

# Eastfield Primary School



**Languages Long Term Curriculum Plan 2018-2019**



Key Stage 2  
Programme of Study

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding L1
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words L2
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\* L3
- speak in sentences, using familiar vocabulary, phrases and basic language structures L4
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\* L5
- present ideas and information orally to a range of audiences\* L6
- read carefully and show understanding of words, phrases and simple writing L7
- appreciate stories, songs, poems and rhymes in the language L8
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary L9
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly L10
- 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. L11

	Speaking	Reading	Writing
Year 3/4	<ul style="list-style-type: none"> <li>• Name and describe people, a place and an object</li> <li>• Have a short conversation saying 3 to 4 things</li> <li>• Give response using a short phrase</li> <li>• Start to speak using a full sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand a short passage using familiar language</li> <li>• Explain the main points in a short passage</li> <li>• Read a passage independently</li> <li>• Use a bilingual dictionary of glossary to look up new words</li> </ul>	<ul style="list-style-type: none"> <li>• Write phrases from memory</li> <li>• Write 2-3 short sentences on a familiar topic</li> <li>• Write what they like/dislike about a familiar topic</li> </ul>
Year 5/6	<ul style="list-style-type: none"> <li>• Hold a simple conversation with at least 4 exchanges</li> <li>• Use knowledge of grammar to speak correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Understand a short story or factual text and note the main points</li> <li>• Use the context to work out unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>• Write a paragraph of 4-5 sentences</li> <li>• Substitute words and phrases</li> </ul>



	Autumn	Spring	Summer
Year 3	<p><b>Unit 1 - Je me presente (All about me)</b>                      This unit introduces children to French. Children will learn how to introduce themselves, say how old they are, describe their family and begin to use feelings to describe their opinions. Children will also learn to count to 10. Children will do this through reading and writing phrases and short sentences, and by listening to simple phrases and sentences. Children will begin to speak using familiar short phrases.</p> <p><u>New Knowledge</u>                      Name, age, numbers to 10, family names, feelings, short simple sentences using the verbs ‘to be’ and ‘to have’.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> <li>To be able to introduce yourself and to take part in a French poem.</li> <li>To be able to count to ten and say how old you are.</li> <li>To be able to say some family members in French.</li> <li>To be able to say some more family members in French and say what their names are.</li> <li>To be able ask someone how they are feeling.</li> <li>To be able to write some words and phrases in French</li> </ul>	<p><b>Unit 3 - Joyeux anniversaire! (Happy Birthday)</b>                      This unit further develops the children’s knowledge of number (to 31) and introduces days and months to enable them to say and write about their birthday. Children will develop their performance and speaking skills through a song (The French version of Happy Birthday). <b>Children’s listening skills will be assessed during this unit.</b></p> <p><u>New Knowledge</u>                      Months of the year, numbers 20 to 30, birthday, days</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> <li>To be able to label months in French.</li> <li>To be able to count to 31 in French</li> <li>To be able to say when it is your birthday in French.</li> <li>To be able to say the days of the week in French.</li> <li>To be able to say which letters are usually silent in French when at the end of a word.</li> </ul>	<p><b>Unit 5 - Les corps humain (The human body)</b>                      This unit further develops speaking and performing skills through the French version of Head, Shoulders, Knees and Toes. Children develop writing skills into longer sentences and a short paragraph to describe themselves (facial features etc.). <b>Children’s writing skills will be assessed during this unit.</b></p> <p><u>New Knowledge</u>                      Body parts, writing short, simple sentences using known verbs, correct verb forms and body part vocabulary.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> <li>To be able to label some parts of the body in French.</li> <li>To be able to sing a song about the body in French.</li> <li>To be able to describe yourself in French.</li> <li>To be able to describe your hair and eyes in French.</li> <li>To be able to make a wanted poster in French using il/elle</li> </ul>
	<p><b>Unit 2 - En classe (The classroom)</b>                      This unit develops knowledge of numbers to 20. Children begin to expand their vocabulary by responding to and following spoken classroom commands and naming classroom objects. Writing is developed into short sentences with some expansion of description (such as numbers and colours).</p> <p><u>New Knowledge</u>                      Numbers 10 to 20, classroom instructions, classroom objects, short simple sentences using classroom vocabulary.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> <li>To be able to count to 20 in French.</li> <li>To be able to understand some classroom instructions.</li> <li>To be able to label some classroom objects in French.</li> <li>To be able to say what there is in your classroom</li> </ul>	<p><b>Unit 4 - Jacques et les haricots magiques (Jack and the Magic Beans)</b>                      This unit introduces children to the bilingual dictionary. Children will now listen to a longer text (The French ‘Jack and the Beanstalk’) and will retell the story. <b>Children’s reading skills will be assessed during this unit.</b></p> <p><u>New Knowledge</u>                      Using a French dictionary, listen to/understand a short story</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> <li>To be able to use a French dictionary properly.</li> <li>To be able to find the French for words using context and gist.</li> <li>To be able to understand a French fairy tale</li> </ul>	<p><b>Unit 6 - Au café (At the café)</b>                      This unit develops knowledge of numbers to 40. Children will be introduced to food and drink and will use their reading, writing and speaking skills to order in a French café role play. <b>Children’s reading skills will be assessed during this unit.</b></p> <p><u>New Knowledge</u>                      Numbers 30-40, prices using numbers to 40, food and drink, ordering food speaking short, simple phrases and sentences.</p> <p><u>Key Objectives</u></p> <ul style="list-style-type: none"> <li>To be able to count to 40 in French.</li> <li>To be able to talk about prices / ask how much it costs and understand the price in Euros.</li> <li>To be able to label some foods and drinks in French.</li> <li>To be able to order in a French café</li> </ul>



Year 4	<p><b><u>Unit 7 - Les transports (Transport)</u></b>                  This unit introduces transport and children learn how to talk about their journey to school. <b>Children develop their use of feelings and opinions both orally</b> and in writing (including adjectives/conjunctions to extend sentences).  <u>New Knowledge</u>                  Name transport, give opinions using the verb 'to like', say/write how they get to school, use the verb 'to go', simple adjectives to describe objects.  <u>Key Objectives</u></p> <ul style="list-style-type: none"> <li>To be able to label some forms of transport.</li> <li>To be able to label some more forms of transport.</li> <li>To be able to say how you get to school</li> <li>To be able to give your opinion on different types of transport.</li> <li>To be able to use adjectives and connectives to give opinions on transport methods.</li> <li>To be able to write about transport methods.</li> </ul>	<p><b><u>Unit 9 - Cendrillon (Cinderella)</u></b>                  This unit builds on previous knowledge of the bilingual dictionary. Children will translate key words in a traditional fairytale (Cinderella) and will retell the story using familiar phrases (and in some cases their own). <b>Children will further develop their speaking and pronunciation by performing the story to their peers.</b>  <u>New Knowledge</u>                  Translate key words they know, retell using short phrases and sentences with known verbs and translated vocabulary.  <u>Key Objectives</u>                  To be able to translate more words accurately                  To say familiar phrases using adjectives to describe</p>	<p><b><u>Unit 11 - Les sports et les activités (Sports and hobbies)</u></b>                  This unit introduces hobbies and sports, and builds on children's ability to talk about their opinions. Children learn how to use present tense verbs correctly to talk about what people are doing.  <b>Children's reading skills will be assessed during this unit.</b>  <u>New Knowledge</u>                  Names of sports, how often, present tense verbs using I/you/he/she/they and we.  <u>Key Objectives</u></p> <ul style="list-style-type: none"> <li>To be able to say what sports you play in French.</li> <li>To be able to say what activities you do in French.</li> <li>To be able to say what sports other people play using the present tense.</li> <li>To be able to say how often you do things in French.</li> <li>To be able to give your opinions on different sports and activities.</li> </ul>
	<p><b><u>Unit 8 - Faire les magasins (Going to the shops)</u></b>                  This unit develops knowledge of number further (to 69) and children learn the names (including determiners) for shops in French. Children will listen to a longer passage and develop their ability to pick out key ideas. <b>This leads to a short conversation as part of a shopkeeper/customer role play.</b>  <u>New Knowledge</u>                  Numbers 40-70, listen to prices with numbers to 70, shop names, use the verb 'to want' and 'to buy'.  <u>Key Objectives</u></p> <ul style="list-style-type: none"> <li>To be able to count to 40 in French.</li> <li>To be able to understand how much things cost in French</li> <li>To be able to label some shops in French.</li> <li>To be able to hold a conversation in a shop in French.</li> </ul>	<p><b><u>Unit 10 - Manger sain (Healthy eating)</u></b>                  This unit builds upon previous knowledge of food (fruit/vegetables) and includes adding 'un' or 'une' to words (children begin to understand that nouns have genders in French). Children will further develop their speaking and writing skills by creating a conversation which includes opinions on different foods. Children will perform this to their peers. <i>Children will also develop their cultural understanding by learning about breakfast traditions in France.</i>  <u>New Knowledge</u>                  Names of fruit, names of vegetables, word genders, breakfast traditions in France.  <u>Key Objectives</u></p> <ul style="list-style-type: none"> <li>To be able to label some fruits in French.</li> <li>To be able to label vegetables in French.</li> <li>To be able to ask for some snacks in French.</li> <li>To be able to talk about breakfast in France</li> </ul>	<p><b><u>Unit 12 - Carnaval des animaux (piece of music by Camille Saint-Saëns.)</u></b>                  This unit enhances knowledge of French culture through a famous piece of music (Carnaval des animaux) and its composer (Camille_Saint-Saëns). Children will learn the names of animals in French and will identify them within the music. Children will also develop speaking and writing skills by describing the animals using adjectives. <b>Children's writing skills will be assessed during this unit.</b>  <u>New Knowledge</u>                  Name animals, name animal noises, adjectives  <u>Key Objectives</u></p> <ul style="list-style-type: none"> <li>To be able to recognise some of the different parts of Carnaval des Animaux</li> <li>To be able to recognise some French animal noises.</li> <li>To be able to talk about a French composer.</li> <li>To be able to describe some of the animals from Carnaval des Animaux.</li> <li>To be able to find the French for more animals</li> </ul>



Year 5	<p><b><u>Unit 13 - Quel temps fait-il? (What's the weather like?)</u></b>                  This unit focuses on correct pronunciation of vowel sounds (particularly the 'oh' sound). Children will learn how to talk about the weather and where people go in different conditions. <b>They will use this knowledge to present a weather report to their peers, developing their speaking skills.</b>  <u>New Knowledge</u>                  describe weather and where you go in different conditions, use correct form of the verb 'go', label a compass, present a weather report.  <u>Key Objectives</u></p> <ul style="list-style-type: none"> <li>To be able to say what the weather is like</li> <li>To be able to label some more weather conditions in French.</li> <li>To be able to say where you go in different weather conditions</li> <li>To be able to label compass points in French.</li> <li>To be able to present a weather report in French</li> </ul>	<p><b><u>Unit 15 - Quelle heure estil? (What time is it?)</u></b>                  This unit revises numbers to 60 in order for children to tell the time in French (digital and analogue). <b>Children's listening skills will be assessed in this unit.</b>  <u>New Knowledge</u>                  revise numbers, say the time including analogue/digital  <u>Key Objectives</u></p> <ul style="list-style-type: none"> <li>To revise counting to 20 in French.</li> <li>To be able to say what time it is in French.</li> <li>To revise 21 to 60 in French.</li> <li>To be able to say digital times in French.</li> <li>To be able to say analogue times in French.</li> </ul>	<p><b><u>Unit 17 - Les coquelicots (a painting by Claude Monet)</u></b>                  This unit revises colours and progresses to detail how colours are placed after the noun they are describing in French (as opposed to before the noun in English). Children will show their understanding through a reading comprehension based on colours of animals (building upon previous language on animals). Children will study Les coquelicots by Claude Monet and write longer sentences to describe it, along with their opinions on the painting. <b>Children's writing skills will be assessed in this unit, through a written task based upon writing about the painting.</b>  <u>New Knowledge</u>                  describe colours, talk about Monet, describe paintings using prior knowledge of animals and colours.  <u>Key Objectives</u></p> <ul style="list-style-type: none"> <li>To be able to use colours as adjectives</li> <li>To be able to use adjectives to describe animals</li> <li>To say what you like and dislike about the painting using the verb 'to like'</li> </ul>
	<p><b><u>Unit 14 - Je suis le musicien (I am the music man)</u></b>                  This unit focuses on speaking skills in relation to the instruments the children and others play. This gives children the opportunity to further expand on their use of opinions. Children's enjoyment and knowledge will be enhanced through song (I am the music man). <b>This unit will assess reading skills in a longer passage.</b>  <u>New Knowledge</u>                  name musical instruments (including opinions),  <u>Key Objectives</u></p> <ul style="list-style-type: none"> <li>To be able to say what instruments you play.</li> <li>To practise saying what instruments you play.</li> <li>To be able to sing a song about musical instruments</li> <li>To be able to say what you think about musical instruments.</li> <li>To be able to understand texts about musical instruments</li> </ul>	<p><b><u>Unit 16 - En ville (In the town)</u></b>                  This unit revises genders for nouns and begins to look at interlingual homographs (words which look the same but are pronounced differently). Children learn to talk about the features in a town and use directional language (including prepositions) to navigate and talk about Hull. <b>Children's listening skills will be assessed in this unit, including longer passages with opinions.</b>  <u>New Knowledge</u>                  label a town, give/understand directions, use prepositions, talk about your town  <u>Key Objectives</u></p> <ul style="list-style-type: none"> <li>To be able to label some places in town.</li> <li>To be able to label more places in town.</li> <li>To be able to understand and give directions in French.</li> <li>To be able to use prepositions to say where things are</li> <li>To be able to talk about your town.</li> </ul>	<p><b><u>Unit 18 - Les quatre saisons (The 4 seasons)</u></b>                  This unit builds on previous knowledge of the months and develops to include the seasons. Children will also revise their knowledge of the weather and will describe it for each season. Children's knowledge will be developed and enhanced through a song which will be presented to peers. Children will revise colours and will develop their understanding of how the spellings change to suit the noun. <b>Children will write a paragraph about the activities they do in each season and will read it to their peers.</b>  <u>New/ prior Knowledge building</u>                  recap months/seasons, talk/sing/ <b>recap the weather</b>, talk about colours/activities associated with seasons,  <u>Key Objectives</u></p> <ul style="list-style-type: none"> <li>To be able to label months and seasons in French.</li> <li>To be able to talk about the weather during different seasons.</li> <li>To be able to sing a song about weather and seasons</li> <li>To be able to talk about the colours of different seasons in French.</li> <li>To be able to say what you do during different seasons</li> </ul>



Year 6	<p><b><u>Unit 19 - À l'école (At school)</u></b>                  This unit builds on previous knowledge of classroom objects and vocabulary, and extends vocabulary to include school subjects. Children develop their speaking skills through giving opinions and extend their reading skills. Children build on their use of prepositions by describing objects in the classroom. <b>Children's speaking skills will be assessed in this unit.</b>  <u>New / Prior Knowledge building</u>                  Classroom objects, prepositions                  School subjects  <u>Key Objectives</u></p> <ul style="list-style-type: none"> <li>To be able to label some school subjects in French</li> <li>To be able to say what you think of different subjects.</li> <li>To be able to say what there is in your classroom</li> <li>To be able to say where things are in your classroom using prepositions.</li> </ul>	<p><b><u>Unit 21 - Le passé et le present (The past and the present)</u></b>                  This unit extends the children's knowledge of numbers to include years. Children learn to describe their town (revising the use of adjectives from previous units) and explain what it is like now and what it used to be like, using the present and past tenses. Children will create a tourist brochure for their town. <b>Children's reading skills will be assessed in this unit.</b>  <u>New / Prior Knowledge building</u>                  Numbers, years, town vocabulary                  Present and past tense  <u>Key Objectives</u></p> <ul style="list-style-type: none"> <li>To be able to label places in a town centre</li> <li>To be able to say different years in French.</li> <li>To be able to say what there used to be in your town centre.</li> <li>To be able to describe what your town centre is like now and how it was in the past</li> <li>To be able to create a tourist guide to your town in French.</li> </ul>	<p><b><u>Unit 23 - Chez le médecin (At the doctor's)</u></b>                  This unit revises and extends knowledge of parts of the body, including genders. Children will learn how to explain when they are poorly/injured and learn how to use plural nouns. Children will develop their speaking and listening skills through a role play conversation at the doctor's. <b>Children's listening skills will be assessed in this unit.</b>  <u>New / Prior Knowledge building</u>                  Body parts, genders, medical vocabulary, plural nouns  <u>Key Objectives</u></p> <ul style="list-style-type: none"> <li>To be able to revise some parts of the body in French</li> <li>To be able to label some more parts of the body</li> <li>To be able to say that something hurts in French</li> <li>To be able to conjugate the verb 'to have' in French</li> <li>To be able to take part in a conversation at the doctor's</li> </ul>
	<p><b><u>Unit 20 - Chez moi (My house)</u></b>                  This unit focuses on describing the home, including labeling and describing rooms. Children will describe their bedroom using descriptive and prepositional language and write a paragraph.  <u>New Knowledge</u>                  Rooms in the house, household objects  <u>Key Objectives</u></p> <ul style="list-style-type: none"> <li>To be able to say where you live in French.</li> <li>To be able to label some rooms in a house.</li> <li>To be able to label some more rooms in a house.</li> <li>To be able to describe what is in your bedroom.</li> <li>To be able to say what you do at home in different rooms.</li> <li>To be able to write about where you live</li> </ul>	<p><b><u>Unit 22 - En vacances (On holiday)</u></b>                  This unit links geography and cultural understanding through labeling countries in Europe. Children will revise weather vocabulary and describe holiday activities using the present tense. Children's reading skills will be assessed in this unit through a written paragraph about their holiday.  <u>New / Prior Knowledge building</u>                  weather                  Countries in Europe, holiday activities  <u>Key Objectives</u></p> <ul style="list-style-type: none"> <li>To be able to label some countries in French</li> <li>To be able to describe the weather in French</li> <li>To be able to say what activities you like to do on holiday.</li> <li>To be able to conjugate the present tense of aller</li> <li>To be able to describe a holiday.</li> <li>To be able to write about holidays in French</li> </ul>	<p><b><u>Unit 24 - Notre café (Our cafe)</u></b>                  This unit revises and extends children's knowledge of food and drink vocabulary. Children build on their skills from the previous unit 'Au café' and hold a more in-depth café conversation through role play.  <u>New / Prior Knowledge building</u>                  Food and drink  <u>Key Objectives</u></p> <ul style="list-style-type: none"> <li>To be able to conjugate être in the present tense</li> <li>To be able to answer questions and understand a French café menu</li> <li>To be able to use 'je voudrais'</li> </ul>

# Eastfield Primary School - Long Term Plan by subject

