



	Autumn	Spring	Summer
<b>EYFS</b>	<p>Register - introduce greetings from a variety of countries</p> <p>Hometime - saying goodbye in different languages</p>	<p>Register and goodbye - in different languages</p>	<p>Register and goodbye - in different languages</p> <p>A week dedicated to looking at different countries - language, culture, food, national dress, flags, similarities and differences</p>
<b>Year 1</b>	<p>Register - Introduce greetings (French, Spanish and German, plus languages of any EAL children in the class to celebrate their native language and culture)</p> <p>Songs: Happy Birthday (in French and Spanish)</p>	<p>Register</p> <p>Songs: Head, shoulders, knees and toes (in French)</p>	<p>Register</p> <p>Songs: Frere Jacques</p> <p>Register</p> <p>Why are languages important?</p>
<b>Year 2</b>	<p>Register - exploring range of different languages from across the world</p>	<p>Register</p> <p>Exploring language country (capital city/ landmarks/ food/ money)</p>	<p>Register</p> <p>Introducing themselves in French (My name is...)</p> <p>'How are you?' (in French)</p>
<b>Year 3</b>	<p><b>Basics</b></p> <ul style="list-style-type: none"> <li>- Greetings</li> <li>- Introductions</li> <li>- How are you?</li> <li>- Alphabet</li> <li>- Alphabet spelling</li> <li>- Numbers 1-31</li> <li>- My Age</li> <li>- Days</li> <li>- Months</li> </ul>	<p><b>Family</b></p> <ul style="list-style-type: none"> <li>- Family members (introducing mon/ma/mes)</li> <li>- Family members + 'I have' (introduce irregular verb 'avoir')</li> <li>- 'I have' + pets recap</li> <li>- 'I have' + numbers</li> <li>- Writing numbers</li> <li>- My family tree (including possessive adjectives)</li> </ul>	<p><b>Descriptions</b></p> <ul style="list-style-type: none"> <li>- Vocabulary (hair and eyes)</li> <li>- Physical description using 'I have'</li> <li>- Vocabulary (height and size)</li> <li>- Physical description using 'I am' (introduce irregular verb 'être')</li> <li>- Vocabulary (character descriptions)</li> <li>- Personality descriptions using 'I am'</li> <li>- Personality descriptions using 'I am not' (introducing the negative)</li> </ul>

	<ul style="list-style-type: none"> <li>- My birthday</li> <li>- Colours</li> <li>- Pets (introducing gendered nouns – un/une)</li> <li>- Phonics recap</li> </ul> <p><b><u>Cultural</u></b></p> <ul style="list-style-type: none"> <li>- Festival: Christmas</li> </ul>	<ul style="list-style-type: none"> <li>- Phonics recap</li> <li>- Listening and Reading focus task</li> </ul> <p><b><u>Cultural</u></b></p> <ul style="list-style-type: none"> <li>- Festivals: Epiphany in France</li> <li>- Festivals: Easter in France</li> </ul>	<ul style="list-style-type: none"> <li>- Reading and Listening focus task</li> <li>- Writing focus task – What are you like?</li> <li>- Phonics recap</li> </ul> <p><b><u>Cultural</u></b></p> <ul style="list-style-type: none"> <li>- Lifestyle: French food</li> </ul>
<b>Year 4</b>	<p><b><u>Basics</u></b></p> <ul style="list-style-type: none"> <li>- Greetings and Introduction consolidation and retrieval</li> <li>- Numbers 32-100</li> <li>- Other people’s ages (introducing third person)</li> <li>- Other people’s birthdays (introducing his/her)</li> <li>- Phonics recap</li> </ul> <p><b><u>Family</u></b></p> <ul style="list-style-type: none"> <li>- Family members recap and consolidation</li> <li>- ‘I have’ + family members and numbers</li> <li>- ‘I don’t have’ + pets</li> <li>- In my family, there is/are + numbers (introducing ‘Il y a’)</li> <li>- There is/There are + pets/family members/children</li> </ul> <p><b><u>Cultural</u></b></p> <ul style="list-style-type: none"> <li>- Festivals: Christmas</li> </ul>	<p><b><u>Family</u></b></p> <ul style="list-style-type: none"> <li>- Reading focus task</li> <li>- Listening focus task</li> <li>- Writing focus task – ‘In my family, there is/there are/I have...’</li> <li>- Phonics recap</li> </ul> <p><b><u>Descriptions</u></b></p> <ul style="list-style-type: none"> <li>- Recap personality vocabulary + ‘I am/I am not’</li> <li>- Third person (He is/She is)</li> <li>- Third person descriptions + family members (possessive adjectives)</li> <li>- Recap physical descriptions + ‘I have’</li> <li>- Third person (He has/She has)</li> </ul> <p><b><u>Cultural</u></b></p> <ul style="list-style-type: none"> <li>- Festivals: Easter</li> </ul>	<p><b><u>Descriptions</u></b></p> <ul style="list-style-type: none"> <li>- Third person physical descriptions with ‘He has/She has’</li> <li>- Listening and reading focus task (monster descriptions and colour retrieval)</li> <li>- Writing focus task (monster descriptions)</li> <li>- Phonics recap</li> </ul> <p><b><u>Where I live</u></b></p> <ul style="list-style-type: none"> <li>- ‘I live in’ + name of town/city (introducing regular verb ‘habiter’)</li> <li>- Vocabulary – places in a town</li> <li>- Places in a town using ‘There is/are’</li> <li>- Places in a town using ‘There isn’t/aren’t’</li> <li>- Phonics recap</li> <li>- Design and describe a town</li> </ul> <p><b><u>Cultural</u></b></p> <ul style="list-style-type: none"> <li>- Knowledge of other countries which speak French</li> </ul>
<b>Year 5</b>	<p><b><u>Basics</u></b></p> <p><i>Language from Years 3 and 4 to be integrated into lessons through greetings, dates and through dialogue.</i></p>	<p><b><u>Descriptions</u></b></p> <ul style="list-style-type: none"> <li>- Recap personality (I am, He is, She is, I am not, He is not, She is not)</li> <li>- Extended adjectives and agreement</li> </ul>	<p><b><u>Where I live</u></b></p> <ul style="list-style-type: none"> <li>- Introducing quantifiers/intensifiers (very, too, quite, a bit)</li> <li>- Town descriptions + ‘It is not’</li> </ul>

	<p><b><u>Family</u></b></p> <ul style="list-style-type: none"> <li>- Family recap – ‘There is’ and ‘I have’</li> <li>- Family recap – ‘There is not’ and ‘I don’t have’</li> <li>- Conjunctions (and, but, also)</li> <li>- Reading and Listening focus task</li> <li>- Writing focus task (using ‘there is’, ‘there are’, negatives and conjunctions)</li> <li>- Question recap (name, age, birthday, family members)</li> <li>- Speaking focus task (class interview)</li> <li>- Writing focus task (based on class interview)</li> <li>- Phonics recap</li> </ul> <p><b><u>Cultural</u></b></p> <ul style="list-style-type: none"> <li>- Festivals: Christmas</li> </ul>	<ul style="list-style-type: none"> <li>- Recap physical descriptions (I have, He has, She has)</li> <li>- Reading and Listening focus task</li> <li>- Writing focus task (My hero – introduction to significant native speakers)</li> <li>- Phonics recap</li> </ul> <p><b><u>Where I live</u></b></p> <ul style="list-style-type: none"> <li>- Recap ‘I live in _____’, places in a town and ‘there is/are’</li> <li>- Extended vocabulary – places in a town</li> <li>- Recap ‘there is/isn’t’ with extended vocabulary</li> <li>- Town descriptions (adjectives) with extended vocabulary + ‘it is’</li> </ul> <p><b><u>Cultural</u></b></p> <ul style="list-style-type: none"> <li>- Famous native speakers (eg. Claude Monet, Marie Curie)</li> <li>- Festivals: Easter</li> </ul>	<ul style="list-style-type: none"> <li>- Recap and review conjunctions and extended sentences</li> <li>- Reading and Listening multi-skills focus task</li> <li>- Speaking focus task (describing a town presentation)</li> <li>- Writing focus task (based on town description presentation)</li> <li>- Phonics recap</li> </ul> <p><b><u>Cultural</u></b></p> <ul style="list-style-type: none"> <li>- Explore places of interest within France</li> <li>- Famous native speakers</li> </ul>
<p><b>Year 6</b></p>	<p><b><u>Basics</u></b> <i>Language from Years 3 and 4 to be integrated into lessons through greetings, dates and through dialogue.</i></p> <p><b><u>Where I live</u></b></p> <ul style="list-style-type: none"> <li>- Recap ‘I live in’, places in a town and adjectives</li> <li>- Positive and negative opinions (introducing regular verb ‘aimer’)</li> <li>- Introduce conjunction ‘because’ + ‘it is’ with recapped adjectives</li> <li>- Reading focus task (positive and negative)</li> <li>- Conditional tense – ‘I would like/It would be’</li> </ul>	<p><b><u>Family</u></b> <i>Language from Years 3, 4 and 5 to be integrated into lessons through starter activities and dialogue.</i></p> <p><b><u>Extended project – ‘All about Me’</u></b></p> <ul style="list-style-type: none"> <li>- Consolidate all learning across KS2</li> </ul> <p><b><u>Cultural</u></b></p> <ul style="list-style-type: none"> <li>- Festivals: Easter</li> <li>- Famous events from French history</li> </ul>	<p><b><u>Descriptions</u></b> <i>Language from Years 3, 4 and 5 to be integrated into lessons through starter activities and dialogue.</i></p> <p><b><u>Extended project – ‘All about Me’</u></b> Consolidate all learning across KS2</p> <p><b><u>Cultural</u></b></p> <ul style="list-style-type: none"> <li>- Famous French celebrations (eg. Bastille Day)</li> <li>- Knowledge of other countries which speak French</li> </ul>

	<ul style="list-style-type: none"> <li>- Writing focus task (Do you like your town?)</li> <li>- Phonics recap</li> </ul> <p><b><u>Cultural</u></b></p> <ul style="list-style-type: none"> <li>- Festivals: Christmas</li> <li>- Famous people from France</li> </ul>		
<p><b>Additional provision</b></p>	<p><u>European Day of Language</u> – celebrated by a range of language and cultural activities throughout the school</p> <p><u>French partnership work</u> – real-world context for French learning; sharing work; exchanging letters; live video calls - ‘Les Platanes’ and ‘Ecole Rubempré’</p> <p><u>Tanzania partnership</u> – Swahali key phrases; knowledge of another country/culture; sharing work</p> <p><u>Additional visitors to share their language/culture/religion</u> – ‘Scholars in Schools’ programme with Durham University</p>		