



Languages

01

Develop our children as lifelong learners.
(Ambitious, Independent)

02

Develop the character of our children.
(Tolerant, Responsible)



03

Develop behaviours and habits to become effective learners.
(Co-operative, Resilient)

04

Develop the moral compass of our children.
(Empathetic, Honest)

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“With Languages, you are at home anywhere.”	
INTENT	
Our curriculum ensures that we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes.	
Implementation	
<p>French is taught using the Language Angels scheme of work. Language Angels is the scheme that we use so that the children have a solid understanding of the pronunciation of words. The scheme is also beneficial for teaching staff as it supports the non specialist teacher.</p> <p>Phonics is planned and taught through the Physical French Phonics scheme.</p> <p>Languages will be taught from KS1 in order to immerse children in a different language from a young age in order to inspire and excite children and give them a greater understanding of life outside of Britain and by reflection, it helps them to understand more about their lives and their lives in the UK. Core vocabulary and key skills will be developed within KS1 and will be built upon as children progress through school in line with the National Curriculum objectives. Our intent is that all children learn the language.</p> <p>A transitional unit has been planned into the Summer Term of Year 6 in order to help the children on their language journey in KS3. The children are given the opportunity to engage with languages staff from secondary schools within Blyth.</p> <p>Our key knowledge concepts are: Phonics, vocabulary, grammar, intercultural understanding. Our key skills concepts are: Vocabulary (throughout) Speaking, listening, grammar(Y2 onwards), reading(Y2 onwards), writing(Y2 onwards), phonics (Y2 onwards/ taught systematically through KS2)</p>	
Enrichment	Supporting Children:
All children will take part in a French day where they will learn more about the culture of France and French speaking countries. This will include learning about significant individuals, famous landmarks and French cuisine. In addition, alternative Languages clubs are offered to children (such as Spanish) where external professionals or native speakers can be engaged.	<p>All children are entitled to an appropriate education, one that is bespoke to their needs, promotes ambitious standards and the fulfilment of potential. This will enable them to:</p> <ul style="list-style-type: none"> ● achieve their best ● become confident individuals living fulfilling lives <p>Language lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Teachers make reasonable adjustments, to prevent disadvantage and discrimination and to promote equality of opportunity for all pupils.</p> <p>In addition support is provided through:</p> <ul style="list-style-type: none"> ● Prior Learning and retrieval tasks at the beginning of lessons ● Preparation of learning through the learning of key phonemes (Y2 onwards) ● Provision of language specific knowledge organisers ● Visual and auditory prompts and supports ● Use of sentence stems to structure oral responses
How we develop the moral compass and character of our children	Impact

Children will learn about life outside of Britain and the culture of other countries which is different to where they live.

All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

Our French curriculum will ensure all pupils develop key language learning strategies as well as a love of languages and learning about other cultures. Children will be able to:

- 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 speak in sentences understand and respond to spoken and written language from a variety of authentic sources
- 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.

Continuous assessment for learning occurs throughout language lessons. The four modalities are evidenced in the floorbook pages in KS1 and in children's books in KS2. End of unit assessments are completed by the children in KS2.

Pupil voice is undertaken at regular intervals throughout the school year in order to understand effective teaching and inform future planning.

National Curriculum Objectives

Blyth WISE Languages Curriculum Overview			
	Autumn	Spring	Summer
Year 1	<p>J'apprends Français Vocabulary: Count to 5 and 10, Je m'appelle Intercultural Understanding: France and Paris Skills: listen and understand a question</p> <p>Numbers Song in French. Une Chanson des Chiffres. French Lesson 17 - NUMBERS 1-10 - Learn French - The French Minute https://www.youtube.com/watch?v=RJ9KoUayQTA</p>	<p>Core Vocabulary and Phonetics Vocabulary: Alphabet sounds, ten colours, say how they are feeling Skills: Mimic sounds of letters Songs, stories, poems/rhymes:</p> <p>The French abc Song / La chanson de l'alphabet (minuscules) Couleurs - "Les Oiseaux du Paradis" Bébé</p>	<p>Days of the week Vocabulary: Days of the week, recap ny name is/feelings Skills: repeat and learn variety of songs Songs, stories, poems/rhymes:</p> <p>Learn French - Days of the week in French - French Lessons</p>
Year 2	<p>Little Red Riding Hood - Petit Chaperon Rouge Vocabulary: body parts, story specific nouns Grammar: nouns/articles Skills: search for keywords in a sentence</p> <p>Songs, stories, poems/rhymes: Little Red Riding, Head Shoulders Knees and Toes</p> <p>Tête, Épaules, Genoux, Pieds Head, Shoulders, Knees and Toes in French Toffee TV</p>	<p>Fruit - Les fruits Vocabulary: name 10 fruits Grammar: qu'est-ce J'aime/t'aime Skills: move from single words to short simple phrases</p> <p>Songs, stories, poems/rhymes: J'aime les fruits - alain le lait (I like fruits)</p>	<p>Animals - Les Animaux Vocabulary: name 10 animals Grammar: Une= feminine/un masculine, je suis Skills: building a short sentence</p> <p>Songs, stories, poems/rhymes: La ferme (French musco video about the farm)</p>
Year 3	<p>Presenting myself - Je me Présente Vocabulary: Numbers to 20, how old are you, where do you live Grammar: J'ai, J'habite a, avoir, je suis Intercultural Understanding: introduce ourselves to others in another language Skills: read short passages of text</p>	<p>Do you have a pet?- As-Tu un Animal? Vocabulary: french words for pets, say you do/don't have a pet Grammar: Indefinite articles, feminine, masculine nouns, relative clause- qui s'appelle Intercultural Understanding: popular animals that people have as pets Skills: start to write full sentences</p> <p>Songs, stories, poems/rhymes:</p>	<p>At the cafe - Au café Vocabulary: order a range of food and drinks, recall greetings in French Grammar: indefinite and partitive article, je prends je voudrais Intercultural Understanding: traditional food dishes in France</p> <p>Skills: short conversations with scaffolds</p>

	<p>Songs, stories, poems/rhymes: 🎵 FRENCH Numbers Song 1-20 🎵 Compter jusqu'à 20 🎵 Comptine des Chiffres 🎵 Learn French https://www.bbc.co.uk/teach/supermovers/ks2-mfl-french-talking-about-myself-with-mwaksy-mudenda/zwvtp4j</p>	<p>Tu as un animal?</p>	
Year 4	<p>In Class- En Classe Vocabulary: classroom objects, say what they have and do not have in their pencil case Grammar: correct use of gender Intercultural: Understand the life of a typical primary school child in France and French speaking countries. Skills: Recall and recycle more spoken target language easier, more quickly and with greater accuracy.</p>	<p>The Weather - Quel temps fait-il? Vocabulary: Repeat and recognise the vocabulary for weather in French, ask and say what the weather is like today, compass points, days of the week Grammar: Il y a, il fait... Conjonctions- et mais Intercultural Understanding: Describe the weather in different regions of France and other French speaking countries using a weather map with symbols. Skills: Listen for longer periods of time and understand what is being said and what questions are being asked.</p>	<p>The Family- La Famille Vocabulary: recognise, say and write the nouns for family members, recall numbers to 100 and basic personal details. Grammar: plural forms of nouns, plural forms of verbs, possessive adjectives mon, ma, mes, elle and elle s'appelle singular/plural Skills: Improve and develop reading skills further by tackling and understanding longer passages of written text.</p>
Year 5	<p>My Home - Chez Moi Vocabulary: Types of dwelling, say where it is, rooms in the house Grammar: J'ai/ je n'ai pas de, conjunctions (et and mais, correct use of gender Intercultural Understanding: different dwellings in French speaking countries Skills: To build complex sentences</p>	<p>Clothes- Les Vêtements Vocabulary: Repeat and recognise the vocabulary for a variety of clothes in French, say what they wear in different weather/situations. Grammar: The verb, to wear porter, adjectival agreement/position Skills: To create longer spoken sentences using first person verb conjugations.</p>	<p>At School- A L'Ecole Vocabulary: Repeat and recognise the vocabulary for school subjects, say what subjects they like and dislike at school, telling the time (hour) Grammar: J'adore, je déteste, parce que Intercultural: Understand the life of a typical primary school child in France/French speaking countries Skills: To write full sentences with increased ease and improved accuracy.</p>
Year 6	<p>The Weekend - Le Week-end Vocabulary: Learn how to say what they do at the weekend in French, ask and tell the time in French. Grammar: er verbs, je prends, je vais, time adverbials, c'est Intercultural Learning: What do people do around the world at different time zones (French speaking countries). Free time activities in French speaking countries Skills: Learn vocabulary skills to give justifications for opinions</p>	<p>Healthy and Unhealthy Food - Manger et Bouger Vocabulary: Name and recognise ten foods and drinks that are considered good/bad for your health, say what activities they do to stay healthy Grammar: Manger (to eat), boire (to drink) Intercultural Understanding: Learn to make a healthy recipe in French. Skills: Read longer passages and understand words and meaning.</p>	<p>Transitional Unit - Me in the World - Moi Dans Le Monde Vocabulary: Name and mention key facts in French on at least one celebration in French speaking countries. Name at least one thing that I am going to do to help protect our planet Intercultural Understanding: About the many countries in the Francophone world. About different festivals (religious and non-religious) around the world. That we are different and yet all the same. That we can all help to protect our planet. Grammar: Verbs & near future tense verb aller (to go) je vais (I'm going)</p>

			Skills: To work on longer, more accurate, authentic and interesting writing based on a better understanding about other countries and celebrations in the wider French-speaking world
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<u>Characteristics of Effective Learning</u>
<p>All Knowledge and Skills maps are underpinned by the Characteristics of Effective Learning The pre-requisite for the Characteristics of Effective learning are:- Children’s ability to learn and think for themselves.</p>
<u>Unique Child</u>
<p>The best preparation for the future is to promote positive dispositions by providing living experiences of making choices, innovating, taking responsibility, facing challenges, thinking flexibly and critically, and knowing how to learn so that they will be able to respond to their unfolding futures. Supporting children in the Characteristics of Effective Learning, a statutory element of the EYFS, is a central responsibility in early years provision.</p>
<p>Each unique child is an active agent of their own development.</p>
<p>The Characteristics of Effective Learning represent the active role children adopt as they follow their curiosity and push themselves to become more competent and to understand more, and are rewarded by the inner satisfaction of mastering new skills and feeling their independence grow.</p>

While the Areas of Learning and Development outline different elements of what children may learn during their first years, the Characteristics of Effective Learning describe how children learn. These learning dispositions, behaviours and habits of mind are particularly important in the EYFS because they build the foundations needed to support children to become lifelong strong learners and independent thinkers.

Wellbeing

Children’s emotional wellbeing is the first necessity for effective learning.
 Children need to feel safe within warm, loving and caring relationships.
 When children’s primary need for emotional safety is met, they can then relax and move into exploring, taking risks, making discoveries, and experiences of the deep involvement through which they learn.

Adults can help children to feel confident and at ease by providing environments that meet children’s need for tenderness and affection, relaxation, inner peace, enjoyment, openness, safety and belonging

Effective learners develop self-regulation, which is the ability to be aware of and to manage their feelings, their actions, and how they are thinking. Self-regulation includes both emotional self regulation developed through emotionally supportive relationships, and cognitive self-regulation.

When there is support for children’s sense of agency – knowing they have control of their own decisions, goals and actions rather than simply being passive in their experiences – they are likely to be effective in their learning.

Play

Play and self-initiated activities are opportunities to build Characteristics of Effective Learning.
 In play, children can follow their own innate curiosity and drive to find things out, to relate to others, and to be in charge of their own actions.

Adults provide an enabling environment for Playing and Exploring through experiences and interactions that respect children’s ideas, autonomy and interests.
 In play, children decide what they will do – often in collaboration with others -- what it is about, who they will play with and for how long. They follow their own curiosity and find their own challenges, using their senses to explore the world and their imaginations to act out what they know and how they feel. They are free to take a risk with new experiences, in open-ended activity.
 In play children also have opportunities to engage in Active Learning, as they are intrinsically motivated toward their own goals. Adults can foster children’s growing powers to concentrate with deep involvement, support resilience by helping children to develop a view that not getting the result they (or others) wanted or were expecting is not a failure, but an opportunity to try again, learn and develop, and that they can keep on trying and persisting even in the face of challenge or difficulties.

Thinking Creatively and Critically. Children think of their own ideas, imagine possibilities, and can creatively combine ideas in spontaneous ways. They make meaning as they notice patterns and build their own working theories to make sense of their experiences, then make predictions and test them to refine their understanding. Problems are identified, possible solutions invented, and with support children become increasingly able to monitor their efforts, to alter their approach flexibly when needed, and to review how well it went and what they have learned. This critical thinking becomes more conscious and under children’s control especially through talking with others about their thoughts, sharing and developing ideas together.

Inclusion and Equalities

Valuing and respecting the diversity of individuals, families and communities is at the heart of early years practice. Inequalities persist in society, with far-reaching effects on children’s education, health and life chances. We must explicitly addressing issues of discrimination and in doing so will meet the Equalities Act 2010 requirement that no child or family is discriminated against in terms of the protected characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership. Equalities and inclusion apply to all children and families.

Each child and family brings their own identity, values, and their unique fund of knowledge influenced by the practices of their community. By becoming aware of and challenging any misconceptions, practitioners can work with families in an equal partnership that requires actively listening to the realities, experiences and perspectives of each individual. Creating an ethos of equality involves being aware of how all the practices and environments in an early years setting appear through the lens of each unique child.

Equity requires more than treating everyone the same. Equality provides fairness through treating everyone the same regardless of need, while **equity** achieves this through treating people differently depending on need. While it is vital for all children and their families to be included and difference celebrated, it is also important that there is awareness of the significant physical, emotional and cognitive barriers many children encounter in accessing early education. Sometimes children and their families may require extra support, and sensitive conversations to develop trust. Talking about race is a first step in countering racism. When adults are silent about race, children’s racial prejudice and misconceptions can be maintained or reinforced. Encouraging dialogue and conversation about difference can evoke children’s strong sense of fairness, and break down false assumptions about everyone being able to succeed on their merits, so that children can develop anti-racist views.

Building awareness through first-hand experiences has lasting impact. While it is important for children to see their own identity reflected in positive ways in the setting, it is equally important for children in settings where there is little diversity to become aware of and to appreciate difference. Visits to places where children can be involved with other cultures and see ways people live and worship can be memorable. Ensure children can see themselves and their families in the environment. Children need to see a representation of ‘someone who looks like me’, or has a family structure like mine, or lives somewhere like where I live, etc.

Focus on the child at the centre. All children are unique. Interests should be central to the offer of high quality learning opportunities. Developing a sense of belonging is an important part of inclusive practice. Feeling different or being marginalised can lead.

Parents

Parents and carers make a crucial difference to children’s outcomes. The benefits are greatest when practitioners and families work in partnership to develop ways to support children both at home and in the setting. Working together ensures a good understanding of a child’s needs, leading to appropriate provision within the setting and the possibility of supporting learning in the home. Parents are children’s first and most enduring educators.

Partnerships with parents can be truly effective only when parents and practitioners work together to enable children to create meaningful connections to their wider world and to foster a love of learning. Parents must feel included, listened to and trusted within their own teaching role.

Year 1 Languages Knowledge Map			
Knowledge	Year 1 J'apprends Francais Autumn	Year 1 Core Vocabulary and Phonetics Spring	Year 1 Days of the week Summer
Enquiry Question	What language do people speak in France?	What is our classes favourite colour?	What are the days of the week in French?
Languages Knowledge Concepts			
Knowledge Concepts	Year 1 J'apprends Francais	Year 1 Core Vocabulary and Phonetics	Year 1 Days of the week

	Autumn	Spring	Summer
Key concepts			
Vocabulary	<p>To know how to count to five in French.</p> <p>To know how to say hello and goodbye in French</p> <p>To know how to say “my name is...”</p> <p>To know how to ask what someone’s name is in French</p>	<p>To know how to count to ten in French.</p> <p>To know four colours in French.</p> <p>To know how to count aloud and write to 10 in French. To know how to say how they are feeling in French.</p> <p>To know how to ask how someone is feeling</p>	<p>To know the days of the week in French.</p> <p>To know eight colours in French.</p> <p>To know the sounds of the French alphabet.</p> <p>To spell my name aloud in French</p> <p>To have a short conversation in French</p>
Intercultural Understanding	<p>To know where France is on a map.</p> <p>To know about other countries where French is spoken.</p> <p>To know that Paris is the capital of France.</p>		
VOCABULARY			
Specific lesson / unit Vocabulary	<p>Bonjour = Hello Au revoir = Goodbye</p> <p>Un = One Deux = Two Trois = Three Quatre = Four Cinq = Five</p> <p>Comment tu t’appelles? = What is your name? Je m’appelle... = My name is...</p>	<p>Six = Six Sept = Seven Huit = Eight Neuf = Nine Dix = Ten</p> <p>Rouge = Red Bleu = Blue Jaune = Yellow Vert = Green</p> <p>Un = One Deux = Two Trois = Three Quatre = Four Cinq = Five Six = Six Sept = Seven Huit = Eight Neuf = Nine</p>	<p>Lundi = Monday Mardi = Tuesday Mercredi = Wednesday Jeudi = Thursday Vendredi = Friday Samedi = Saturday Dimanche = Sunday</p> <p>Rouge = Red Bleu = Blue Jaune = Yellow Vert = Green Noir = Black Blanc = White Gris = Grey Orange = Orange Violet = Purple Marron = Brown</p> <p>Bonjour = Hello</p>

Blyth WISE Languages Mapping

		<p>Dix = Ten</p> <p>Ça va? How are you? Ça va bien I am fine Ça va mal I am not very well Comme ci, comme ça So, so!</p>	<p>Au revoir = Goodbye Comment tu t'appelles?= What is your name? Je m'appelle = My name is... Ça va? = How are you? Ça va bien = I am fine Ça va mal = I am not very well Comme ci, comme ça = So, so!</p>
Skills	Year 1 J'apprends Francais Autumn	Year 1 Core Vocabulary and Phonetics Spring	Year 1 Days of the week Summer
speaking/listening	<p>To recall French phrases and repeat learned French phrases.</p> <p>To be able to answer a variety of simple key questions in French.</p> <p>To start speaking French and start building up memory.</p> <p>To listen and understand a question and be able to respond.</p>	<p>To explore, understand and mimic the pattern of sound and language by repeating and learning a variety of songs.</p> <p>To listen to short familiar stories and songs in French.</p> <p>To learn to match the language heard to images.</p> <p>To repeat and recall from memory.</p>	<p>To repeat and recall from memory with good pronunciation.</p> <p>To explore, understand and mimic the pattern of sound and language by repeating and learning a variety of songs.</p> <p>To start speaking French and start building up memory.</p> <p>To learn to match the language heard to images.</p>
Phonics	Numbers 0-10 (Physical French Phonics)	Colours (Physical French Phonics)	Months of the Year (Physical French Phonics)
Intercultural Understanding	To use a basic world map to show where France is.		
APPRECIATION OF WRITING			
	Year 1 J'apprends Francais Autumn	Year 1 Core Vocabulary and Phonetics Spring	Year 1 Days of the week Summer
WRITING Stories, poems and rhymes	<p>French Salutations</p> <p>Numbers 1-10 poem/song</p>	<p>The Hungry Caterpillar</p> <p>Colours song</p>	<p>Days of the week song</p> <p>Numbers 1-10 poem/song</p>
END POINTS			
End Point	Year 1 J'apprends Francais Autumn	Year 1 Core Vocabulary and Phonetics Spring	Year 1 Days of the week Summer

	<p>To take the role of a teacher and present where France is on a map. To sing the numbers 1-5 and the teacher to record. By the end of this unit children should know: That France is a country and where it is on a map. That people speak French there. That there are 29 other countries that speak French. How to say hello and goodbye and begin to say their name How to repeat and recall numbers to 5</p>	<p>To role play a short French phonics session to be recorded by the teacher. To perform a French colours song By the end of this unit children should know: Numbers to 10 10 colours in French and be able to point/ pick out to the correct colour when asked. Ask how someone is feeling and respond to the question.</p>	<p>To play a 'my turn, your turn' game using days of the week. To independently sing\say\perform colours. By the end of this unit children should know: How to repeat and recall the days of the week in French. How to recall 8 colours in French confidently. Have a short conversation in French (hello, name, how they are feeling, goodbye)</p>
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SIGNIFICANT PEOPLE/ORGANISATIONS

	Year 1 J'apprends Francais Autumn	Year 1 Core Vocabulary and Phonetics Spring	Year 1 Days of the week Summer
Cultural Capital	Jean Castex - French prime minister Emmanuel Macron- French President	Monet Van Gough	

SMSC & British Values

	Year 1 J'apprends Francais Autumn	Year 1 Core Vocabulary and Phonetics Spring	Year 1 Days of the week Summer
British Values (Democracy. Rule of Law. Tolerance. Mutual Respect. Individual Liberty)	To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. To respect other cultures and traditions.	To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. To respect other cultures and traditions.	To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. To respect other cultures and traditions.
Equalities (SMSC, protected characteristics, race, gender, safeguarding etc.)	Cultural - to have an understanding and appreciation of other cultures and languages. To understand the customs and traditions of those who live in different countries.	Cultural - to have an understanding and appreciation of other cultures and languages. To understand the customs and traditions of those who live in different countries.	Cultural - to have an understanding and appreciation of other cultures and languages. To understand the customs and traditions of those who live in different countries.

SAFEGUARDING

Blyth WISE Languages Mapping

	Year 1 J'apprends Francais Autumn	Year 1 Core Vocabulary and Phonetics Spring	Year 1 Days of the week Summer
Mental Health & Wellbeing			
Personal & Physical			

LINKED CAREERS

	Year 1 J'apprends Francais Autumn	Year 1 Core Vocabulary and Phonetics Spring	Year 1 Days of the week Summer
Cultural Capital	Languages teacher Travel agent/airline staff	Languages teacher Travel agent/airline staff	Languages teacher Travel agent/airline staff

Year 2 Languages Knowledge Map			
Knowledge	Year 2 Little Red Riding Hood - Petit Chaperon Rouge Autumn	Year 2 Fruit - Les fruits Spring	Year 2 Animals - Les Animaux Summer
Enquiry Question	How do you say different body parts in French?	What is our class' favourite fruit?	What animals do our friends like/dislike?
Languages Knowledge Concepts			
Knowledge	Year 2 Little Red Riding Hood - Petit Chaperon Rouge Autumn	Year 2 Fruit - Les fruits Spring	Year 2 Animals - Les Animaux Summer
Vocabulary	<p><u>Prior Learning - to be covered in starter activities</u> To know the numbers 1-10 in French.</p> <p>To know the days of the week in French.</p> <p>To know the colours in French.</p> <p>To know the key sounds of the French alphabet.</p> <p><u>New learning</u> To know key French vocabulary from the story of 'Little Red Riding Hood'.</p> <p>To know the french words for body parts.</p> <p>To know the spelling in french for body parts. To know and understand the french version of 'Head, shoulders, knees and toes' (when sung as a class) and do the correct movements.</p>	<p><u>Prior learning (all previously taught vocabulary) - to be covered in starter activities</u></p> <p><u>New learning</u> To know the French words to name up to 10 fruits.</p> <p>To know how to spell some fruit names in French.</p> <p>To know the plural words for fruits.</p> <p>To know how to ask 'Do you like?' questions in French.</p> <p>To know the sentence stems for 'I like and I dislike' in French.</p>	<p><u>Prior learning (all previously taught vocabulary) - to be covered in starter activities</u></p> <p><u>New learning</u> To recall key language already taught (colours, numbers, days of the week, greetings)</p> <p>To know the words for at least five animals in French. To know the french words for a (un/une)</p> <p>To know "un" is masculine and "une" is feminine.</p> <p>To know the sentence stems for 'I like and I dislike' in French.</p>
Intercultural Understanding			To know that the French language has masculine and feminine words.
VOCABULARY			
Specific lesson / unit Vocabulary	<p><i>Petit Chaperon Rouge = Little Red Riding Hood</i></p> <p><i>La maison = The house</i></p> <p><i>La grand-mère = The grandmother</i></p>	<p><i>Le pomme = An apple</i></p> <p><i>Une fraise = A strawberry</i></p> <p><i>Une pêche = A peach</i></p>	<p><i>Un lion = a lion</i></p> <p><i>Un oiseau = a bird</i></p> <p><i>Un lapin = a rabbit</i></p>

Blyth WISE Languages Mapping

	<p><i>Le loup = The wolf</i> <i>Le bûcheron = The woodcutter</i> <i>La forêt = The forest</i> <i>Les parents = The parents</i> <i>Des gâteaux = Some cakes</i> <i>Le corps = The body</i> <i>La tête = The head</i> <i>La bouche = The mouth</i> <i>Le nez = The nose</i> <i>Les yeux = The eyes</i> <i>Les pieds = The feet</i> <i>Les oreilles = The ears</i> <i>Les genoux = The knees</i> <i>Les épaules = The shoulders</i></p>	<p><i>Une banane = A banana</i> <i>Une cerise = A cherry</i> <i>Une orange = An orange</i> <i>Une prune = A plum</i> <i>Une poire = A pear</i> <i>Une kiwi = A kiwi</i> <i>Un abricot = An apricot</i> <i>Une pomme = The apples</i> <i>Les fraises = The strawberries</i> <i>Les pêches = The peaches</i> <i>Les bananes = The bananas</i> <i>Les cerises = The cherries</i> <i>Les oranges = The oranges</i> <i>Les prunes = The plums</i> <i>Les poires = The pears</i> <i>Les kiwis = The kiwis</i> <i>Les abricots = The apricot</i> <i>Est-ce que tu aimes ... ? Do you like ... ?</i> <i>J'aime ... = I like ...</i> <i>Je n'aime pas ... I don't like ...</i></p>	<p><i>Un cheval = a horse</i> <i>Un mouton = a sheep</i> <i>Un singe = a monkey</i> <i>Un cochon = a pig</i> <i>Un canard = a duck</i> <i>Une vache = a cow</i> <i>Une souris = a mouse</i> <i>Est-ce que tu aimes ... ? Do you like ... ?</i> <i>J'aime ... = I like ...</i> <i>Je n'aime pas ... I don't like ...</i></p>
Skills	<p>Year 2 Little Red Riding Hood - Petit Chaperon Rouge Autumn</p>	<p>Year 2 Fruit - Les fruits Spring</p>	<p>Year 2 Animals - Les Animaux Summer</p>
Speaking/ listening	<p>To repeat and recall from memory.</p> <p>To start to respond and listen to phrases in French.</p> <p>To understand very short passages of spoken language that they hear.</p> <p>To listen to short familiar stories and songs in French and recall known vocabulary.</p> <p>To learn to match the language heard and words taught to images and body parts.</p>	<p>To repeat and recall from memory.</p> <p>To learn to match the language heard and words taught to images.</p> <p>To start to be able to give a simple positive and/or negative opinion in spoken form.</p> <p>To begin to move from single words to short simple phrases.</p>	<p>To repeat and recall from memory.</p> <p>To learn to match the language heard and words taught to images.</p> <p>To start to be able to give a simple positive and/or negative opinion in spoken form.</p>
Reading	<p>To learn to gist read by searching for keywords in a sentence and by circling key nouns and articles in word puzzles and word searches.</p>	<p>To learn to gist read by searching for keywords in a sentence and by circling key nouns and articles in word puzzles and word searches.</p>	<p>To learn to gist read by searching for keywords in a sentence and by circling key nouns and articles in word puzzles and word searches.</p>

Blyth WISE Languages Mapping

Writing	To start to develop writing skills by filling in missing letters.	To start to develop writing skills by filling in missing letters.	To start to develop writing skills by filling in missing letters.
Grammar	nouns/articles	To understand better the use of the negative form. Know how to change something from the positive into the negative. qu'est-ce J'aime/t'aime	To know that the French language has masculine and feminine words. To understand better the use of the negative form. Know how to change something from the positive into the negative. To start to understand the concept of nouns and articles. To understand the concept of gender. Une= feminine un masculine, je suis
Phonics	Numbers 0-10 (Physical French Phonics)	Colours (Physical French Phonics)	Months of the Year (Physical French Phonics)
APPRECIATION OF WRITING			
	Year 2 Little Red Riding Hood - Petit Chaperon Rouge Autumn	Year 2 Fruit - Les fruits Spring	Year 2 Animals - Les Animaux Summer
WRITING Stories, poems and rhymes	Little Red Riding Hood Little Red Riding Hood Song	Fruits rhyming song	
END POINTS			
End Point	Year 2 Little Red Riding Hood - Petit Chaperon Rouge Autumn	Year 2 Fruit - Les fruits Spring	Year 2 Animals - Les Animaux Summer
	To perform a simple role play of a short part of Petit Chaperon Rouge By the end of this unit, children should: Be able to listen to and understand a story read in French and pick out taught vocabulary. Be able to recall and point to different body parts. Be able to fill in missing letters to complete words relating to body parts.	To role play a shop using fruit names. By the end of this unit the children should: Be able to recall 10 fruits they have learned. Be able to identify images and words of fruits taught. Be able to say what fruits they like and don't like.	To create a short presentation about one animal By the end of this unit the children should: Be able to recall the animals they have learned. Be able to identify images and words of animals taught. Know what gender is and recognise masculine and feminine articles. Be able to say what animals they like and don't like.

SIGNIFICANT PEOPLE/ORGANISATIONS			
	Year 2 Little Red Riding Hood - Petit Chaperon Rouge Autumn	Year 2 Fruit - Les fruits Spring	Year 2 Animals - Les Animaux Summer
Cultural Capital	Charles Perrault - Author of Little Red Riding Hood	Michel Guerard - French Chef who promotes healthy eating.	Lynne Hull - Les amis des animaux (Animal Friends) - President of French cat and dog rescue charity.

SMSC			
	Year 2 Little Red Riding Hood - Petit Chaperon Rouge Autumn	Year 2 Fruit - Les fruits Spring	Year 2 Animals - Les Animaux Summer
British Values (Democracy. Rule of Law. Tolerance. Mutual Respect. Individual Liberty)	To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. To respect other cultures and traditions.	To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. To respect other cultures and traditions.	To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. To respect other cultures and traditions.
Equalities (SMSC, protected characteristics, race, gender, safeguarding etc.)	Cultural - to have an understanding and appreciation of other cultures and languages. To understand the customs and traditions of those who live in different countries.	Cultural - to have an understanding and appreciation of other cultures and languages. To understand the customs and traditions of those who live in different countries.	Cultural - to have an understanding and appreciation of other cultures and languages. To understand the customs and traditions of those who live in different countries.

SAFEGUARDING			
	Year 2 Little Red Riding Hood - Petit Chaperon Rouge Autumn	Year 2 Fruit - Les fruits Spring	Year 2 Animals - Les Animaux Summer
Mental Health & Wellbeing	Stranger Danger: Remind chn about staying with people who are trusted and they know them Remind chn that we need to stay safe and not follow people we do not know		
Personal & Physical			

Blyth WISE Languages Mapping

	Explain that children must tell someone if they do not feel safe with someone		
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LINKED CAREERS

	Year 2 Little Red Riding Hood - Petit Chaperon Rouge Autumn	Year 2 Fruit - Les fruits Spring	Year 2 Animals - Les Animaux Summer
Cultural Capital	Linguist Interpreter Languages teacher Author/Illustrator	Linguist Interpreter Languages teacher Shopkeeper	Linguist Interpreter Languages teacher Zoo keeper

LOCAL STUDY

	Year 2 Little Red Riding Hood - Petit Chaperon Rouge Autumn	Year 2 Fruit - Les fruits Spring	Year 2 Animals - Les Animaux Summer
Links to locality		Local shops	Kirkly Hall Zoo

Year 3 Languages Knowledge Map			
Knowledge	Year 3 Presenting myself - Je me Présente Autumn	Year 3 Do you have a pet?- As-Tu un Animal? Spring	Year 3 At the cafe - Au café Summer
Enquiry Question	How can I present myself in French?	What pets do our classmates have?	How do I order food from a cafe?
Languages Knowledge Concepts			
Knowledge	Year 3 Presenting myself - Je me Présente Autumn	Year 3 Do you have a pet?- As-Tu un Animal? Spring	Year 3 At the cafe - Au café Summer
Vocabulary	<p>To know numbers to 20 in French.</p> <p>To know how to have a simple conversation about how you are feeling in French (<i>Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.</i>)</p> <p>To know that 'Comment tu t'appelles?' means 'What is your name?'</p> <p>To know that 'Je m'appelle' means 'My name is'</p> <p>To know how to ask someone how old they are in French (<i>Quel âge as-tu?</i>)</p> <p>To know how to say how old you are in french (<i>J'ai ... ans = I am ... years old</i>)</p> <p>To know that 'Où habites-tu?' means 'Where do you live?' in french.</p>	<p>To know the french words for pets</p> <p>To know how to spell eight nouns (<i>including the correct article for each</i>) for pets in French.</p> <p>To identify whether a noun is masculine or feminine using a dictionary.</p> <p>To know how to tell somebody in French if you have or do not have a pet.</p> <p>To know how to ask somebody else in French if you have a pet.</p> <p>To know how to tell somebody in French the name of your pet.</p> <p>To know how to make attempts to create longer phrases using the connectives(<i>ET =and or MAIS =but.</i>)</p>	<p>To know how to order a range of foods from a French menu.</p> <p>To know how to order a range of drinks (<i>juice, tea, tea with milk, coffee, coffee with milk, hot chocolate</i>) from a French menu.</p> <p>To know how to order a range of typical French snacks (<i>ham omelette, crepe, cheese sandwich, croque monsieur, fries, orangeade, coke</i>).</p> <p>To know how to ask for the bill in french</p> <p>To know how to order a French breakfast and lunch.</p> <p>To be able to recall greetings in french (hello, goodbye, please and thank you)</p>

	To know that 'J'habite à' means 'I live in' in french. To know how to say if you are French or English (<i>introducing concepts of gender and agreement</i>)		
Intercultural Understanding	To know the traditional way of greeting others in France (<i>hand shake-strangers, kiss on the cheek-family and friends, bonjour, bonsoir</i>) To know why we learn to introduce ourselves in another language. To know that not all people speak English (<i>and therefore learning a new language allows us to communicate with those who do not</i>).	To know the most common pets in French speaking countries and the reasons why (<i>dogs and cats- to guard and protect or get rid of vermin</i>)	To know that others eat different dishes to those in the UK. To know about traditional dishes in France (**)

VOCABULARY

Specific lesson / unit Vocabulary	<p><i>Un = One Onze = Eleven</i> <i>Deux = Two Douze = Twelve</i> <i>Trois = Three Treize = Thirteen</i> <i>Quatre = Four Quatorze = Fourteen</i> <i>Cinq = Five Quinze = Fifteen</i> <i>Six = Six Seize = Sixteen</i> <i>Sept = Seven Dix-sept = Seventeen</i> <i>Huit = Eight Dix-huit = Eighteen</i> <i>Neuf = Nine Dix-neuf = Nineteen</i> <i>Dix = Ten Vingt = Twenty</i></p> <p><i>Salut = Hello</i> <i>Au revoir = Goodbye</i> <i>Ça Va? = How are you?</i> <i>Ça va bien = I am fine</i> <i>Ça va mal = I am not very well</i> <i>Pas mal / Comme ci, comme ça = So, so</i> <i>Je suis anglais = I am French (masculine)</i> <i>Je suis anglaise = I am English (feminine)</i> <i>Je suis français = I am French (m)</i> <i>Je suis française = I am French (f)</i></p>	<p><i>Un chien= A dog</i> <i>Un chat= A cat</i> <i>Un lapin= A rabbit</i> <i>Un hamster= A hamster</i> <i>Un poisson rouge= A goldfish</i> <i>Un oiseau=A bird</i> <i>Une souris= A mouse</i> <i>J'ai I have</i> <i>Je n'ai pas de / d' I do not have</i> <i>J'ai un I have a (masculine)</i> <i>J'ai une I have a (feminine)</i> <i>Qui s'appelle =That is called</i> <i>et = and</i> <i>mais = but</i></p>	<p><i>Un croissant = A croissant</i> <i>Du beurre = Some butter</i> <i>Du pain = Some bread</i> <i>De la confiture = Some jam</i> <i>Des biscottes = Some melba toast</i> <i>Des céréales = Some cereal</i> <i>Un jus d'orange = An orange juice</i> <i>Un café = A black coffee</i> <i>Un café au lait = A white coffee</i> <i>Un thé au citron = A lemon tea</i> <i>Un thé au lait = A tea with milk</i> <i>Un chocolat chaud = A hot chocolate</i> <i>Un omelette au jambon = A ham omelette</i> <i>Une crêpe à la confiture = A pancake with jam</i> <i>Un sandwich au fromage = A cheese sandwich</i> <i>Un croque-monsieur = A ham and cheese toastie</i> <i>Des frites = Some chips</i> <i>Un coca-cola = A coke</i> <i>Un orangina = An orangeade</i> <i>Puis-je avoir l'addition s'il vous plaît ? - Can I have the bill please?</i> <i>Qu'est-ce que tu prends pour le petit déjeuner? = What would you like for breakfast?</i> <i>Qu'est-ce que tu prends pour le déjeuner? = What would you like for lunch?</i> <i>Vous désirez? = What would you like?</i> <i>Je prends... = I would like</i> <i>S'il vous plaît = Please</i></p>
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			<p><i>L'addition s'il vous plaît = The bill please</i> <i>Salut = Hello</i> <i>Au revoir = Goodbye</i> <i>S'il vous plaît = Please</i> <i>Merci = Thank you</i> <i>De rien = You're welcome</i></p>
Skills	Year 3 Presenting myself - Je me Présente Autumn	Year 3 Do you have a pet?- As-Tu un Animal? Spring	Year 3 At the cafe - Au café Summer
Speaking/Listening	<p>To build up a larger bank of spoken vocabulary</p> <p>To begin to create short, spoken simple sentences in the 1st person using high frequency verbs</p> <p>To begin to understand very short passages of spoken language.</p> <p>To appreciate familiar stories and songs in the foreign language using stories.</p>	<p>To build up a larger bank of spoken vocabulary</p> <p>To use scaffolds and reference materials to improve their range of spoken vocabulary.</p> <p>To continue to explore, understand and mimic the patterns of sound and language by repeating and learning / recalling from memory songs and raps.</p>	<p>To build up a larger bank of spoken vocabulary</p> <p>To begin to create short, spoken simple sentences in the 1st person using high frequency verbs.</p> <p>To develop and learn short spoken sentences with accurate pronunciation, retention and recall.</p>
Reading	To read short passages of text.	To read short passages of text.	To understand most of what is read when reading a simple list or menu.
Writing	To construct basic sentences and short simple phrases.	<p>To construct basic sentences and short simple phrases.</p> <p>With the appropriate scaffold, attempt to write a short simple sentence with an article, noun and verb.</p>	<p>To construct basic sentences and short simple phrases.</p> <p>With the appropriate scaffold, attempt to write a short simple sentence with an article, noun and verb.</p>
Grammar	To know J'ai, J'habite a, avoir, je suis	<p>To use a dictionary to improve knowledge of genders when introduced to unknown nouns.</p> <p>To know ndefinite articles, feminine, masculine nouns, relative clause- qui s'appelle</p>	To know the indefinite and partitive article, je prends je voudrais
Phonics	Numbers 0-10 (Physical French Phonics)	Colours (Physical French Phonics)	Months of the Year (Physical French Phonics)
APPRECIATION OF WRITING			

Blyth WISE Languages Mapping

	Year 3 Presenting myself - Je me Présente Autumn	Year 3 Do you have a pet?- As-Tu un Animal? Spring	Year 3 At the cafe - Au café Summer
WRITING Stories, poems and rhymes	Months of the year song Birthday song	French Pets Song	French at the cafe rhymes

END POINTS

End Point	Year 3 Presenting myself - Je me Présente Autumn	Year 3 Do you have a pet?- As-Tu un Animal? Spring	Year 3 At the cafe - Au café Summer
	To make a short seesaw presentation to introduce themselves in French. By the end of this unit children should: Know numbers to 20 in French. Be able to have a simple conversation about how they are feeling. To be able to introduce themselves in French.	To create a bar chart of our class' favourite pets. By the end of this unit children should: Know French words for pets and be able to spell them correctly. To be able to say if they have/ don't have a pet.	To create a role play situation where children order food at a cafe. By the end of this unit children should: Know how to order food and drink from a French venue. To know how to ask for the bill. To know about traditional French dishes.

SIGNIFICANT PEOPLE/ORGANISATIONS

	Year 3 Presenting myself - Je me Présente Autumn	Year 3 Do you have a pet?- As-Tu un Animal? Spring	Year 3 At the cafe - Au café Summer
Cultural Capital	French speaking celebrities: Justin Bieber Queen Elizabeth Johnny Depp Emma Watson	Lynne Hull - Les amis des animaux (Animal Friends) - President of French cat and dog rescue charity.	Pierre Herme - Pastry chef Jean Christophe Novelli - Chef

SMSC

	Year 3 Presenting myself - Je me Présente Autumn	Year 3 Do you have a pet?- As-Tu un Animal? Spring	Year 3 At the cafe - Au café Summer

Blyth WISE Languages Mapping

<p>British Values (Democracy. Rule of Law. Tolerance. Mutual Respect. Individual Liberty)</p>	<p>To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. To respect other cultures and traditions.</p>	<p>To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. To respect other cultures and traditions.</p>	<p>To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. To respect other cultures and traditions.</p>
<p>Equalities (SMSC, protected characteristics, race, gender, safeguarding etc.)</p>	<p>Cultural - to have an understanding and appreciation of other cultures and languages. To understand the customs and traditions of those who live in different countries.</p>	<p>Cultural - to have an understanding and appreciation of other cultures and languages. To understand the customs and traditions of those who live in different countries.</p>	<p>Cultural - to have an understanding and appreciation of other cultures and languages. To understand the customs and traditions of those who live in different countries.</p>

SAFEGUARDING

	<p>Year 3 Presenting myself - Je me Présente Autumn</p>	<p>Year 3 Do you have a pet?- As-Tu un Animal? Spring</p>	<p>Year 3 At the cafe - Au café Summer</p>
<p>Mental Health & Wellbeing</p>	<p>Identity: Discuss differences and similarities physically Discuss likes and dislikes Explain that it is good to be different</p>	<p>Animal Safety: Discuss caring for animals - what do they need? Discuss not approaching an animal you do not know - ask permission</p>	
<p>Personal & Physical</p>			

LINKED CAREERS

	<p>Year 3 Presenting myself - Je me Présente Autumn</p>	<p>Year 3 Do you have a pet?- As-Tu un Animal? Spring</p>	<p>Year 3 At the cafe - Au café Summer</p>
<p>Cultural Capital</p>	<p>Linguist Interpreter Languages teacher</p>	<p>Linguist Interpreter Languages teacher vet</p>	<p>Waiter/Waitress maitre d</p>

Year 4 Languages Knowledge Map			
Knowledge	Year 4 In Class- En Classe Autumn	Year 4 The Weather - Quel temps fait-il? Spring	Year 4 My Family- Ma Famille Summer
Enquiry Question	How do I name different classroom objects?	How do I tell someone about the weather?	How do I talk about my family?
Languages Knowledge Concepts			
Knowledge	Year 4 In Class- En Classe Autumn	Year 4 The Weather - Quel temps fait-il? Spring	Year 4 My Family- Ma Famille Summer
Vocabulary	<p>To recognise and repeat from memory simple classroom objects and use the correct gender.</p> <p>To say what they have and do not have in their pencil case.</p> <p>To understand what others say they have and do not have in their pencil case</p> <p>To recognise and respond to simple classroom commands and praise.</p>	<p>To repeat and recognise the vocabulary for weather in French.</p> <p>To know the days of the week and integrate them into information about the weather</p> <p>To ask what the weather is like today</p> <p>To say what the weather is like today.</p>	<p>To continue to count in French to 100</p> <p>To understand the concept of the possessive adjectives 'mon', 'ma' and 'mes'.</p> <p>To move from 1st person singular to 3rd person singular of s'appeler (to be called) and of avoir (to have).</p> <p>To learn how to say the various nouns for family members</p> <p>To use the possessive adjective 'my' with increasing accuracy and understanding.</p> <p>To introduce the language required to ask and answer the target question: As-tu des frères et sœurs?</p> <p>To say the age of various family members.</p>
Intercultural Understanding		<p>To create a French weather map.</p> <p>To describe the weather in different regions of France using a weather map with symbols.</p>	
VOCABULARY			
Specific lesson / unit Vocabulary	<p>Un bâton de colle = a glue stick</p> <p>Un livre = a reading book</p> <p>Un cahier = an exercise book</p>	<p>Quel temps fait-il? = What weather is it?</p> <p>Il pleut = it is raining</p>	<p>La mère = the mother/the mum</p> <p>La sœur = the sister</p> <p>La sœur aînée = the older sister</p>

	<p>Un crayon = a pencil Un taille crayon = a pencil sharpener Un stylo = a pen Un cartable = a school bag Une calculatrice = a calculator Une règle = a ruler Une gomme = a rubber / eraser Une trousse = a pencil case Des ciseaux = scissors</p> <p>J'ai = I have..... Je n'ai pas de = I have not got / I do not have.... Dans ma trousse j'ai... = In my pencil case I have... Dans ma trousse je n'ai pas de... = In my pencil case I do not have</p> <p>Écoutez = listen Écrivez = write Répétez = repeat Levez la main = raise your hand Demandez = ask Pensez = think Lisez = read Silence = silence Fermez vos cahiers = close your books Ouvrez vos cahiers = open your books</p>	<p>Il neige = it is snowing Il y a du soleil = it is sunny Il y a du vent = it is windy Il y a un orage = there is a storm Il fait beau = the weather is fine Il fait mauvais = the weather is not good Il fait froid = it is cold Il fait chaud = it is hot</p> <p>Dans le nord de la France = in the north of France Dans le sud de la France = in the south of France Dans le centre de la France = in the centre of France Dans l'ouest de la France = in the west of France Dans l'est de la France = in the east of France</p>	<p>La sœur cadette = the younger sister La grand-mère = the grandmother La tante = the aunt Le père = the father/the dad Le frère = the brother Le grand-père = the grandfather L'oncle = the uncle La belle-mère = the stepmother La demi-sœur = the stepsister/ half sister La cousine = the cousin (female) Le beau-père = the stepfather Le demi-père = the stepbrother/half brother Le cousin = the cousin (male)</p> <p>For male members of the family Mon frère = My brother Mon père = My father/dad Mon grand-père = My grandfather Mon oncle = My uncle Plus: Mon beau-père = My stepfather Mon demi-frère = My stepbrother Mon cousin = My cousin (male)</p> <p>For female members of the family Ma sœur = My sister Ma mère = My mother/mum Ma grand-mère = My grandmother Ma tante = My aunty Plus: Ma belle-mère = My stepmother Ma demi-sœur = My stepsister Ma cousine = My cousin (female)</p> <p>For talking about more than one member of the family Mes sœurs = My sisters Mes grands-parents = My grandparents Mes parents = My parents Mes frères = My brothers (or siblings so both brothers & sisters) Mes cousins = My cousins As-tu des frères et sœurs ? = Do you have any brothers or sisters? Oui! = Yes!</p>
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			<p>J'ai un frère = I have a brother J'ai une sœur = I have a sister J'ai deux frères = I have two brothers J'ai deux sœurs = I have two sisters Non! = No! Je suis fils unique = I am an only child (boy) Je suis fille unique = I am an only child (girl) Ma famille = My family Comment tu t'appelles? = what is your name? Je m'appelle = my name is... Il/elle s'appelle... = his/her name is... Plus: Ils/elles s'appellent ... = their names are...</p>
Skills	Year 4 In Class- En Classe Autumn	Year 4 The Weather - Quel temps fait-il? Spring	Year 4 My Family- Ma Famille Summer
Speaking/Listening	<p>To recall and recycle more spoken target language easier, more quickly and with greater accuracy.</p> <p>To begin to understand very short passages of spoken language.</p>	<p>To use scaffolds and reference materials to improve their range of spoken vocabulary.</p> <p>To include adjectives in their spoken sentences.</p> <p>Listen for longer periods of time and understand what is being said and what questions are being asked.</p>	<p>To develop and learn short spoken sentences with accurate pronunciation, retention and recall.</p> <p>To listen for longer periods of time and understand what is being said and what question is being asked.</p>
Reading	To read short passages of text.	To read short passages of text.	<p>To improve and develop reading skills further by tackling and understanding longer passages of written text.</p> <p>To translate short sentences from French into English with high accuracy and also from English into French.</p>
Writing	<p>To construct basic sentences and short simple phrases.</p> <p>With the appropriate scaffold, attempt to write a short simple sentence with an article, noun and verb.</p>	To start to write full sentences with increased ease and improved accuracy.	To write about themselves in more detail using full sentences using the correct word order.
Grammar	To know the correct use of gender	To know il y a, il fait... Conjonctions- et mais	To know the plural forms of nouns, plural forms of verbs, possessive adjectives mon, ma, mes, elle and elle s'appelle singular/plural

Blyth WISE Languages Mapping

Phonics	Numbers 0-10 (Physical French Phonics)	Colours (Physical French Phonics)	Months of the Year (Physical French Phonics)
APPRECIATION OF WRITING			
	Year 4 In Class- En Classe Autumn	Year 4 The Weather - Quel temps fait-il? Spring	Year 4 My Family - Ma Famille Summer
WRITING Stories, poems and rhymes	Pencil case song	French Pets Song	Story about a family
END POINTS			
End Point	Year 4 In Class- En Classe Autumn	Year 4 The Weather - Quel temps fait-il? Spring	Year 4 My Family - Ma Famille Summer
	Create a poster showing different items allowed in a pencil case at school and those which aren't.	Present a weather report in different regions of France.	Draw a family portrait and describe who belongs to your family (or a made up family)
SIGNIFICANT PEOPLE/ORGANISATIONS			
	Year 4 In Class- En Classe Autumn	Year 4 The Weather - Quel temps fait-il? Spring	Year 4 My Family- Ma Famille Summer
Cultural Capital	Languages teacher	Weather reporter- watch a French weather report	Angel and Dick Strawbridge and Château de la Motte-Husson
SMSC			
	Year 4 In Class- En Classe Autumn	Year 4 The Weather - Quel temps fait-il? Spring	Year 4 My Family- Ma Famille Summer
British Values (Democracy. Rule of Law. Tolerance. Mutual Respect. Individual Liberty)	<ul style="list-style-type: none"> To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. <p>To respect other cultures and traditions.</p>	<ul style="list-style-type: none"> To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. <p>To respect other cultures and traditions.</p>	<ul style="list-style-type: none"> To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. To respect other cultures and traditions.

Blyth WISE Languages Mapping

<p>Equalities (SMSC, protected characteristics, race, gender, safeguarding etc.)</p>	<ul style="list-style-type: none"> • Cultural - to have an understanding and appreciation of other cultures and languages. • To understand the customs and traditions of those who live in different countries. 	<ul style="list-style-type: none"> • Cultural - to have an understanding and appreciation of other cultures and languages. • To understand the customs and traditions of those who live in different countries. 	<ul style="list-style-type: none"> • Cultural - to have an understanding and appreciation of other cultures and languages. • To understand the customs and traditions of those who live in different countries.
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SAFEGUARDING

	<p>Year 4 In Class- En Classe Autumn</p>	<p>Year 4 The Weather - Quel temps fait-il? Spring</p>	<p>Year 4 My Family- Ma Famille Summer</p>
<p>Mental Health & Wellbeing</p>	<p>Reminding children about being safe within the classroom environment and why it is important to follow class rules</p>	<p>Discussing how the weather is different in France to what we experience and how this can have an effect on our day to day lives</p>	<p>Discussing different family types Celebrating differences</p>
<p>Personal & Physical</p>			

LINKED CAREERS

	<p>Year 4 In Class- En Classe Autumn</p>	<p>Year 4 The Weather - Quel temps fait-il? Spring</p>	<p>Year 4 My Family- Ma Famille Summer</p>
<p>Cultural Capital</p>	<p>Linguist Interpreter Languages teacher</p>	<p>Linguist Interpreter Weather reporter</p>	<p>Linguist Interpreter Languages teacher</p>

Year 5 Languages Knowledge Map			
Knowledge	Year 5 My Home – Chez Moi Autumn	Year 5 Clothes- Les Vêtements Spring	Year 5 At School- A L'Ecole Summer
Enquiry Question	How do I tell someone about my home?	How do I talk about my clothes?	How do I talk about a typical day at school?
Languages Knowledge Concepts			
Knowledge	Year 5 My Home – Chez Moi Autumn	Year 5 Clothes-Les Vêtements Spring	Year 5 At School- A L'Ecole Summer
Vocabulary	<p>To say whether they live in a house or an apartment and say where it is.</p> <p>To repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.</p> <p>To tell somebody in French what rooms they have or do not have in their home.</p> <p>To ask somebody else in French what rooms they have or do not have in their home.</p> <p>To attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</p>	<p>To repeat and recognise the vocabulary for a variety of clothes in French.</p> <p>To use the appropriate genders and articles for these clothes</p> <p>To use the verb PORTER in French with increasing confidence.</p> <p>To use the possessives with increased accuracy. To say what they wear in different weather/situations.</p> <p>To describe clothes in terms of their colour and apply adjectival agreement.</p>	<p>To repeat and recognise the vocabulary for school subjects.</p> <p>To tell the time (on the hour) in French.</p> <p>To say what subjects they like and dislike at school.</p> <p>To say why they like/ dislike certain school subjects.</p> <p>To say what time they study certain subjects at school.</p>
Intercultural Understanding			To understand the life of a typical primary school child in France.
VOCABULARY			
Specific lesson / unit Vocabulary	<p>Où habites-tu? = Where do you live? J'habite dans ... = I live in... Une maison = A house Un appartement = An apartment</p>	<p>Un pantalon = a pair of trousers * Un maillot de bain = swim wear Un pull = a jumper Un tee shirt = a tee shirt</p>	<p>Les matières = School subjects L'informatique = ICT L'histoire = history L'anglais = English</p>

	<p>En ville = In town À la campagne = In the countryside À la montagne = In the mountains Au bord de la mer = By the sea Dans un village = In a village</p> <p>Chez moi il y a... = In my home there is... / there are... Une cuisine = A kitchen Une salle à manger = A dining room Une salle de bains = A bathroom Une chambre = A bedroom Une buanderie = A utility room Un sous-sol = A basement Un bureau = An office / a study Un salon = A living room Un garage = A garage Un jardin = a garden</p> <p>Chez moi il y a... = In my home there is... / there are... Chez moi il n'y a pas de... = In my home there is not... / there are no...</p> <p>Et = and Mais = but</p> <p>Comment tu t'appelles? = What are you called? Quel âge as tu? = How old are you? Où habites-tu? = Where do you live? Décris-moi chez toi! = Describe your home to me!</p> <p>Je m'appelle... = My name is... J'ai ... ans = I am ... years old J'habite dans... = I live in... Chez moi il y a... = In my home there is... / there are... Chez moi il n'y a pas de... = In my home there is not... / there are no...</p>	<p>Un manteau = a coat Un short = a pair of shorts Un chemisier = a blouse Une robe = a dress Une cravate = a tie Une écharpe = a scarf Une jupe = a skirt Une veste = a jacket Une chemise = a shirt Une casquette = a cap Des collants = a pair of tights Des gants = a pair of gloves Des bottes = a pair of boots Des chaussures = a pair of shoes Des chaussettes = a pair of socks Des sandales = a pair of sandals ** Des lunettes = a pair of glasses/sunglasses</p> <p>Je porte = I wear</p> <p>Porter = To wear Je = I Tu = You Il = He Elle = She Nous = We Vous = You (plural) Ils = They (masculine or mixed group) Elles = They (feminine) Je porte = I wear Tu portes = You wear Il porte = He wears Elle porte = She wears Nous portons = We wear Vous portez = You (plural) wear Ils portent = They (masculine or mixed group) wear Elles portent = They (feminine) wear Dans ma valise je vais metre... = in my case I am going to put... Mon pantalon = my trousers Mon maillot de bain = my swim wear Mon pull = my jumper Mon tee shirt = my tee shirt Mon manteau = my coat</p>	<p>Le dessin = art Le français = French Le sport = P.E. La géographie = geography La musique = music Les maths = maths Les sciences = science J'étudie = I study</p> <p>Est-ce que tu aimes...? = Do you like...? * Oui, j'aime... = Yes, I like... ** Oui, j'adore... = Yes, I love... ** Non, je n'aime pas... = No, I do not like... ** Non, je déteste... = No, I hate... **</p> <p>Amusant = Fun Utile = Useful Intéressant = Interesting Facile = Easy Ennuyeux = Boring Difficile = Difficult Inutile = Pointless Parce que c'est = Because it is Car c'est = Because it is Et = and</p> <p>Quelle heure est-il? = what time is it? Il est une heure = it is one o'clock Il est deux heures = it is two o'clock Il est trois heures = it is three o'clock Il est quatre heures = it is four o'clock Il est cinq heures = it is five o'clock Il est six heures = it is six o'clock Il est sept heures = it is seven o'clock Il est huit heures = it is eight o'clock Il est neuf heures = it is nine o'clock Il est dix heures = it is ten o'clock Il est onze heures = it is eleven o'clock Il est douze heures = it is twelve o'clock Il est minuit = it is midnight Il est midi = it is midday</p>
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Blyth WISE Languages Mapping

		<p>Mon short = my shorts Mon chemisier = my blouse Mon écharpe = my scarf Ma robe = my dress Ma cravate = my tie Ma jupe = my skirt Ma veste = my jacket Ma chemise = my shirt Ma casquette = my cap Mes collants = my tights Mes gants = my gloves Mes bottes = my boots Mes chaussures = my shoes Mes chaussettes = my socks Mes sandales = my sandals Mes lunettes = my glasses/sunglasses</p>	
Skills	Year 5 My Home – Chez Moi Autumn	Year 5 Clothes- Les Vêtements Spring	Year 5 At School- A L'Ecole Summer
Speaking/ Listening	<p>To engage in longer conversations asking & answering questions using accurate pronunciation.</p> <p>To listen for longer periods of time and understand what is being said and what questions are being asked. To create longer spoken sentences using first person verb conjugations.</p> <p>To include conjunctions in their spoken sentences</p>	<p>To use scaffolds and reference materials to improve their range of spoken vocabulary.</p> <p>To keep a conversation going for longer by asking more probing questions and listen for longer periods of time.</p> <p>To create longer spoken sentences using first person verb conjugations.</p>	<p>To include verbs in their spoken sentences.</p> <p>To develop spoken fluency further by increasing the amount of language attempted</p>
Reading	<p>To learn to identify cognates (words that are similar in English and the foreign language) and start to learn how to decode written text</p>	<p>To decode passages of text by finding the language they are familiar with, applying their knowledge to language they are less familiar with.</p>	<p>To become more confident in decoding text, using a dictionary for language they are less familiar with.</p>

Blyth WISE Languages Mapping

Writing	To write about themselves in more detail using full sentences and to write using the correct word order.	With the appropriate scaffold, write a short compound/complex sentence with an article, noun, adjective, conjunction and verb.	To write full sentences with increased ease and improved accuracy. To improve sentence structure and length by learning to use simple conjunctions like “and” and “but”.
Grammar	To include conjunctions in spoken and written sentences To know j’ai/ je n’ai pas de, conjunctions (et and mais), correct use of gender	To understand better the use of the possessives and first person. To know the verb, to wear porter, adjectival agreement/position	To understand better the concept of adjectives. To understand better the use of the negative form. Know how to change something from the positive into the negative. J’adore, je déteste To know parce que (because)
Phonics	Numbers 0-10 (Physical French Phonics)	Colours (Physical French Phonics)	Months of the Year (Physical French Phonics)
APPRECIATION OF WRITING			
	Year 5 My Home – Chez Moi Autumn	Year 5 Clothes- Les Vêtements Spring	Year 5 At School- A L’Ecole Summer
WRITING Stories, poems and rhymes			
END POINTS			
End Point	Year 5 My Home – Chez Moi Autumn	Year 5 Clothes- Les Vêtements Spring	Year 5 At School- A L’Ecole Summer
	Draw a bird’s eye view of their home and label with the correct French words.	Draw an image of themselves in each season and write a short paragraph under each to describe what they are wearing.	Write a letter to a French penpal explaining about their school day explaining times and their likes and dislikes.

SIGNIFICANT PEOPLE/ORGANISATIONS			
	Year 5 My Home – Chez Moi Autumn	Year 5 Clothes- Les Vêtements Spring	Year 5 At School- A L'Ecole Summer
Cultural Capital		Coco Chanel Jean Claude Gaultier Yves Saint Laurent Christian Dior Thierry Mugler Christian Louboutin	

SMSC			
	Year 5 My Home – Chez Moi Autumn	Year 5 Clothes- Les Vêtements Spring	Year 5 At School- A L'Ecole Summer
British Values (Democracy. Rule of Law. Tolerance. Mutual Respect. Individual Liberty)	To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. To respect other cultures and traditions.	To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. To respect other cultures and traditions.	To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. To respect other cultures and traditions.
Equalities (SMSC, protected characteristics, race, gender, safeguarding etc.)	Cultural - to have an understanding and appreciation of other cultures and languages. To understand the customs and traditions of those who live in different countries.	Cultural - to have an understanding and appreciation of other cultures and languages. To understand the customs and traditions of those who live in different countries.	Cultural - to have an understanding and appreciation of other cultures and languages. To understand the customs and traditions of those who live in different countries.

SAFEGUARDING			
	Year 5 My Home – Chez Moi Autumn	Year 5 Clothes- Les Vêtements Spring	Year 5 At School- A L'Ecole Summer
Mental Health & Wellbeing	Understand that everyone is different and celebrating differences	Celebrate differences in what individuals want to wear Celebrate individuality	Celebrate differences in which subjects at school we enjoy and understand reasons why we don't enjoy others

Blyth WISE Languages Mapping

Personal & Physical	Understand that we should feel safe and secure in our home environment		
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LINKED CAREERS

	Year 5 My Home – Chez Moi Autumn	Year 5 Clothes- Les Vêtements Spring	Year 5 At School- A L'Ecole Summer
Cultural Capital	Linguist Translator Interpreter Languages teacher Estate agent	Linguist Interpreter Languages teacher Shop assistant	Linguist Languages teacher

Year 6 Languages Knowledge Map

Knowledge	Year 6 The Weekend- Le Week-end Autumn	Year 6 Healthy and Unhealthy Food Manger et Bouger Spring	Year 6 Transitional Unit Summer
Enquiry Question	How do I tell someone about what I like to do at the weekend?	How do I talk about how I stay healthy?	How can I help to protect our planet?

Languages Knowledge Concepts

Knowledge	Year 6 The Weekend- Le Week-end Autumn	Year 6 Healthy and Unhealthy Food Manger et Bouger Spring	Year 6 Transitional Unit Summer
Vocabulary	To learn how to say what they do at the weekend in French. To learn to integrate connectives into their work.	To name and recognise ten foods and drinks that are considered good for your health To name and recognise ten foods and drinks that are considered bad for your health.	To know how to use “à” (when talking about living IN a city) To know how to use “en/au/aux” (when talking about living IN a country).

<p>Communication</p>	<p>To ask what the time is in French. To tell the time accurately in French.</p>	<p>To say what activities they do to keep in shape during the week. To say in general what they do to keep a healthy life-style.</p>	<p>To say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map.</p>
<p>Intercultural Understanding</p>	<p>To present an account of what they do and at what time at the weekend.</p>	<p>To learn to make a healthy recipe in French.</p>	<p>To know about the many countries in the Francophone world. To know about different festivals (religious and non-religious) around the world. To say and write something we do to help the planet.</p>
<p>VOCABULARY</p>			
<p>Specific lesson / unit Vocabulary</p>	<p>Et quart = quarter past Et demie = half past Moins le quart = quarter to</p> <p>Je me lève = I get up Je prends mon petit déjeuner = I have my breakfast Je regarde la télé = I watch TV Je lis des bandes dessinées = I read comic books J'écoute de la musique = I listen to music Je joue à l'ordinateur = I play on the computer Je joue au foot = I play football Je vais à la piscine = I go to the swimming pool Je vais au cinéma = I go to the cinema Je me couche = I go to bed</p> <p>C'est génial! = It's amazing / incredible! C'est super! = It's great! C'est amusant! = It's fun! C'est fatigant! = It's tiring/exhausting! C'est barbant! = It's boring/tedious! C'est nul! = It's not great/awful! J'adore ça! = I love it! (Challenge section) Je déteste ça! = I hate it! (Challenge section)</p>	<p>Manger = to eat Bouger = to move De la viande blanche = some white meat Du poisson = some fish Du fromage allégé = some low fat cheese Du lait écrémé = some skimmed milk Du pain complet = some wholemeal bread De l'eau = some water Des céréales = some cereal Des légumes = some vegetables Des fruits = some fruit Des noix = some nuts De la viande rouge = some red meat Du lait entier = some full fat milk Du pain blanc = some white bread Du chocolat = some chocolate Du beurre = some butter Des bonbons = some sweets Des frites = some chips Des chips = some crisps Des boissons sucrées = some fizzy drinks Des biscuits = some biscuits Je mange... = I eat... Je bois... = I drink...</p> <p>Je joue au foot = I play football Je fais des promenades = I go for walks Je fais de la natation = I go swimming Je fais du cyclisme = I go cycling Je fais du judo = I do judo</p>	<p>Je m'appelle... = I am called... J'habite... = I live... Je parle... = I speak À plus tard! = See you later! / See you soon! À la prochaine! = Until next time! Parce que... = because...</p> <p>l'anglais = English le français = French</p> <p>Ma fête préférée est le 14 juillet. = My favourite festival is the 14th of July (Bastille Day). Ma fête préférée est la Fête du Canada. = My favourite festival is Canada Day. Ma fête préférée est l'Aïd. = My favourite festival is Eid. Ma fête préférée est Noël. = My favourite festival is Christmas. Ma fête préférée est le Mardi Gras. = My favourite festival is Mardi Gras.</p> <p>Il y a des feux d'artifice. = There are fireworks. Il y a des plats spéciaux. = There are special dishes.</p> <p>Qu'est-ce que tu vas faire pour protéger notre planète? = What are you going to do to protect our planet?</p> <p>Je vais utiliser moins d'eau. = I am going to use less water.</p>

Blyth WISE Languages Mapping

	<p>Et = and Mais = but Parce qu = because</p>	<p>Je fais du tennis = I play tennis Je ne regarde pas la television = I do not watch television Je ne joue pas aux jeux électroniques = I do not play video games</p> <p>Épluchez = peel Coupez = cut Ajoutez = add Mélangez = mix Râpez = grate Faites cuire = cook</p>	<p>Je vais utiliser moins de plastique. = I am going to use less plastic. Je vais utiliser moins de carton. = I am going to use less cardboard. Je vais utiliser moins de papier. = I am going to use less paper.</p>
Skills	Year 6 The Weekend- Le Week-end Autumn	Year 6 Healthy and Unhealthy Food Manger et Bouger Spring	Year 6 Transitional Unit Summer
Speaking/ Listening	<p>To develop spoken fluency further by increasing the amount of language attempted and focus on the accuracy of their pronunciation.</p> <p>To speak with improved fluency and ease using full sentences on a wide variety of topics.</p> <p>To listen for much longer periods of time and more frequently during lessons.</p> <p>To learn vocabulary skills to give justifications for opinions.**</p>	<p>To learn to manipulate language and learn that language is transferable from topic to topic.</p> <p>To continue to explore, understand and mimic the patterns of sound and language.</p>	<p>To learn to manipulate language and learn that language is transferable from topic to topic.</p> <p>To pronounce unknown words they see by applying the speaking and pronunciation knowledge they have learnt up to this point.</p> <p>To understand longer, more complex passages of spoken language</p> <p>To describe a photograph using simple sentences.</p>
Reading	To become more confident in decoding text, using a dictionary for language they are less familiar with.	To read longer passages and understand words and meaning.	To read longer passages and understand words and meaning.
Writing	To write a passage of text including nouns, articles and verbs, adjectives, opinions and justifications.*	<p>To write from memory about themselves</p> <p>To use a dictionary to double check the spelling and meaning of new or unknown language.</p>	To work on longer, more accurate, authentic and interesting writing based on a better understanding about other countries and celebrations in the wider French speaking world.

Blyth WISE Languages Mapping

			To accurately write words and phrases from dictated sentences.
Grammar	To have better knowledge & recall of 1st person singular of high frequency verbs (such as I like, I watch, I play) To use positive and negative opinions and justifications. To use a wide variety of conjunctions, opinions and justifications. To know er verbs, je prends, je vais, time adverbials, c'est	To know manger (to eat), boire (to drink)	To write using verbs aller (to go) je vais with the infinitive utiliser (to use)
Phonics	Numbers 0-10 (Physical French Phonics)	Colours (Physical French Phonics)	Months of the Year (Physical French Phonics)
APPRECIATION OF WRITING			
	Year 6 The Weekend- Le Week-end Autumn	Year 6 Healthy and Unhealthy Food Manger et Bouger Spring	Year 6 Transitional Unit Summer
WRITING Stories, poems and rhymes			
END POINTS			
End Point	Year 6 The Weekend- Le Week-end Autumn	Year 6 Healthy and Unhealthy Food Manger et Bouger Spring	Year 6 Transitional Unit Summer
	Create a leaflet of activities that are available at your after school club	Follow a recipe to create a French dish	Create a poster using all of the relevant information learnt this unit

SIGNIFICANT PEOPLE/ORGANISATIONS			
	Year 6 The Weekend- Le Week-end Autumn	Year 6 Healthy and Unhealthy Food Manger et Bouger Spring	Year 6 Transitional Unit Summer
Cultural Capital	Kylian Mbappé – footballer Federer- tennis player (speaks French)	Raymond Blanc Michel Roux Jr. - Chef David Ginola (famous footballer)	The Paris Agreement

SMSC			
	Year 6 The Weekend- Le Week-end Autumn	Year 6 Healthy and Unhealthy Food Manger et Bouger Spring	Year 6 Transitional Unit Summer
British Values (Democracy. Rule of Law. Tolerance. Mutual Respect. Individual Liberty)	<ul style="list-style-type: none"> To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. To respect other cultures and traditions. 	<ul style="list-style-type: none"> To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. To respect other cultures and traditions. 	<ul style="list-style-type: none"> To have an understanding that people in other countries speak different languages. To be tolerant of others who speak a different language. To respect other cultures and traditions.
Equalities (SMSC, protected characteristics, race, gender, safeguarding etc.)	<ul style="list-style-type: none"> Cultural - to have an understanding and appreciation of other cultures and languages. To understand the customs and traditions of those who live in different countries. 	<ul style="list-style-type: none"> Cultural - to have an understanding and appreciation of other cultures and languages. To understand the customs and traditions of those who live in different countries. 	<ul style="list-style-type: none"> Cultural - to have an understanding and appreciation of other cultures and languages. To understand the customs and traditions of those who live in different countries.

SAFEGUARDING			
	Year 6 The Weekend- Le Week-end Autumn	Year 6 Healthy and Unhealthy Food Manger et Bouger Spring	Year 6 Transitional Unit Summer
Mental Health & Wellbeing	Discuss and celebrate differences in activities that we enjoy	The importance of staying active The importance of healthy eating	Children will have the opportunity to complete activities to aid them in their transition to secondary school languages.
Personal & Physical			Children will be given the opportunity to work with teachers from their upcoming secondary school.

LINKED CAREERS			
	Year 6 The Weekend- Le Week-end Autumn	Year 6 Healthy and Unhealthy Food Manger et Bouger Spring	Year 6 Transitional Unit Summer
Cultural Capital	Linguist Translator Interpreter	Waiter/Waitress maitre d Café owner	Linguist Translator Interpreter

	Languages teacher	French cuisine chef	Languages teacher climate activists President Emmanuel Macron
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End Point Assessment Sheet:

These are completed by class teachers at the end of each term. They are used by teachers to identify gaps for the next unit. The DT lead will use these to identify areas of strengths and areas that need to be returned to for the next module of work and for subsequent year groups.

<p>Year : Class: Unit of learning: Term:</p>
<p>Skills to be returned to:</p>
<p>Knowledge to be returned to:</p>
<p>Concepts to be returned to:</p>
<p>Vocabulary to be returned to:</p>
<p>Revisited in the next unit (to be identified by subject leader and shared with relevant staff):</p>

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