

National Curriculum: Progression in Languages

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	<p>At Tickford Park we take opportunities where we can to introduce languages to children in the foundation stage and key stage one. This may be through topics across the foundation subjects.</p> <p>We also celebrate European Day of Languages. Teaching across the curriculum will allow children to develop their knowledge of other languages and cultures.</p>		<p><i>Introductions</i> <i>Schools</i> <i>Birthdays</i> <i>Jack and the Beanstalk</i> <i>Parts of the body</i> <i>At the cafe</i></p>	<p>Transport Shopping Cinderella Healthy eating Sports and hobbies <i>Carnaval des Animaux</i> <i>Carnaval des Animaux</i> by Saint-Saëns</p>	<p>Weather I am a musician Time In town <u><i>Les coquelicots</i></u> Seasons</p>	<p>At school Where I live Past and present Holidays Health Notre Cafe</p>	

Languages Overview	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • Present ideas and information orally to a range of audiences* • Read carefully and show understanding of words, phrases and simple writing. • Appreciate stories, songs, poems and rhymes in the language. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • 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. • 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. 					
	Opportunities to develop language		<p><u>Introductions</u> Children learn how to have a basic conversation introducing themselves in French.</p> <p><u>School</u> Children learn some classroom instructions as well as numbers 1-20</p>	<p><u>Transport</u> Pupils will learn about different types of transport along with saying how they get to</p> <p><u>Shopping</u> Numbers 1-69 are covered, along with prices and shops.</p> <p><u>Cinderella</u></p>	<p><u>Weather</u> Children learn how to describe the weather in French and use compass points to give a weather report in French.</p> <p><u>I am the musician!</u> Children learn about musical instruments with</p>	<p><u>At school</u> School subjects are introduced along with opinions. Pupils also learn how to describe their classroom.</p> <p><u>Where I live</u> In this unit, pupils learn the French for different rooms and how to describe their</p>

<p>and classroom objects.</p> <p><u>Birthdays</u> Children learn days, months and numbers 21-31. Then say when their birthday is in French!</p> <p><u>Jack and the Beanstalk</u> Pupils learn basic dictionary and translation skills to be able to understand a fairy tale in French.</p> <p><u>Parts of the body</u> Pupils learn some parts of the body in French along with colours and simple plural forms in French.</p> <p><u>At the café</u> Pupils will learn how to say snacks, drinks and prices so that pupils can have a basic conversation ordering in a café.</p>	<p>Pupils will build on their dictionary and translation skills.</p> <p><u>Healthy Eating</u> Children will be introduced to fruit and vegetables along with some less healthy alternatives! Dictionary skills are again practised and children will learn about breakfast in France.</p> <p><u>Sports and Hobbies</u> The present tense is introduced in the context of sports and hobbies in French.</p> <p>Pupils are given the opportunity to learn about a French composer and his music.</p> <p><u>Carnaval des Animaux</u> Carnaval des Animaux by Saint-Saëns</p>	<p>opinions. Children also learn how to sing a song in French.</p> <p><u>Time</u> Numbers are revised so that Children can say the time in French in both digital and analogue formats.</p> <p><u>In town</u> Children learn places in town and asking for directions. Prepositions are also introduced to enable pupils to say where places are.</p> <p><u>Les coquelicots</u> Children learn about impressionist painter Claude Monet. They then learn how to describe one of his famous paintings.</p> <p><u>Seasons</u> Children learn about four seasons in order</p>	<p>bedroom in French.</p> <p><u>Past and Present</u> The past tense is introduced in this unit to compare what a town is currently like and what it was like in the past.</p> <p><u>Holidays</u> This unit presents countries and revises both weather and activities so that pupils can write about a holiday.</p> <p><u>Health</u> Pupils revise parts of the body so that they can talk about illnesses. The verbs avoir and être are formally introduced in the present tense.</p> <p><u>Notre café</u> The final unit of the course is a transition unit and revises ordering in a café.</p>	
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	<p>Foundation Stage:</p> <p>Refer to DFE Statutory Framework for early years foundation stage: (published March 2021/effective September 2021)</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf</p>						