Modern Foreign Languages (MFL) Curriculum



Subject Intent

Modern Foreign Languages should be a chance for every child to experience and gain an appreciation of the many languages around the world alongside societal awareness and an opening to other cultures. At Greswold, we want to lay the foundations for learning further languages and empower the children with the opportunity to broaden their horizons either through travel, study, working abroad in the future or simply a genuine curiosity and joy of learning about different places and people. We want our children to gain solid language-learning building blocks in speaking, listening, reading and writing, which in turn will support the development of self-confidence.

Through teaching and learning in fun and engaging ways, we hope to enable pupils to express ideas and thoughts in another language and respond to its speakers, both in speech and in writing. Children will learn to communicate for practical purposes, using their knowledge of phonology, grammatical structures and vocabulary. More importantly, we want to provide them with a thirst, curiosity and enthusiasm for language learning - we will help children learn in an area they may never have experienced or attempted before, creating a great sense of self-esteem and success.

Languages in the Early Years

Whilst there is no specific taught Modern Foreign Languages Learning in EYFS or KS1, celebration of languages and diversity follows the interest of the children as part of 'Understanding the World'. Children are encouraged to explore the cultures of themselves and others through their various learning topics.

The Greswold Linguist

The Greswold...

Linguist

Celebrate difference and open doors to be curious and inclusive.

Develop a curiosity about and a confidence to interact with the people and places in the world around them.

Make links and see similarities between words in different languages

Develop a confidence to communicate in both spoken and written forms without fear of getting it wrong - let's all have a go!

Develop strategies to decode unfamiliar language



Apply new vocabulary and linguistic knowledge of structures across the skills of listening, speaking, reading and writing

Be able to take it in turns speaking to and listening to a partner

Experience the authenticity of festivals and traditions popular in other countries

Subject End Points

	Autumn		Spring		Summer	
Y3 **French**	**J'apprends le français** • I can name some countries where French is spoken around the world • I can greet others in French • I can say my name in French and ask others their name • I can count to 10 in French	**Les animaux** • I can name colours in French • I can recognise, recall and spell 5 different animals. • I can use the verb 'Je suis' to form a sentence with a noun. I can recognise the indefinite article that determines a noun's gender. • I can recognise, recall and spell 5 words relating to Christmas. I can use these words in a Christmas Card design.	**Les formes** • I know how to recognise the difference between masculine and feminine nouns • I know numbers up to 10 in written and spoken form • I can name some shapes and some animals • I can tell you how many shapes there are and what colour they are. e.g. **Il y a un triangle. C'est bleu.** • I can start to recognise the difference between singular and plural nouns	**Les fruits** • I can tell you some information about the French Carneval tradition in Nice. • I can name up to 10 different types of fruit • I can recognise the plural definite article, 'les' • I can use 'J'aime' to say if I like a fruit • I can use 'Je n'aime pas' to say if I do not like a fruit	**Je peux** • I can name and recognise 5 different hobby activities • I can use 'Je peux' to say what activities I can do • I can use 'Je ne peux pas' to say what activities I can not do. • I might be able to extend my sentences using connectives.	**Les glaces** • I can recognise, recall and say up to 10 different ice cream flavours. • I can use the structure 'Je voudrais …' (I would like) to order different types of ice cream. • I can construct and take part in a role play to order ice cream using transactional language. • I can design an ice cream café menu, spelling French words for ice cream flavours correctly.
Evidence of Outcome	**Labelled map of France** **Vocab Poster** **EOU assessment**	**Vocab Poster** **EOU assessment**	**Vocab poster** **EOU assessment**	**EOU assessment**	**EOU assessment**	**Transactional Role Play / Ice cream café menu**
Y4 **French**	**Je me présente** • I can count from 1 to 20 • I can tell someone how old I am, using *J'ai … ans.* • I can ask someone how old they are • I can tell someone where I live and ask someone where they live • I can tell someone what my nationality is • I can say the words for my family members • I can remember and use the different words for 'my'	**La date** • recognise, recall and spell the seven days of the week • recognise, recall and spell the 12 months of the year • recognise, recall and spell numbers up to 31 • say and write what the date is today • Say and write the date of my birthday	**Les Jeux Olympiques** • listen to and identify vocabulary linked to the history of the Olympic Games • read a text and make links to identify vocabulary linked to the history of the Olympic Games • recognise, recall and spell up to 10 different kinds of sports linked to the Olympic Games • Use the conjugated verb 'Je fais' to say which sports you do (or say which sports a given character does).		**Au Salon du thé** • recognise and spell at least 5 different snacks from the tea room • recognise and spell at least 5 different drinks from the tea room • say what I would like to eat and drink using the structure *'Je voudrais'* • remember how to say *'please'* and *'thank you'* • understand French currency and ask for the bill	

	• I might be able to introduce names of family members using 'il s'appelle' or 'elle s'appelle.'			
Evidence of Outcome	All about me Poster EOU Assessment	Class date calendar EOU Assessment	Present information about sports EOU Assessment	Café menu Transactional role play
Y5 Spanish	Me presento & La fecha • I can name some countries where Spanish is spoken around the world • I can greet others in Spanish • I can say what my name is, how old I am and where I live. • I can ask questions to find out from others the above information • I can identify and construct the date in Spanish • I can say when my birthday is • I can ask my friends when they have their birthdays		Qui tiempo hace • listen to and identify different types of weather • identify names of different cities in Spain • say what the weather is like in different places • identify the weather in different areas, using north / east / south / west vocab to describe • present the weather in role as a weather presenter	Mi Casa & La Clase • identify vocabulary for types of building and different areas to live in • identify vocabulary to name types of room in a house • construct sentences to say what rooms you have and do not have in your house • identify vocabulary for naming classroom objects • use verb and negation of verb to say what items you have and do not have
Evidence of Outcome	Labelled map of Spain All about me poster		Present information about weather - speaking	Present information about your house and school - writing
Y6 Spanish	Habitats (Intermediate) • I can understand that climate and vegetation are connected in an example of a biome, e.g. the tropical rainforest Amazon focus • I can identify an important environmental issue. • I can locate most countries in South America using an atlas. • I can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert. • I am able to identify physical and human features of the Amazon and describe the impact of human influence. • To investigate how life in the Amazon is changing and explore whether it can be protected. • The child can use digital maps to investigate features of an area. • I can explain some ways biomes are valuable, why they are under threat and how they can be protected. • I can collect data on a field trip. • I can present and interpret data.		En le cafeteria (Intermediate) • recognise and spell at least 5 different snacks from the tea room • recognise and spell at least 5 different drinks from the tea room • say what I would like to eat and drink using the structure 'I would like' in Spanish • remember how to say 'please' and 'thank you' • understand French currency and ask for the bill	La Segunda Guerra Mundial (Progressive) • decode and breakdown longer texts in the foreign language through a variety of literacy decoding techniques including the use of word cards and word ordering strategies. • recognise, recall and spell the key countries involved in World War II in the foreign language, as well as the languages spoken in these countries. • Use 'I can see' to name vocabulary relating to WWII.
Evidence of Outcome				

Subject Long-Term Plan

	Modern Foreign Languages & Community Languages (Cultural capital / immersive opportunity)					
	Autumn		Spring		Summer	
Year 3 French Early Language Units	**Les Salutations** - in French & in class community languages **Which countries speak French?**	**Les animaux** Name animals from around the world / in other languages Joyeux Noel	**La Fête de Rois** Discuss traditions celebrated over holidays. **What can you see?** **Les couleurs / Les formes / Les nombres** Share knowledge in other languages.	**Les fruits** Share knowledge in other languages.	**Je peux** Share knowledge in other languages.	**Les glaces** Share knowledge in other languages.
Year 4 French Intermediate Teaching Units	**Je me présente** **Ma famille**	**La date**	**Les Jeux Olympiques**		Au Salon de Thé	
Year 5 Spanish	Me presento	La fecha	Qui tiempo hace?		Mi Casa	La Clase
Yr 6 Spanish	Habitats		En la cafeteria inc immersion day		La Segunda Guerra Mondayial (WW2)	

Subject Progression

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
French	YEAR 3 EARLY LANGUAGE UNITS NC links and progression	Les Salutations et Les Animaux Explore the pattern and sound of language through song - (*Greetings song with lyrics, lesson 2).* Allude to letters there in written form that are not pronounced - e.g. '*plus tard*' Listen attentively to spoken language and show understanding by joining in - responding in class or selecting response from multiple choice. Appreciate song, poems & rhymes in the language. Develop accurate pronunciation to name countries in the world where French is spoken and name some famous French people and landmarks. Engage in conversation to greet others in French using repetition of basic set phrases. ask & answer questions to exchange greetings & name. Read carefully and show understanding of words - greetings and animals vocabulary Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material. e.g. Copy French words accurately to label a map of cities in France. (Slide 24 resource)		Les formes et les fruits Explore the pattern and sound of language through song -*Quelle est la forme?* Listen attentively to spoken language and show understanding by joining in Understand spoken language from a variety of authentic sources (YouTube) Speak with increasing confidence to pronounce names of shapes correctly. Speak in sentences using familiar vocabulary and basic language structure of 'C'est + noun.' Apply existing vocabulary knowledge to build longer sentences - e.g. describe the colour of the shape. Speak in sentences using familiar vocabulary and basic language structure of 'J'aime + noun' or 'Je n'aime pas + noun' Engage in conversation - conduct a class survey - Ask & answer the question 'Tu aimes les ...? Express opinion about types of fruit you like. Read carefully and show understanding of words - match fruit words to pictures. Read carefully and show understanding of phrases that convey opinions of others. Write numbers in words from memory Write phrases to express how many shapes there are and use colour adjectives to describe them. C'est un carré. C'est bleu. Il y a deux cercles et trois lignes. Write fruit vocab in words from memory Write phrases to express if you like or dislike a particular type of fruit.	**Je peux & Les glaces** Understand spoken language from a variety of authentic sources (Language Angels listening activities) Speak with increasing confidence to pronounce names of hobbies correctly. Speak in sentences using familiar vocabulary and basic language structure of 'Je peux + noun' or 'Je ne peux pas + noun' Speak with increasing confidence to pronounce names of ice cream flavours correctly. Speak in sentences using familiar vocabulary and basic language structure of 'Je voudrais + ice cream flavour' Engage in conversation, using transactional language to order an ice cream. Develop accurate pronunciation and intonation when speaking French in 'role play' Read carefully and show understanding of words - match hobby words to pictures. Read carefully - show understanding of phrases - put words into the correct order. (Lesson 5 Slides 24-25) Read carefully to show understanding of simple writing - Lesson 5, Reading Hard' Write hobbies vocab in words from memory Write phrases to express if you can or cannot do a particular hobby Write at varying length - present an 'All about me' poster - template of body - pictures of hobbies / activities in the middle with sentences to describe. Describe things' - produce ice cream café menu'
	YEAR 4	**Je me Présente & La date'** explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - use YouTube Cocomelon & L.A.		**Les Jeux Olympiques** understand and respond to written language from a variety of authentic sources; discover and develop an appreciation of a range of writing in the language studied.		**Au Salon du Thé** Understand spoken language from a variety of authentic sources (Language Angels listening activities)	

	INTERMEDIATE LEARNING UNITS NC links and progression	Listen attentively to spoken language and show understanding by joining in - responding in class or selecting response from multiple choice. Engage in conversation - ask and answer questions; respond to others. Speak in sentences using familiar vocabulary, basic phrases and language structures. Present information orally to a partner Write phrases from memory Learn conjugations of high frequency verbs broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, develop accurate pronunciation and intonation so that others understand	Develop accurate pronunciation and intonation so that others understand when they are reading aloud Read carefully and show understanding of simple writing Conjugate high frequency verbs Appreciate stories in the language (	engage in conversations; ask and answer questions; express opinions and respond to those of others; write phrases from memory, and adapt these to create new sentences, to express ideas clearly Build sentences Speak in sentences Broaden vocabulary Describe things - produce Salon de Thé café menu Engage in transactional language to pretend to order food in a café
Spanish	**YEAR 5** **INTERMEDIATE LEARNING UNITS** NC links and progression	**Me Presento & La Fecha (The Date)** ***slight link to planets and how we have day and night** Speak set phrases and basic sentences Express ideas clearly 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	**Qui tiempo hase? (weather)** ***slight links to types of houses/local study in Victorian times** describe people, places, things and actions orally* and in writing Find ways of communication what they want to say Express ideas clearly	**Mi Casa & La Clase** describe people, places, things and actions orally* and in writing
	Year 6 NC links and progression	**Habitats Science links** describe people, places, things and actions orally* and in writing	**En le cafeteria** understand basic grammar appropriate to the language being studied Dictionary skills Speak in sentences Respond spontaneously - Find ways of communication what they want to say Express ideas clearly	**WW2 unit links History links** describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied Dictionary skills

Sequences of Learning

Year 3

	Phonics	Vocabulary	Grammar	Learning Focus					END OF UNIT ASSESSMENT
Les Salutations	ON sound in salutations & bonjour OU sound in bonjour OI sound in au revoir Silent letters. 's' is not pronounced in salutations some final consonants like 's' are nearly always silent letters in French. Guttural 'R'. French 'r' sound as seen in bonjour. Made from the back of the mouth, not the front.	Salut Bonjour Ca va? Ca va bien Ca va mal Comme ci Comme ca Comment tappelle tu? J'mapelle … Au Revoir A plus tard	Elision. Je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.	**Which countries speak French?** **Unit: 'I'm learning French'** – lesson 1 on French speaking countries as intro to language Map work	**Say Hello** **Lesson 1 'Les Salutations'** Salut and Bonjour	**Exchange Names** **Lesson 2** 'My name is…'	**Ask how someone is and know responses** **Lesson 3** Recap hellos and my name is and intro 'ca va'	**Engage in a greetings conversation** **Lesson 4** Recap intro feelings words – build conversation up	**Say Goodbye** **Engage in conversation** **Lesson 5 and 6** Recap Include goodbye in two ways to end conversation. Role play opportunity.
Les Animaux	CH sound in cheval. OU sound in souris & mouton. ON sound in cochon & mouton. OI sound in oiseau. Silent letters. The 'D' is not pronounced in canard and the last 's'	etre Je suis un/une x10 animals vrai faux	Nouns in French can have different articles/determiners based on their gender (masculine and feminine nouns). Two indefinite articles/determiners: un (for masculine nouns) and une (for feminine nouns).	**Know animal names and begin understanding of masc and fem.** Intro first 5 animals	**Know animal names and begin understanding of masc and fem.** Next 5 animals	**Consolidate 10 animals** Dictionary opportunity for researching own animals	**To write animal names with correct un/une** To learn how to write the animals vocabulary by looking closely at the spellings	**Say I have… linked to animals** Extend vocabulary by introducing je suis + animal	**END OF UNIT ASSESSMENT**

	is not pronounced in souris. Nasal sounds. Starting to explore the four French nasal sounds (on, un, in, and an). This sound does not exist in English and is made through the nose not the mouth! Words like cochon, singe and mouton.		Categorise nouns by gender (un or une). Introduction of 1st person singular conjugation of the high frequency irregular verb être (to be) in French.				through a variety of activities	Intro 'vrai or faux?	
Couleurs and Nombres AND Les Formes	ON sound in marron OU sound in couleurs & rouge OI sound in noir & trois, etoiles Silent letters. 's' is not pronounced in couleurs, gris and trois. triangles Some final consonants like 's' are nearly always silent letters in French. Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in rouge, marron, vert, orange and trois.	Ten common colours and how to count from 1 -10 in French. The nouns and determiners/articles for 10 common shapes a/	Revisit un/une/ word for a/an in French can be either un and une (these words are articles/determiners and tell us if the noun, the shape, is either a masculine or feminine noun. In French this is called the gender of the noun). We will learn that it is important to remember which shapes are un and which shapes are une. Liaison. The normally silent 'x' in deux is pronounced in deux ovales but the 'x' almost sounds like a 'z'. This happens often in French when a word ending in 'x' is followed by a word	**Learn vocabulary for colours** **Colours and Numbers** **Lesson 1 and 2** 10 colours introduced/	**Learn vocabulary for colours** **Lesson 3** Consolidate Colours	**Learn numbers 1-10** **Lesson 4 and 5** Numbers 1-10	**Consolidate numbers 1-10** Consolidate numbers 1-10	**Learn shape names with un/une/** **Lesson 1 and 2** Intro shape names	**Combine numbers with shape names – building sentences with shape knowledge/** **Lesson 4** **THEN** **Lesson 5** Listening and writing exercise for assessment

			starting with a vowel.						
Les Fruits	OI sound in poire Silent letters. We will see that the letter 's' is not pronounced in 'les' or the plural version of the fruits as final consonants are nearly always silent letters in French. ● oranges and les abricots as both those fruits start with a vowel but the 's' almost sounds like a 'z'. This happens often in French. ● Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in fraise, orange, poire, prune, cerise & abricot. Made from the back of the mouth, not the front.	X 10 fruits in singular and plural forms J'aime/ Je naime pas… Est-ce que tu aimes…	Liaison. Understanding better - when a word that ends in a normally silent consonant is followed by a word starting with a vowel. The normally silent 's' in les is pronounced in les There is only one plural option (not affected by gender) Exploring how to make the fruits plural in French.	**Learn vocabulary for fruits building on knowledge of un/une/** **Lesson 1** Flashcards up/ Intro 5 fruits	**Learn vocabulary for fruits building on** **Lesson 2** Next 5 fruits Listening and speaking challenge at end/	**Learn how to make fruits plural using les** **Lesson 3** To move from singular noun to plural noun and consolidate all ten fruits in French, using les	**Learn vocabulary for I like** **Lesson 4** Intro J'aime **Dictionary opportunity – find your fave fruit and word for it**	**Give opinions on fruit and engage in conversation on preferences** **Lesson 5** Je n'aime pas and conversation – 'what do you like?' Class survey opportunity on fruit likes.	END OF UNIT ASSESSMENT
Je Peux (I Can)	CH sound in chanter OU sound in écouter OI sound in boire Silent Letters. 'X' is one of the 6 most commonly silent consonants in French. The "x" in peux is therefore not pronounced.	Ten different high frequency verbs linked to common activities.	Modal verb plus infinitive. Learning that je peux (that comes from the modal verb pouvoir and translates 'as I am able') is ALWAYS followed by a verb in its infinitive form in French.	**Learn vocabulary for common activities** **Lesson 1** Flashcards up/ Intro 5 verb activities	**Learn vocabulary for common activities** **Lesson 2** Intro next 5 activities **Dictionary opportunity- what activity**	**Learn vocabulary for I can…** **Lesson 3** Intro Je peux oui or non/	**To use all new knowledge to improve listening and reading skills in French/** **Lesson 4**	**Consolidation using writing activities.** **Lesson 5**	END OF UNIT ASSESSMENT

	Nasal sounds. Exploring the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like danser, chanter and manger.				***do you want to include?***				

Year 4

	Phonics	Vocabulary	Grammar	Learning Focus					END OF UNIT ASSESSMENT
Autumn (4 weeks) Je me Presente (revision unit)	IN sound in cinq • I sound in huit, dix, Patrick, habite & Paris • Silent letters. 'S' is not pronounced in appelles, ans, Paris, Londres or habites. This often happens when 's' is the final consonant in a word. • Liaison. When a word that ends in a normally silent consonant, is followed by a word starting with a vowel as seen in je suis anglais/anglaise (pronunciation will change when an 'e' is added to the end of anglais). The 's' in 'suis' transforms and almost sounds like a 'z'. • Elision. As seen in je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation.	Numbers 1-10 will be revisited along with the language to express how you are feeling. Plus new language to ask and answer the questions related to basic personal details (name, age, where you live and nationality). All listed on the Vocabulary Sheet.	Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in French. Adding an 'e' to the end of the adjective (in this lesson the nationality, English or French) to show that the person talking or being described is female.	Lesson 1 and 2 combined as first is revision pupils will revise basic greetings and will learn how to ask and answer the question 'how are you?' in the foreign language. consolidate all vocabulary taught in the previous lesson and progress to learning how to ask and answer the question 'what is your name?'		Lesson 3 consolidate numbers 1-10 and will progress to learning numbers 11-20 in the foreign language.	Lesson 4 consolidate their knowledge of numbers 1-20 in the foreign language and apply this knowledge to be able to say how old they are.	Lesson 5 how to ask and answer the question 'where do you live?' in the foreign language and will also be introduced to simple adjectival agreement, completing the unit with a short presentation.	**Lesson 6 – end of unit assessment**
Autumn (3 weeks) Ma Famille	IN sound in cinq & cinquante • I sound in famille, Lisa, Jacqueline, petite & fille • ILLE sound in famille & fille • IQUE sound in unique • Silent letters. The final consonant ('s) is not pronounced in appelles, ans, soeurs, mes grands-parents, les or parents. This often happens in French. • Elision in je m'appelle/il s'appelle/elle s'appelle/j'ai. This is generally in order to facilitate pronunciation in French. Dropping of the last letter of a word (as in the 'e' in me or se) replacing it with an apostrophe	We will revisit basic personal details (name/age/where you live/nationality) and learn the nouns and articles/determiners for family members, he/she is called/	Exploring possessive adjectives in French with a focus only on 'my.' Understanding that there are three words in French mon, ma, mes for our one word 'my' in English.	Lesson 1 recognise, recall and spell different family members with the correct definite article/determiner in the foreign language.	Lesson 2 consolidate the nouns and definite articles/determiners for family members and will also learn how to use the possessive adjective 'my' in the foreign language with increasing accuracy.	Lesson 3 ask and answer the question 'do you have any siblings?'	Lesson 4 consolidate the language needed to introduce their own/ fictitious family members in the foreign language. This will involve moving from 1st person singular 'I am called' to 3rd person singular	Could look up French names fro authenticity OPTION FOR ADDITIONAL LESSON 5 ON NUMBERS UP TO 70 IF TIME.	**Lesson 6 assessment**

	so attaching it to the word that follows that starts with a vowel or mute h.						'he/she is called'.		
Autumn (6 weeks) La Date *write date in French in books for lessons	É sound in février, décembre • E sound in septembre & novembre • Silent letters. You will hear and see that the 's' is not pronounced in trois and the 't' is not pronounced in est and juillet. • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in mardi & mercredi. Made from the back of the mouth, not the front.	The 12 nouns for the months and the structures involved for asking and saying the date and how to ask and say when your birthday is. This is all listed on the Vocabulary Sheet.	Ordinal & cardinal numbers. To learn that months of the year (and days of the week) do not have a capital letter in French unless they are found at the start of a sentence. The only ordinal number for saying the date in French is the 1st (premier) after that only cardinal numbers are used. No 2nd, 3rd , 4th etc.	Lesson 1 recognise, recall and spell the seven days of the week in the foreign language with the aim of using this knowledge to form a short sentence about what day of the week it is today by the end of the lesson.	Lesson 2 consolidate the seven days of the week taught last lesson and will learn how to recognise, recall and spell the twelve months of the year in the foreign language.	Lesson 3 consolidate all language taught so far in the unit and will progress to learning how to recognise, recall and spell numbers 1-31 in the foreign language.	Lesson 4 put all their new language into context by learning the structure necessary to say the date in the foreign language.	Lesson 5 build on their knowledge of how to say the date by learning how to say when their birthday is in the foreign language. Make a French date display for class which the children can change each day.	**Lesson 6 assessment**
Spring (6-8 week unit) Les Jeux Olympiques Cross Curricular link with Humanities big question this cycle: What have the ancient Greeks done for us?	QU sound in olympiques & antique • Ç sound in français • EN sound in commence, pendant & argent • AN sound in antique, pendant & grands • Silent letters. The 's' is not pronounced in grands, antiques and the 't' is not pronounced in amusant, barbant or fatigant. -ENT is not pronounced at the end of a word as in avaient as it is part of the verb conjugation and a silent letter string.	The 10 nouns and articles for Olympic sports, the verb faire and the sporting professions in both masculine and feminine form. All listed on the Vocabulary Sheet.	Adjectival agreement & irregular verb faire. To learn that when saying you play a sport in French, the verb faire is used, plus de plus the definitive article (creating a partitive article).To explore the whole present tense verb conjugation of the verb faire.	decode and breakdown longer texts in the foreign language, learning to use language learning strategies including story ordering and using cognates. They will consolidate their knowledge by completing a True or False activity. decode texts in the foreign language and	Optional activities: could make this an active lesson outside and play the sports.	Use dictionaries to look up others sports in French in the Olympics. integrate the vocabulary for sports taught last lesson with the high frequency irregular verb 'I do' to be able to say which sports they practice in the foreign language. They will also have the opportunity to further	research opportunity into famous French athletes- create biography.	Carry out a mini Olympics – use counting in French, labels of each sport at each section Record on ipads interviews with 'athletes' – children could pretend to be an athlete and say what sports they like and don't like.	**End of unit assessment**

				will further develop this skill by specifically looking out for verbs, adjectives and nouns. recognise, recall and spell ten different sports in the Olympic games with their definite articles/determiners in the foreign language.		expand on these sentences by revisiting negative structures in the foreign language. learn how to describe what sport different athletes do in the foreign language				
Summer Term (10 weeks) Au salon de thé Experience ending in an immersion day	IN sound in cinquante. • I sound in sandwich, limonade, grenadine & brioche. • Silent letters. Hearing and seeing the silent consonants on the end of French words: voudrais, croissant, chocolat & lait but noting that cent is an exception!	A wide range of common food, snacks and drinks available in a typical French salon de thé. The transactional language required to order and pay for food. All listed on the Vocabulary sheet.	Nouns, indefinite articles/determiners & plurality. Remembering that nouns in French can be categorised by their determiner (in this case an indefinite article) and understand better how to make singular nouns plural in French so more than one of each item can be ordered from the choice of food, snacks and drinks.	Share the endpoint of this unit so they know it all counts towards a café experience Lesson 1 recognise, recall and spell the first 10 nouns on PPT for popular food and drink typically offered in a French tea room.	Lesson 2 consolidate the eleven masculine nouns taught last week and will progress to learning a further nine feminine nouns with the indefinite article/determiner for popular French food and drink you would typically be offered in a	Lesson 3 consolidate all language taught so far in the unit and will progress to learning some transactional language so that they can order what they would like to eat and drink in the salon de thé.	Lesson 4 consolidate all previously learnt vocabulary from the unit and will progress to learning how to ask for the bill and how to say 'goodbye' and 'thank you' in French.	Lesson 5 French currency and will consolidate their knowledge of numbers in the foreign language in order to calculate the bill in the French salon de thé.	Create café labels, menus, signs, prices etc ready for café. Decide what want to sell: croissants, fruit, juice, etc. Café experience – convert room into tables and menus. Children take it in turns to be waiters or customers.	**End of Unit Ass** **IMMERSIVE ACTIVITY OF BEING AT THE CAFÉ** **Take photos for books.**

					French salon de thé. Research/use dictionaries to look up food they would want to order when away.				Order actual food to use. Plastic Euros for money.	

Year 5

	Phonics	Vocabulary	Grammar	Learning Focus					END OF UNIT ASSESSMENT
Me Presento *Topic link to The Mayans based in central and South America, where they speak Spanish	CA sound in catorce CE sound in once, doce, trece etc CI sound in cinco, cincuenta & cien. O sound in cómo CU sound in cuatro & cuántos Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like in-gle-sa and vein-te. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in dó-nde Ñ tilde. This changes the 'n' to a 'ny' sound as in español & española.	Numbers 1-10 Language to express feelings. Asking and answering the questions related to basic personal details (name, age, where you live and nationality) will be taught for the first time.	Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in Spanish. Adding an 'a' to the end of the adjective to show that the person talking or being described is female. Also seeing the upside-down question mark (¿) is used at the beginning of all questions in Spanish (no exceptions!).	**Which countries speak Spanish?** **Lesson 1** **EARLY LEARNING UNIT – 'I'm Learning Spanish'** Intro the language and who speaks it – what countries. Map work.	**Use Hello and How are you? Build conversation in Spanish** **Lesson 1** **Me Presento** Look at basic greetings (says revise) Hello How are you Three different feeling answers And **y tu?** To encourage a conversation and '**muy**' (very) Make links with French where possible.	**Ask and answer with name** **Lesson 2** Revise last weeks and introduce how to say my name is… Converse with what is your name? Listening exercise	**Ask and answer with ages** **Know vocabulary for numbers 1-11** **Lesson 3** How old are you?	**Ask somebody where they live and give answer** **Give nationality** **Lesson 4** Where do you live? Make an identity card for front of books.	END OF UNIT ASSESSMENT
La Fecha (The Date) *Topic link to planets and how we have day and night	GO sound in domingo & agosto Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in the word a-bril. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like sep-tiem-bre, ju-lio, vein-tiu-no and trein-ta.	The vocabulary for the days of the week, the months, numbers 1-31, the structures involved for asking and saying the date and	Ordinal & cardinal numbers. To learn that months of the year and the days of the week do not have a capital letter in Spanish unless they are found at the start of a sentence.	Days of the week What day is it? Today, it is… Listening exercise. Conversational exercise to practise asking and answering.	The months of the year Makes links to Eng to help learn. Read and write tasks of the months	Learn numbers up to 31 inc how to spell them – this is shown as revision but will be new to Y5.	**Building all work done into sentences** How to say the date using previous lessons language. Asking what is the date and answering Listening exercise to pick out	When is your birthday? Question and answers - using 'mi cumpleaños'	END OF UNIT ASSESSMENT

	Ñ tilde. This letter changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme and is seen in cumpleaños. Silent letters. 'H' is always silent in Spanish (unless it is a word of foreign origin) as in the word hoy which is pronounced oy.	how to ask and say when your birthday is.	Noting that the 2nd, 3rd, 4th etc is not used in the Spanish date. Seeing that the upside-down question mark (¿) is used at the beginning of all sentences that are questions, no exceptions!	Favourite day of the week.			days/numbers/months		
Qui tiempo hace? (weather) START TO USE INTERACTIVE CALENDAR	Recommended phonics focus: GA GE GI GO GU Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in España. Accents. Accents can be placed on some words like qué to indicate a question word.	The 9 weather phrases and structures involved for asking and saying a question about the date today Compass points to also help understand and read a Spanish weather map.	Use of hay & hace with weather phrases. To learn that often in different languages, like in Spanish, structures can be unique to that language. Understanding it is not always a word for word translation and there can be fixed expressions to learn. Question and exclamation marks in Spanish Punctuation can be different in different languages. Upside down exclamation and question marks appear at the start on sentences as well the exclamation and question	Introduce weather types and the word 'hoy' for today. True or false activity	Continue to learn weather vocabulary	Listening exercise of weather	Geography lesson Look at areas of Spain and how the weather varies – learn key cities. Learn words for north/south etc.	Geography lesson Areas of Spain – inc. directions. Idea to be a weather person and give the weather. (presenting opportunity)	END OF UNIT ASSESSMENT

			marks at the end of sentences. Without exceptions!						
Mi Casa/ * Topic links to types of houses/local study in Victorian times	GA sound in garaje Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ciu-dad, la-va-de-ro and ga-ra-je. Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sa-lón. Revisit Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter not just another phoneme as in baño and montaña.	Basic personal details including the high frequency 1st person singular verbs soy, me llamo, tengo and vivo from first unit. Key vocabulary on 10 nouns and indefinite articles for rooms of the house will be learnt along Key structures vivo en and en mi casa hay… and en mi casa no hay..	Indefinite articles, negative & high frequency verbs. Indefinite articles un and una. 1st person singular high frequency verbs le llamo, tengo, soy with a particular focus on vivo from the verb VIVIR a regular IR verb. Use of negative structure appropriate in this unit, 'there is' and 'there is not' (hay and no hay) structure. Noting the upside-down question mark (¿) is used at the beginning of all questions-no exceptions! This also happens with the exclamation mark as an upside down one is used at the start of a sentence too in Spanish!	Types of buildings and areas to live in. Recap on info about themselves.	Rooms in the house, using sentence building 'in my house,' Build up longer sentences as lesson goes on.	Continue building sentences about house but adding more room choices. Grammar section on masc/fem/plural - link to what they know from French.	Continue revision but add in 'I do not have' Build sentences up/	Reading and listening exercises linked to what they have learned about rooms.	**END OF UNIT ASSESSMENT**

La Clase/	CA CE CI CO CU CA sound in calculadora & sacapuntas CU sound in calculadora & cuaderno Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed. They can also indicate a question as seen in ¿qué tienes en tu estuche?	11 nouns and articles for common classroom objects with the question and answer of what is in my pencil case. The two options for 'my' in Spanish. Tengo… ('I have') will be revisited before introducing the negative reply no tengo…(I don't have).	Understanding that nouns in Spanish are gendered and that this affects the choice of article/determiner. Moving from revisiting tengo… ('I have') to learning the negative option no tengo…('I do not have').	Learn classroom objects Listening and Reading tasks Phonics section at end for pronunciation/	Intro more classroom objects Looking at un and una and unas (links to French)	Tengo (I have) 'y' for and/ In my pencil case, I have Dictionary opportunity	Continue practising I have and introduce the diff words for 'my' me/mis	Spelling focus on 12 classroom objects Grammar links with determiners and possession. Intro I do not have… Translation task at the end- what can children work out from known vocab.	**END OF UNIT ASSESSMENT**

Year 6

	Phonics	Vocabulary	Grammar	Learning Focus							END OF UNIT ASSESSMENT
Autumn term/ **Habitats** **(links to topic on Amazon/Science on living things and adaptation)**	GA sound in algas. • GI sound in refugio. • GU sound in agua. • Stress Placement. Words that end in a consonant (apart from 'n' or 's' should be stressed on the last syllable in words like tro-pi-cal and po-lar. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like de-sier-to, ar-bus-tos and plan-tas. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in ár-bo-les and há-bi-tats. • Ñ tilde. This changes the 'n' to a 'ny' sound like in the English word onion. It is another letter in Spanish not just another phoneme as in araña.	Key vocabulary based on the 5 types of habitats presented in the unit and the 5 animals and plants that live in each habitat. All listed on the Vocabulary Sheet.	Verbs. Exploring the 3rd person conjugation of the verb CRECER and VIVIR. Two regular -er and -ir Spanish verbs in the present tense.	Spend first lesson or two recapping what children know – look back through books. Could create a poster/spider diagram to combine it all. Focus particularly on Grammar and pronunciation things.							
				Lesson 1 - how to express in the foreign language the essential elements that all plants and animals need to survive.	Lesson 2 - decode longer and more complex texts in the foreign language that explore some of the key habitats in our world.	Lesson 3 - decoding longer and more complex texts in the foreign language that explore which plants grow in specific habitats.	Lesson 4 - explore the different animals that live in the different habitats through listening and reading activities in the foreign language. Dictionary activity on animals/plants that live in certain habitats – names/ translation	Lesson 5 - consolidate all vocabulary taught so far in the unit by presenting in oral and written form which animals and which plants live in different habitats. **2-3 sessions to complete:** Choose one of the habitats learned about. Choose 2 animals and 2 plants that live in that habitat – find out names in Spanish Find vocabulary and label parts of an animal/plant that make it adapted to the environment. Label the environment. Write sentences in Spanish. Scaffold sheets. OR divide double page into 4 habitats – label the animals/plants that live there and why they live there and what they need (food/home/etc) Children then present verbally with poster as if hosting a nature documentary in Spanish.		**Complete assessment at end and stick into books**
Spring **En la cafeteria/** **Ending in immersion activity of a Spanish tapas bar.**	CA sound in calamares & catalana & caliente • CO sound in chocolate & con & cola cola • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed. They can also indicate a question as seen in ¿qué deseas?	A wide range of common food, snacks and drinks available in a typical Spanish cafeteria. The transactional language required to order and pay for food. All listed on the Vocabulary Sheet.	Nouns, indefinite articles/determiners & plurality. Remembering that nouns in Spanish can be categorised by their determiner (in this case an indefinite article) and understand better how to make singular nouns plural in Spanish so more than one of each item can be ordered from the choice of food, snacks and drinks.	Lesson 1 - pupils will learn how to recognise, recall and spell the ten masculine nouns with the indefinite article/determiner for popular food and drink typically offered in a cafeteria.	Lesson 2 - consolidate the ten masculine nouns taught last week and will progress to learning a further ten feminine nouns with the indefinite article/determiner for popular Spanish food and drink you would typically be offered in a cafeteria.	Research typical Spanish foods and drinks – create a menu with pictures? Paella etc. Research recipes - what is in each thing?	consolidate all language taught so far in the unit and will progress to learning some transactional language so that they can order what they would like to eat and drink in the cafeteria/ consolidate all previously learnt vocabulary from the unit and will progress to learning how to ask for the bill and how to say 'goodbye' and 'thank you' in Spanish. pupils will be taught all about Spanish currency and will consolidate their knowledge of numbers in the foreign language in order to calculate the bill in the cafeteria.	Create café labels, menus, signs, prices etc ready for café. Decide what want to sell/make.	Tapas experience – convert room into tables and menus. Children take it in turns to be waiters or customers. Order actual food to use. Plastic Euros for money. Parents in to help make/speak to local restaurants? Churros, non alcoholic sangria, gazpacho, paella, calamari, patatas bravas, tortilla (Spanish omelette) Cooking day????	**End of unit Assessment**

	Phonics	Vocabulary	Grammar	Learning Focus					END OF UNIT ASSESSMENT
Summer **La Segunda Guerra Mondayial** **(WW2)**	B sound in besos • V sound in vivo, vida & divertida • QU sound in Checoslovaquia & queridos • Silent letters. H' is always silent in Spanish as in the word habla (unless it is a word of foreign origin). It is pronounced abla. • Stress Placement. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like a-gra-da-ble. • Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in tam-bién.	A lot of longer text with a significant amount of unknown language that describes what life was like in WW2. Much will be unfamiliar language but we will not be expected to retain all of it. All listed on the Vocabulary Sheet.	Recycling and consolidation of the language learning skills connected to recognising and categorizing nouns, verbs and adjectives.	Lesson 1 decode and breakdown longer texts in the foreign language through a variety of literacy decoding techniques including the use of word cards and word ordering strategies.	Lesson 2 recognise, recall and spell the key countries involved in World War II in the foreign language, as well as the languages spoken in these countries.	Lesson 3 Exposed to more complex texts in the foreign language and will improve their listening and reading skills by listening to the story of Ralph, an evacuee during the war.	Lesson 4 learn how to recognise, recall and spell key vocabulary related to the war, and will also learn how to conjugate the verb 'to see' in first-person singular in the past tense through the story of Vera, an evacuee during the war.	Lesson 5 the story of Daisy to use adjectives to compare city and country life in the foreign language.	End of unit assessment