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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*
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| 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*
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| 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*
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| 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). |