● Imitate pronunciation of sounds ● Perform finger rhymes. ● Listen attentively and understand instructions. ● Know some facts about one country, famous landmarks 	<ul style="list-style-type: none"> ● Listen carefully to instructions. ● Describe some of the shapes in their work using language of colour, size, or shape. ● Listen and then select the correct decoration according to its colour. 	<ul style="list-style-type: none"> ● Use actions and rhymes to aid memorisation. ● Use the context of what they see to determine some of the meaning. ● Make links between some phonemes, rhymes, and spellings. ● Recognise how sounds are represented in written form. ● Identify rhyming words 	<ul style="list-style-type: none"> ● Imitate pronunciation of sounds ● Recognise that languages describe familiar things differently. ● Ask and answer questions. ● Recognise question forms and negatives. ● Remember a sequence of spoken words. ● Recognise some familiar words in written form. ● Read and understand simple messages. ● Compare the language with English. ● Recall, retain and use vocabulary. ● Speak clearly and confidently 	<p>accurately with the correct pronoun.</p> <ul style="list-style-type: none"> ● give and respond to simple movement/direction instructions. ● give simple directions by substituting vocabulary, as necessary. ● follow simple directions to find a place on a map. ● talk about types of transport in full sentences. ● use correct subject/verb agreement for all parts of the verb 'to go.' ● recognise and accurately say the phoneme /sh/ when they see the spelling pattern 'ch'. ● give and respond to a sequence of movements. ● give 2-step directions by substituting 	<ul style="list-style-type: none"> ● Use knowledge of celebrations in France to replicate celebrations in school.
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				vocabulary, as necessary. <ul style="list-style-type: none"> follow 2-step direction instructions for finding places on a map. 	
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Year 4					
Autumn 1 Weather	Autumn 2 French food	Spring 1 Numbers, calendars, and birthdays	Spring 2 Clothes	Summer 1 Portraits	Summer 2 Welcome to Mali – Lets meet the people of Mali
<p>In this unit children will learn key vocabulary related to weather and seasons. They will learn specific vocabulary of how to say what the weather is like and temperatures. They will learn key phrases connected to the themes.</p> <ul style="list-style-type: none"> listen and respond to topic vocabulary. answer questions orally using the topic vocabulary. write an answer in a sentence using the topic vocabulary. 	<p>French cafe, menus and ordering in this unit. Yum Yum!</p> <p>The unit introduces some food vocabulary and revises numbers in the context of money. There is a focus on language detective skills in reading and listening tasks which is built upon in speaking practice with conversational French.</p> <ul style="list-style-type: none"> Listen for specific words and phrases. Ask and answer questions on several topics. Match phrases and short sentences to pictures 	<p>In this unit children will learn to count from 1-31. They will learn the days of the week, months of the year. They will revisit seasons, and weather-related vocabulary.</p> <ul style="list-style-type: none"> Speak in sentences, using familiar vocabulary, phrases, and basic language structures, in the context of birthday dates. Speak in sentences using known vocabulary and grammar. 	<p>In this unit children will learn the key vocabulary relating to items of clothing. They will revisit their learning about adjectives to describe colour, shape and size and use this in conversational and written activities relating to clothing</p> <ul style="list-style-type: none"> To use simple conjunctions to link vocabulary for clothes and accessories. To have a simple conversation about clothes. To ask and answer what is 'there.' 	<p>In this unit children will be introduced to the vocabulary relating to different parts of the whole body. The focus will then look closely at the features which make up the face and head and the children will use extended phrases using adjectives to describe their features and those of their class members.</p> <ul style="list-style-type: none"> give and respond to simple classroom instructions appropriately. name parts of the body identify colours. 	<p>Activities within this unit explore, through authentic French speakers, the daily lives of children from the various backgrounds and regions of Mali, including their values and attitudes.</p> <ul style="list-style-type: none"> Listen for specific words and phrases. Ask and answer questions on several topics. Match phrases and short sentences to pictures Look at further aspects of their everyday lives from the perspective of

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<ul style="list-style-type: none"> • present ideas and information orally to a range of audiences. 	<ul style="list-style-type: none"> • Recognise question forms and negatives 	<ul style="list-style-type: none"> • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of seasons and months. • Write answers to a question in a sentence. • Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences in the context of seasons and months. • Use the third person plural of a verb in sentences. • Read carefully and show understanding of words, phrases and simple writing; in the context of months of the year. • Listen, read and respond to a set of vocabulary. 	<ul style="list-style-type: none"> • To recognise masculine and feminine clothing nouns. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • understand basic grammar of feminine and masculine noun in the context of clothing. • use a dictionary to develop topic vocabulary further. 	<ul style="list-style-type: none"> • ask and answer questions using the topic vocabulary. • read and write simple words. • say that un/une relate to masculine & feminine nouns. • sing a song from memory. • Recognise and respond to instructions including parts of the body. • Describe the colour of facial features. • Begin to use agreements of adjectives of colour. • 	<p>someone from another country.</p> <ul style="list-style-type: none"> • Compare attitudes towards aspects of everyday life. • Recognise and understand some of the differences between people. • Reflect on and challenge stereotypes.
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		<ul style="list-style-type: none">• Listen attentively to spoken language and show understanding by joining in and respond to the days of the week.• Recognise, say, and respond to different months of the year and say them out loud.• Recognise and repeat sounds and words with increasing accuracy including numbers 0- 31.• Make links between known and new vocabulary using sound and spelling			
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Year 5

Autumn 1 Getting to know you	Autumn 2 Pets & the Farm	Spring 1 That's Tasty	Spring 2 Space Explorers	Summer 1 Family and Friends	Summer 2 School Life
<p>In this unit, your class will apply previous skills and knowledge of topic areas such as spellings and jobs and they will have a chance to recap their prior knowledge from Y3 and Y4. They will learn to express their emotions and to talk about the future, using two different tenses. An old favourite story provides a fun background for some of the grammar work, whereas career ambitions help with the rest. Each lesson includes detailed teacher guidance where necessary and all vocabulary is supported by sound files for correct pronunciation.</p> <ul style="list-style-type: none"> ● demonstrate their prior learning from previous units. ● say a simple future sentence. ● give an intention for the immediate future. 	<p>In this unit the children will build a bank of animal nouns for their core vocabulary and through speaking and listening opportunities begin to use these in simple phrases. Colours will be revised, and size adjectives added so that descriptions of animals can be read and written. Vocabulary will be reinforced and embedded through stories and songs and a grammar focus on adjectival position and agreement will be modelled and scaffolded in writing and reading tasks.</p> <ul style="list-style-type: none"> ● To write words, phrases and short sentences using a reference ● To explore the patterns and sounds of language through songs, rhymes and 	<p>In this 'That's Tasty' unit your class will learn key vocabulary related to food and drink. They will learn specific vocabulary of how to say what drinks they like, what they like to eat for breakfast, fillings for pizzas, what snacks they like and the opening and closing times of shops. They will learn key phrases connected to the themes.</p> <ul style="list-style-type: none"> ● listen and respond to topic vocabulary. ● answer questions orally using the topic vocabulary. ● write an answer in a sentence using a modelled sentence. ● take part in role play using the key phrases studied. interpret a chart written in French. 	<p>Children will develop their scientific vocabulary as well as their grammar. Pupils will develop their listening and language detective skills, using figurative language and develop their sentence structure by adding adjectives, using prepositions, and using comparative vocabulary.</p> <ul style="list-style-type: none"> ● Listen for specific words and phrases. ● Develop accuracy in pronunciation. ● Look and listen for visual and aural clues. ● Reuse familiar vocabulary in new contexts. ● Make simple sentences. ● Write words, phrases and short sentences using a reference. ● Apply knowledge of rules when building sentences. ● Recognise the conventions of word 	<p>In this unit, your class will apply previous skills and knowledge of topic areas such as animals, homes, and family to extend their conversation abilities. They 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. They will find out more about possessive adjectives and explain a family network in detail.</p> <ul style="list-style-type: none"> ● join in traditional songs and rhymes. ● recognise rhyming sounds. ● use 1st person possessive adjectives confidently and 	<p>This 'School Life' unit will teach your class key vocabulary related to objects, subjects, and prepositional language. There is a Maths lesson which teaches the children the names of 2D shapes. In the last two lessons in the Unit, children will learn questions and answers which they would use at school. They will learn key phrases connected to the themes.</p> <ul style="list-style-type: none"> ● listen and respond to topic vocabulary. ● answer questions orally using the topic vocabulary. ● answer questions in writing using the topic vocabulary. ● take part in a conversation with a partner and show it to an audience. use the pronouns 'il' and 'elle'

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<ul style="list-style-type: none"> ● use body language or gesture to help understand. ● say how they are feeling. ● follow a simple story and recognise key vocabulary. ● present information about themselves with support. recognise the difference between English and French future tenses. ● ask how to spell a word in French. ● name the accents on French alphabet letters. ● substitute vocabulary to change a sentence. ● orally make a short personal presentation. use the terms auxiliary verb and infinitive verb. ● spell out words using the correct letter names, including accents. ● explain how adjectives are different according 	<p>link spelling of sound and meaning of words.</p> <ul style="list-style-type: none"> ● To speak in sentences, using familiar vocabulary, phrases, and basic language structures ● To appreciate stories, songs, poems, and rhymes in the language ● To understand basic grammar ● nouns/ gender and in singular and plural ● begin to explore agreement of adjectives. ● understand and use the question form “have you ...?” and give a positive response “I have. ● construct simple sentences using nouns, verb (to be) and an adjective 	<ul style="list-style-type: none"> ● write words and phrases from memory. ● use the correct masculine or feminine form of adjectives. ● use the correct masculine or feminine form for ‘some. write sentences from memory. ● use the correct masculine, feminine or plural form of adjectives. ● use the correct masculine, feminine or plural for ‘some.’ 	<p>order in the foreign language</p> <ul style="list-style-type: none"> ● Apply grammatical knowledge to make sentences. ● Read a variety of short texts. ● Appreciate those different languages us different writing conventions. ● Plan and prepare – analyse what needs to be done to carry out a task. ● Use a dictionary or word list 	<p>recognise that third person is different.</p> <ul style="list-style-type: none"> ● introduce family members. ● say what sort of home they live in and name items inside ● give a simple opinion about a named animal or object. ● construct a simple sentence about a variety of topics. respond appropriately to the meaning of songs/ rhymes. ● suggest other rhyming words to extend a set. ● differentiate between first- and third-person possessive adjectives and verbs. ● describe their home by size and say where items can be found. ● give a variety of opinions. ● join two clauses with ‘et’ or ‘mais’ appropriately. suggest alternative 	<p>to replace a person’s name.</p> <ul style="list-style-type: none"> ● use a comparative adverb. use the pronouns 'ils' and 'elles' to replace two people’s names.
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<p>to the gender of the noun.</p> <ul style="list-style-type: none">● follow a story and take an educated guess at unknown words, using their reading strategies.● make a longer personal presentation by combining a range of topic knowledge.				<p>sentences/song phrases by substituting new vocabulary.</p> <ul style="list-style-type: none">● make increasingly complex descriptive links between family members.● differentiate between first- and third-person possessive adjectives and verbs and use them appropriately;● discuss similarities and differences between French/English terms for the same idea.● extend sentences and support opinions by using conjunctions.	
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Year 6					
Autumn 1 Life at Home	Autumn 2 Cher Zoo	Spring 1 Visiting a French Town	Spring 2 Planning a French Holiday	Summer 1 French Sports and Hobbies	Summer 2 Welcome to Mali Culture
<p>Pupils learn to name different types of houses and to describe their home. They can name the different rooms in the home and some key vocabulary for common items. Pupils use prepositions to describe where items are in a bedroom. They write a letter describing their home and bedroom.</p> <ul style="list-style-type: none"> ● Agree or disagree with statements made about a spoken language. ● Participate in simple conversations on familiar topics. ● Write sentences using a model. ● Understand the main points of a passage, describe from their own experience in an audible voice. ● Use knowledge of words, text, and 	<p>Children will learn and use vocabulary relating to animals and animal characteristics. They will use this knowledge to enable them to create writing in the style of Rod Campbell to recreate Cher Zoo.</p> <ul style="list-style-type: none"> ● Read and understand a description of an animal using the relative pronoun qui and verb. ● Assessment of understanding ● Write a description of an animal using the relative pronoun qui and verb. ● Review of sentence using qui with new vocabulary ● Introduce new vocabulary for parts of the body. ● Review of phonic sounds ● Review the habitat vocabulary. ● Practise sentences with qui 	<p>Learning directional, transport and town vocabulary together with prepositional phrases, the children describe their journey to school, plan a trip to France and become tourist guides, giving reasoned opinions on which places in town to visit; finally, the children create a tourist leaflet, in French, for their own local area</p> <ul style="list-style-type: none"> ● Listen carefully to a model and reconstitute a sentence using text cards. ● retell using familiar language a sequence of events. ● Understand the gist of spoken passages, instructions. ● Devise questions for authentic use. ● Use previous knowledge to help understanding. ● Reflect on techniques for memorising language. 	<p>This unit will teach key vocabulary related to France and, in particular, Paris. Children 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 key phrases connected to the themes which run through this unit. They will use the knowledge and vocabulary to plan a visit to a French town.</p> <ul style="list-style-type: none"> ● listen and respond to topic vocabulary. ● answer questions orally using the topic vocabulary. ● write an answer to a sentence using the topic vocabulary. 	<p>In this unit the children learn the names for some sports and hobbies. They will revise the days of the week and learn to say what activities they do on particular days of the week.</p> <ul style="list-style-type: none"> ● Say some sports that contribute to a healthy lifestyle; ● Make a weekly record of sporting activities. ● Understand related written information. ● Know the names of some food and drinks. ● Express spontaneous opinions about sporting activities, food, and drinks. ● Research new vocabulary using a bilingual dictionary and apply it 	<p>Activities within this unit explore, through French, the contribution of different cultures to our lives- re: clothes, languages, games, school, celebrations, medicine and music.</p> <ul style="list-style-type: none"> ● Listen for specific words and phrases. ● Understand the gist of spoken passages, instructions. ● Ask and answer questions on several topics. ● Match phrases and short sentences to pictures ● Look at further aspects of their everyday lives from the perspective of someone from another country. ● Compare attitudes towards aspects of everyday life. ● Recognise and understand some of

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<p>structure to build simple spoken and written passages.</p> <ul style="list-style-type: none"> ● Ask for repetition and clarification. ● Listen attentively, retell, and discuss the main ideas. ● Understand the gist of spoken passages containing descriptions. ● Write sentences and apply most words correctly. ● Read and understand the main points and some detail from a short-written passage. ● Read short texts for information. 	<ul style="list-style-type: none"> ● Introduce 'qui' as a relative pronoun. ● Use phonic knowledge to read unfamiliar words. ● Review the role of a verb. ● Introduce the sound changes of verbs. 	<ul style="list-style-type: none"> ● use knowledge or word order and sentence construction to support understanding of written text. ● use punctuation to make a sentence make sense. ● construct a small text. ● plan and prepare a writing task. 	<ul style="list-style-type: none"> ● create sentences independently, using a model sentence. ● write numbers in words which are multiples of ten. ● describe position up to 4 compass points. write numbers in words up to 999. ● describe position up to eight compass points. ● can chose the correct tense of the verb être (present or imperfect). ● can choose the correct form of an adjective describing nationalities. write numbers in words up to 1200. ● create sentences independently, using online translators/ dictionaries to help. 	<p>accurately in their writing.</p>	<p>the differences between people.</p> <ul style="list-style-type: none"> ● Reflect on and challenge stereotypes.
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