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| Continuous/Ongoing Objectives: | link the spelling, sound and meaning of words  seek clarification and help | | | |
|  | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn 1 | French language – greetings, introductions, family, numbers and age  *engage in conversations;*   * *describe people, places, things and actions orally and in writing* | French language – transport, weather, date and time, likes and dislikes. Numbers 21-39. Focus on sentence-building.   * *speak in sentences, using familiar vocabulary, phrases and basic language structures* * *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* | French language – Solar System. Build sentences, create own sentences (simple and compound) using known or supplied vocab. Prepare and deliver presentation in French.   * *present ideas and information orally to a range of audiences* * *write phrases from memory, and adapt these to create new sentences, to express ideas clearly* | French language – regular verbs. Children learn how to write in the Past Tense by using the verb ‘avoir’ (to have) with a participle.  e.g. I have talked – j’ai parlé.  Children learn to count to 69.  Children use context to deduce the meanings of unfamiliar words, and practise dictionary skills.   * *understand basic grammar appropriate to the language being studied, including the conjugation of high-frequency verbs; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.* * *broaden their vocabulary including through using a dictionary* |
| Autumn 2 | French culture – food. Design and make menus for French restaurant. | French culture – schools. Comparison of French and English school day. What aspects do they prefer about either? School-related vocab. | French culture – seasons and festivals. Children create calendar featuring a special date in each season, with facts about how it is celebrated in France. | N/A  (Children have a Music composition unit in this half-term.) |
| Spring 1 | French language – le/la; oui/non. Participate in story, answer simple questions. Numbers 13-20.  *ask and answer questions*  *feminine, masculine forms* | French language – preferences. Food vocab. Negative sentences (ne…pas). Simple plurals. Compound sentences with connectives ‘et’ and ‘mais’.  *express opinions and respond to those of others* | French language – comprehension of written texts. Analysis of structure.  Broaden their understanding of sentence-building, using grammatical features such as ‘du’ (some) and imperative verbs.   * *read carefully and show understanding of words, phrases and simple writing* | French language – Scène de Place. Children write a descriptive paragraph in French, based on ‘Scene de Plage’ by Renoir.  Children learn to create different sentence types using descriptive language (adjectives) and verbs to describe the action in the picture.   * *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* |
| Spring 2 | Poetry – monster poems. Colours, body parts. Adjectives.   * *develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\** | Traditional stories – Red Riding Hood. Sequencing. Reading aloud with expression. Sentence building – word order.   * *listen attentively to spoken language and show understanding by joining in and responding* * *appreciate stories, songs, poems and rhymes in the language* | Play scripts. Children rehearse, adapt and perform a short play in French   * *write phrases from memory, and adapt these to create new sentences, to express ideas clearly.* * *develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* | Story writing. Children compose simple structured story in French. NB – SATs half-term.   * *broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary* |
| Summer 1 | Italian language (basic communication vocab, numbers 1-12). | Spanish language. (Basic communication vocab, numbers 1-12). | German language. (Basic communication vocab, numbers 1-12). | Norwegian language. (Basic communication vocab, numbers 1-12). |
| Summer 2 | Italian – language and culture. Hymn and prayers in Italian. Topic – weather report.  *explore the patterns and sounds of language through songs and rhymes* | Spain – Picasso. Facts and art. | Germany – geography and culture.  Learn to sing nursery rhyme in German (Hop Hop Hop)  *explore the patterns and sounds of language through songs and rhymes* | Norwegian lang contd, Scandinavia – geog and culture (as time permits). |