

Lomeshaye Junior School MFL Curriculum Progression



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Lomeshaye Junior School



Lomeshaye Junior School Curriculum Overview

Aspire – Believe – Achieve



Curriculum Vision

"A vibrant, inclusive learning community coupled with an ethos of high expectations and challenges are paramount to Lomeshaye's success. Aspirations are raised in a learning climate that is engaging and fun.

Our ambitious and aspirational curriculum provides individuals with a basis for learning a breadth of knowledge and development of skills across a broad range of contexts. We offer opportunities for learning about and through rights, sustainable development, creativity and cultural aspects. Our creative and extended curriculum which incorporates clubs, trips, partners working in school, sporting events and residential visits, will endeavour to develop our children and help to instil a sense of responsibility for the wider world whilst maximizing learning and enjoyment for all. An enriched curriculum provides a full entitlement for all learners including those with SEND and addresses social disadvantage. Our curriculum allows teachers to teach with freedom in innovative and creative ways. The quality of learning and teaching in every classroom - and the inspiration, challenge and enjoyment comes from our teacher's commitment and enthusiasm and is critical in achieving our goals as we Aspire – Believe – Achieve." – Vision developed by staff

Purpose

This document reflects the school values and philosophy in relation to the teaching and learning of National Curriculum Subjects and the locally agreed syllabus for Religious Education. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. Our curriculum is shaped by all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the statutory requirements of the National Curriculum but the range of extra-curricular activities that enrich the children's life experiences. In addition, it includes the 'hidden curriculum' whereby the children learn from the way they are treated and expected to behave. We aim to teach our pupils to become positive, responsible and resilient, so that they can work and collaborate with others whilst developing knowledge, understanding and skills in order to reach their true potential.

The National Curriculum Aims

'The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

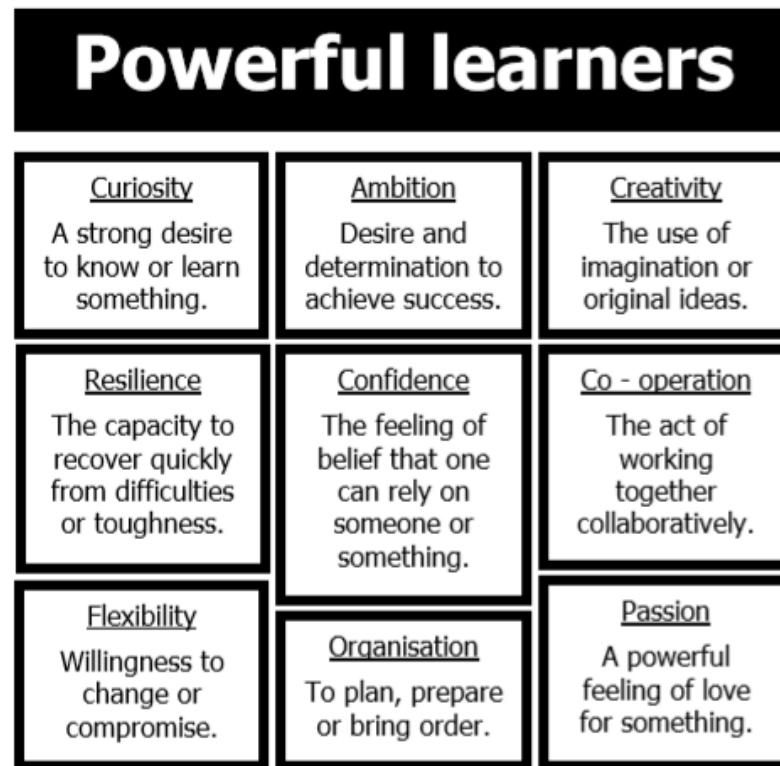
The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.'

Aspire - Curriculum Intent:

At Lomeshaye Junior School our rationale is to deliver a challenging curriculum that builds on prior knowledge and develops cultural capital, is rich in written and spoken language, deepens understanding, and enables children to develop the powerful learner attributes which allow them to Aspire-Believe-Achieve.

We aim to be a school where:

- we provide a rich and varied curriculum which helps to develop a sense of self and a respect for the local area and wider world.
- staff and pupils have high expectations and strive for excellence in all subjects
- pupils acquire and develop a good level of skills in reading, writing and mathematics.
- children have opportunities to be curious, creative and have cultural experiences.
- we learn about and through rights and provide opportunities for children to be advocates for sustainable change
- children develop the knowledge, skills and powerful learner attributes needed to flourish in life, learning and work now and in the future.
- we support pupils to become responsible citizens with excellent behaviour and the ability to self regulate.



At Lomeshaye Junior School, the curriculum is designed coherently in order that children in KS2 build knowledge, skills and understanding across all NC subjects taught through creative curriculum themes. Subjects are taught individually with relevant and meaningful connections made to other subjects under the same overarching theme so that the core skills and knowledge are not diluted through the thematic approach. Each foundation subject is taught through a progression model adapted from the NC and Lancashire KLIPS and End of Year Expectations which outlines the intended curriculum skills, knowledge and core vocabulary for each year group and the 4 writing purposes are linked to this, along with opportunities for Maths across the curriculum. Long term plans are formed with logical progression in mind, building on previous years' learning, and Medium Term planning includes the Lancs EOYE and KLIPS with opportunities for them to be revisited over the year. The language of rights is used to learn about and advocate for change and children are provided with opportunities to work with specialist teachers to develop their talents and receive an education which celebrates the whole child.

Believe - Curriculum Implementation:

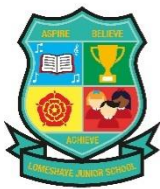
Our pedagogies, created and agreed by Lomeshaye staff, outline how the curriculum is implemented. The long term and medium term planning comes to life in the classroom when the pedagogies inform planning, teaching and learning. Kagan cooperative learning is used to promote collaboration and oracy is enhanced through use of talk roles. Learning revisits prior knowledge and is scaffolded appropriately to allow children to recall previous learning and make connections. Subject specific vocabulary, knowledge and skills, and links to powerful learner attributes, rights and SDG's are made explicit throughout so that pupils can integrate new knowledge and build on their prior understanding of concepts. Knowledge and learning organisers are in the early stage of implementation and are used for pre teaching, to support home learning and to form part of the reviewing of learning. These scaffold children with key facts and vocabulary and support the retention of knowledge into long term memory. Each leader sets out the specific intent for their subject and how its implementation will look in the planning and delivery of teaching and learning.

Achieve - Curriculum Impact:

We believe that our curriculum intentions have an impact when the children can remember their learning, recall knowledge and make connections. The learning environment, planning and pupil's work demonstrates how children are exposed to the curriculum but the true impact is revealed when the children are able to articulate their knowledge and understanding through a range of written, creative and oral outcomes. To achieve our curriculum goals, subject leaders closely scrutinise all aspects of teaching and learning in their subjects to monitor that the curriculum is coherent and well-sequenced, and that children have opportunities to consolidate and embed knowledge. Impact is measured through summative assessments, focus week observations and scrutiny, curriculum evaluations and pupil voice. In addition, external recognition through achieved of awards such as RRS Gold and the SENDIA award show that the curriculum we provide is of a high standard.

Lomeshaye Pedagogies: Highly effective teaching and learning is dependent on...

<p>Building on what pupils already know Planning engaging pre-learning tasks to assess current knowledge. Using talk partners to explore and share knowledge. Adapting lessons to reflect current attainment. Looking back to previous year group's coverage and KLIPS to ensure appropriate challenge. Pre and post home learning tasks - deepen and embed.</p>	<p>High quality questions from pupils and adults Use of questioning dice. Planned opportunities for pupils to ask questions (pupil choice). Starting lessons with a learning question. Planned use of HOT questions during lessons from teacher and TA. Regular audit of adult questions within the classroom. Pupil questioning tools - 'see, think, wonder' Questions on plans for TA's. Prompts in resilience boxes.</p>	<p>Regular and effective feedback Individual and whole class feedback. Peer to peer feedback - collaborative learning pro forma. Self-evaluation and reflection tools. Planned time to respond to feedback. 1-1 time to give and discuss feedback. Children feeding back to adults their personal strengths and weaknesses. Fluid intervention trackers to support regular and effective feedback.</p>
<p>Higher order activities that challenge thinking Record a thinking grid for the half term. Ensure all pupils have a balance of HOT (Higher Order Thinking) activities through careful planning. Include HOT in all curriculum lessons. Pupils highlight their learning of the day.</p>	<p>Pupils being clear on the 'what' and 'why' Presenting the big picture at the start of a term. Clear curriculum overviews for parents. Regular reminders during lessons. Use of working walls. Linking learning to real life when appropriate. Assertive discussions during mentoring.</p>	<p>Explicit development of metacognition Identify, display and teach the learning power of the month. Explicit planning for how the behaviour will be developed. Reflection tools within lessons which focus on 'how'. Learning behaviour working wall. Learning behaviours celebrated in assembly.</p>
<p>Variation of inputs during the process and different outputs for learning 2nd and 3rd input to be different to the first. Vary the emphasis on visual and auditory. Use pupils who have mastered to provide input to those who haven't. Effective use of resources including TAs, ICT and the outdoor environment.</p>	<p>A pupil centred learning process Building elements of choice within all lessons (chilli challenge, science experiments etc.) Development of group roles. Pupil lesson evaluation forms. Planning for different types of learner. Involving pupils in curriculum evaluations. Pupil choice planned for all activities when appropriate. Home learning.</p>	<p>Worthwhile classroom dialogue Identify, display and discuss dialogic behaviours. Development of structured sharing strategies (Kagan) Carefully planned opportunities for talk to enhance learning.</p>



Lomeshaye Junior School Curriculum Statement

Aspire-Believe-Achieve



Modern Foreign Languages - French

"Language is the road map of a culture. It tells you where its people come from and where they are going."
Rita Mae Brown, US feminist writer

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p>The school's senior leadership team will:</p> <ul style="list-style-type: none"> Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. Provide sufficient funding to ensure that implementation is high quality. 	<p>Our planned teaching sequence will show:</p> <ul style="list-style-type: none"> Lomeshaye agreed pedagogies used as basis for teaching and learning. The Big Picture: acknowledgement of children already being established and successful linguists, due to home languages already spoken. The positive benefits of learning a MFL in the context of cultural understanding and acceptance. Building on prior learning and reviewing and revisiting Communication where possible in French. Basic classroom instructions and greetings/instructions in French. Recognition of and participation in European Language Day each year. A secure understanding of France, other French speaking countries and their respective cultures. A use of games, songs to encourage enjoyment and engage children. Introduction of phonics to enable children to understand pronunciation of words. 	<p>Pupil voice will show:</p> <ul style="list-style-type: none"> An increased understanding of basic instructions and introductions in French. An increased confidence in actively using French in the classroom as primary language of communication. A secure understanding of key vocabulary of greetings. A progression of understanding, with appropriate vocabulary which supports and extends knowledge acquisition including that of Grammar. Confidence in discussing France, French speaking countries and their respective cultures.
<p>The MFL leader will:</p> <ul style="list-style-type: none"> Understand and articulate the characteristics of high quality teaching in the subject and the main strengths for improving and sustaining high standards of teaching and learning for all pupils Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as linguists. Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. The relationship of their subject to the curriculum as a whole 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> Provide appropriate quality equipment for each area of the curriculum. Have developed French language wall with key vocabulary displayed. Be organised using Kagan cooperative learning so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. Deploy appropriately challenging selections of texts, accessible throughout learning to develop wider understanding and underpin reading skills in MFL. 	<p>Children's work in books and displays will show:</p> <ul style="list-style-type: none"> A varied and engaging curriculum which develops a range of linguistic skills, primarily writing but also evidence of listening and reading skills. Clear progression in line with expectations set out in the progression grids developed from Lancashire EOYE, KLIPS and National Curriculum. Sustained improvement in their subject knowledge, understanding and skills Children have a strong understanding of the key ideas of the subject

<ul style="list-style-type: none"> • Keep up to date with language skills and subject development through an appropriate subject body or professional group. • Establish a European Languages Day incorporating a wider celebration of Languages. • Encourage broader understanding of the wider world, including geography, history and language of France and French speaking countries. to create cultural awareness, whilst recognising and valuing similarities with, and differences between, other cultures and languages • To develop all four MFL skills: reading, writing, speaking and listening, with a focus on speaking and listening in LKS2, developing writing and reading in UKS2. • Establish the 'Rights of the Language Learner' in the classroom. • Ensure pupils are making a satisfactory progress while maintaining 'fun' aspect of language learning • Support staff in ensuring differentiation takes place in French to suit the needs of all children, including SEND and Able and Talented by continuing to promote powerful learner attributes for all children. • To ensure that lesson content is accessible to all learners, regardless of background and status. 	<ul style="list-style-type: none"> • to provide children with exposure to authentic material, including menus, video clips • Utilise the variety of resources on hand to ensure children get full range of skills practise and reinforcement. • Reinforce rights of a Language learner in each lesson. • Enable children to be informally assessed in 4 skills once per term. • Provide tasks chosen to encourage differentiation by outcome. Where necessary, differentiated tasks will be provided. 	<ul style="list-style-type: none"> • Children are enthusiastic and highly motivated about language learning. • Children demonstrate a good working knowledge and understanding of grammar rules within their linguist skills. • Confident usage and understanding of all four skills when practising French in the classroom • Children know theycan ask for something to be repeated; still get encouragement from peers even if they mispronounce something; can make mistakes; are encouraged to 'have a go' at new language. (rights of a language learner) • Assessed work demonstrated through assessments in four skill areas, listening speaking, reading and writing. • Assessments to take place during assessment weeks; Autumn term = listening: Spring term= reading: Summer term= writing. Speaking assessments to be ongoing throughout the year.
<p>The MFL leader will deliver the French lessons and ensure:</p> <ul style="list-style-type: none"> • The creation of a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. • Ongoing communication with class teacher. • Apply policy and plans consistently in the classroom. • Have high expectations of the pupils. • Reinforce the motivation of the pupils. • Facilitate deep learning within the subject. • Make good use of support, training and guidance. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Encouraged to problem-solve and work out language and grammar rules for themselves • Able to critique their own work as a linguist because they know how to be successful. • Safe and happy in French lessons which give them opportunities to explore their own creative development. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on linguistic skills and knowledge • Develop linguistic knowledge, skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. 	<p>The MFL leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils through planned displays. • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.



Lomeshaye Junior School Progression in MFL - French

Aspire-Believe-Achieve



Modern Foreign Languages - French

"Language is the road map of a culture. It tells you where its people come from and where they are going."
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Year3	Year4	Year5	Year6
<p>Understand and respond to spoken language from a variety of resources (listening)</p> <ul style="list-style-type: none">Identify the meanings of simple words and phrases they hear by matching to an object / picture/ person etc.	<p>Understand and respond to spoken language from a variety of resources (listening)</p> <ul style="list-style-type: none">Understand a range of familiar spoken phrases e.g. classroom instructions.	<p>Understand and respond to spoken language from a variety of resources (listening)</p> <ul style="list-style-type: none">Understand the main points from a spoken passage with some repetition e.g. items from a shopping list, simple opinions about school depending on topics taught in Y5.	<p>Understand and respond to spoken language from a variety of resources (listening)</p> <ul style="list-style-type: none">Understand the main points and some detail from a short spoken passage e.g. someone talking about their friends, their home town, school, likes and dislikes etc.
<p>Speak with increasing fluency, confidence and spontaneity continually improving the accuracy of their pronunciation and intonation (speaking)</p> <ul style="list-style-type: none">Understand a few familiar spoken words and phrases and respond to simple questions e.g. What's your name? How are you? etc. and others depending on topics covered.Say or repeat some familiar words and short simple phrases Year 3.	<p>Speak with increasing fluency, confidence and spontaneity continually improving the accuracy of their pronunciation and intonation (speaking)</p> <ul style="list-style-type: none">Ask and answer simple questions and give basic information (including a simple negative statement) based on topics covered in Y4.Take part in a simple conversation and their pronunciation and confidence is improving.Observe social conventions when speaking to someone i.e. formal and informal greetings and use of 'you'.	<p>Speak with increasing fluency, confidence and spontaneity continually improving the accuracy of their pronunciation and intonation (speaking)</p> <ul style="list-style-type: none">Ask and answer simple questions and use a negative.Take part in brief pre-prepared tasks e.g. a weather forecast, a short interview about school, interests / transactional role play with increasing confidence and fluency.	<p>Speak with increasing fluency, confidence and spontaneity continually improving the accuracy of their pronunciation and intonation (speaking)</p> <ul style="list-style-type: none">Take part in longer conversations with increasing spontaneity and fluency.Can express simple opinions and their pronunciation is generally confident and accurate.
<p>Understand and respond to written language from a variety of authentic resources & develop an appreciation of a range of writing (reading)</p> <ul style="list-style-type: none">Identify the meanings of simple words and phrases they see by matching to an object / picture/ person etc.Recognise and read out a few familiar words and phrases and are starting to notice the sound spelling patterns.	<p>Understand and respond to written language from a variety of authentic resources & develop an appreciation of a range of writing (reading)</p> <ul style="list-style-type: none">Understand simple written phrases and match sounds to familiar written words as they become more aware of spelling patterns.	<p>Understand and respond to written language from a variety of authentic resources & develop an appreciation of a range of writing (reading)</p> <ul style="list-style-type: none">Understand the main points from a short written passage in clear printed script.Are beginning to use a bilingual dictionary independently with some success.	<p>Understand and respond to written language from a variety of authentic resources & develop an appreciation of a range of writing (reading)</p> <ul style="list-style-type: none">Understand the main points and some detail including simple opinions of a longer written passage e.g. email, postcard, story, poem, recipe, advert etc.

<p>Write at varying length for different purposes and audiences (writing)</p> <ul style="list-style-type: none"> • Write or copy a few simple words or symbols accurately. • Be aware that symbols e.g. accents, exist and what they do 	<p>Write at varying length for different purposes and audiences (writing)</p> <ul style="list-style-type: none"> • Write simple, familiar phrases accurately using a writing frame or scaffold. 	<p>Write at varying length for different purposes and audiences (writing)</p> <ul style="list-style-type: none"> • Write two or three short sentences as a personal response accurately and can use reference materials / support. 	<p>Write at varying length for different purposes and audiences (writing)</p> <ul style="list-style-type: none"> • Write a short text on a familiar topic using reference materials / support. • Write for a range of audiences and purpose. • Use formal and informal 'you'.
<p>Use a variety of grammatical structures</p> <ul style="list-style-type: none"> • Understand some basic aspects of language structure e.g. gender, definite and indefinite articles, singular and plural, nouns, adjectives. 	<p>Use a variety of grammatical structures</p> <ul style="list-style-type: none"> • Understand some basic aspects of language structure e.g. question words, how to use the negative, the position of the adjective in a sentence and an awareness of word order. 	<p>Use a variety of grammatical structures</p> <ul style="list-style-type: none"> • Understand some basic aspects of language structure e.g. how to use personal pronouns, an awareness of verb patterns, word order, use of adjectival agreement with accuracy and the conjugation of some regular high frequency verbs e.g. aimer, jouer, porter etc. 	<p>Use a variety of grammatical structures</p> <ul style="list-style-type: none"> • Use basic language structures accurately and with confidence e.g. apply correct verb endings to regular and some high frequency irregular verbs (faire, aller, avoir, etre). • Use prepositions and use some adverbial phrases to talk about the past or future in a simple way e.g. there was/ there will be. • Understand the word tense and have an awareness that whether an event is ongoing or finished can be expressed differently in a FL compared to English.

The progression above is taken from Lancashire End of Year Expectations and end points from Lancashire Key Learning Documents

End Points	End Points
<p>Years 3 and 4 pupils should be able to:</p> <p>LISTENING</p> <ul style="list-style-type: none"> • Listen attentively and understand instructions. • Recognise and respond to sound patterns and words. • Listen and respond to simple rhymes, stories and songs. • Listen attentively and show understanding by joining in and responding. • Listen for specific words and phrases. • Listen for sounds rhyme and rhythm. • Follow a short familiar text listening and reading at the same time. <p>SPEAKING</p> <ul style="list-style-type: none"> • Speak with increasing confidence. • Perform simple communicative tasks using single words, phrases and short sentences. • Make links between some phonemes, rhymes and spellings, and read aloud familiar words. • Recognise questions and negatives and politeness conventions. 	<p>Year 5 and 6 pupils should be able to:</p> <p>LISTENING</p> <ul style="list-style-type: none"> • Follow a short familiar text listening and reading at the same time. • Listen attentively and understand more complex phrases and sentences; join in to show understanding. • Listen for gist. • Understand longer and more complex phrases / sentences. • Pick out main details from a story, poem, song, conversation or passage. <p>SPEAKING</p> <ul style="list-style-type: none"> • Speak with increasing fluency. • Prepare and practise a simple conversation using familiar vocabulary and structures in new contexts. • Prepare a short presentation on a familiar topic. • Understand and express simple opinions.

- Ask and answer questions on several topics.
- Imitate pronunciation and intonation so that others can understand.
- Memorise language and present ideas and information e.g. a short presentation about self / role play.

READING

- Respond to written language from a range of sources.
- Appreciate stories, songs and poems in the language.
- Recognise some familiar words in written form.
- Read and understand a range of familiar written phrases.
- Follow a short familiar text listening and reading at the same time.
- Make links between some phonemes, rhymes and spellings.
- Apply phonic knowledge of the foreign language in order to decode text.
- Read some familiar words and phrases aloud and pronounce them accurately.
- Begin to use a dictionary to look words up and find meaning.
- Use cognates and familiar language to help deduce meaning.

WRITING

- Experiment with the writing of simple words.
- Write simple words and phrases using a model.
- Write some phrases from memory.
- Develop an awareness of sound spelling link to be able to write with increasing accuracy from memory.

- Initiate and sustain conversations and tell stories.
- Speak in sentences using familiar vocabulary, phrases and basic language structures.
- Perform to an audience speaking clearly and audibly with accurate pronunciation and intonation.
- Speak with increasing spontaneity.
- Use repair strategies to keep a conversation going.

READING

- Read carefully and show understanding of words, phrases and simple writing.
- Re-read frequently a variety of short texts.
- Read and understand the main points and some detail from a short written passage.
- Identify different text types and read short, authentic texts for enjoyment or information.
- Match sound to sentences and paragraphs.
- Broaden vocabulary.
- Develop strategies for understanding new words in familiar material including using a dictionary.
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Key Knowledge		Key Knowledge	
<p>GRAMMAR</p> <ul style="list-style-type: none"> • Nouns. • Gender. • Singular and plural forms. • Definite and indefinite article. • Develop an awareness of sound spelling link to be able to write with increasing accuracy. • Recognise different word classes e.g. nouns, verbs, adjectives. • Personal pronouns I, you, it, they. • Recognise and use high frequency verbs. 	<p>GRAMMAR</p> <ul style="list-style-type: none"> • Develop an awareness of the place of the adjective in the sentence. • Develop an awareness of adjectival agreements. • Simple adverbs of time (time phrases including O'clock) • Develop an awareness of word order. • Apply knowledge of language rules and conventions when building short sentences. 	<p>GRAMMAR</p> <ul style="list-style-type: none"> • Personal pronouns. • I, you, he, she, it, we, they. • Develop an awareness of verb patterns. • Conjugate regular high frequency verbs. • Conjugate some basic high frequency irregular verbs. 	<p>GRAMMAR</p> <ul style="list-style-type: none"> • Begin to use adjectival agreements with accuracy. • Use of prepositions. • À + definite article. • De + definite article. • Prepositions. • Use a range of adverbs to make messages more interesting. • Apply correct verb endings to write accurately. • Verbal phrases – talk about yesterday or tomorrow in a simple way e.g. il y avait,

Getting to know France and French speaking countries: their geography and its customs.	Getting to know France and French speaking countries: their geography and its customs.	Getting to know France and French speaking countries: their geography and its customs.	Getting to know France and French speaking countries: their geography and its customs.
Vocabulary	Vocabulary	Vocabulary	Vocabulary
<p>Greetings <i>Bonjour, salut, au revoir</i></p> <p>Basic introductions and instructions <i>Je m'appelle..... ,J'habite à..... ,J'ai ans</i></p> <p>Numbers 1-20; <i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt.</i></p> <p>French Alphabet</p> <p>Colours <i>jaune, rouge, bleu, orange, vert, blanc, noir, brun, gris, marron, rose, violet</i></p> <p>Animals <i>un chien, un chat, un serpent, une tortue, un cheval, un papillon, une souris, un rat, un hamster.</i></p> <p>My opinions <i>j'aime, je n'aime pas, j'adore, je deteste.</i></p>	<p>Classroom instructions <i>asseyez-vous, levez-vous, levez la main, silence s'il vous plaît, regardez, écrivez, écoutez, ouvrez le cahier, fermez le cahier, distribuez les cahiers.</i></p> <p>Days of the week; <i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche.</i></p> <p>Numbers 1-31 <i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente et un.</i></p> <p>Simple o clock times; <i>il est ...heures</i></p> <p>Months; <i>janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</i></p> <p>My birthday <i>le sept septembre</i></p> <p>My family; <i>ma/la mere, ma/la grand-mère ma/la soeur, ma/la cousine, ma/la tante, mon/le père, mon/le grand-père, mon/le frère, mon/le cousin, mon/l'oncle</i></p>	<p>Numbers 1-60 <i>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente et un,quarente, cinquante, soixante</i></p> <p>Telling the time; <i>quelle heure est-il? Il est ... heure (s), et quart, et demie, moins le quart</i></p> <p>My house; <i>La chambre, le salon, la salle à manger, la salle de bains, le garage, la cave, le wc, le jardin</i></p> <p>My bedroom; <i>la télévision/la télé, le placard, le tiroir, l'ordinateur, le lit.</i> <i>Preps; sur, à côté de, en face de</i></p> <p>The weather; <i>il fait beau, il fait mauvais, il fait du brouillard, il pleut, il neige, il gèle, il y a du soleil, il y a du vent.</i></p> <p>Cafe and restaurant <i>un café, un café au lait, un chocolat chaud, une limonade, une thé, une thé au lait, une thé au citron, un jus d'orange, un coca, un pizza, un hot dog, un hamburger, un sandwich.</i></p>	<p>Parts of the body; <i>le corps, le bras la main,les doigts, la tête, le cou, la bouche, les yeux, le nez, la jambe, le ventre, le dos, le pied, le genou,</i></p> <p>Aches and pains; <i>j'ai mal à la.../j'ai mal aux.../ j'ai mal au...</i></p> <p>Time/daily routine;<i>je me reveille, je me lève, je me lave, je m'habille, je vais à l'école, je rentre à la maison, je me couche...</i></p> <p>At school <i>le français, l'anglais, le géographie, l'histoire, l'informatique, les maths, la technologie, la musique, les sciences, l'art, le theatre, l'éducation physique, l'éducation religieuse, le diner, l'appel.</i></p> <p>Hobbies <i>danser, nager, écouter de la musique, jouer au football, jouer au rugby, jouer au tennis, jouer sur xbox, regarder la television, j'aime, j'adore, je n'aime pas, je deteste..</i></p>
By the end of the year, children should be able to ask (more able) and answer the following questions...	By the end of the year, children should be able to ask (more able) and answer the following questions...	By the end of the year, children should be able to ask (more able) and answer the following questions...	By the end of the year, children should be able to ask (more able) and answer the following questions...
<p>Greetings <i>bonjour, salut, au revoir, madame, mademoiselle, monsieur, ça va? Ça va bien merci, ça va mal, comme çi comme ça, bof</i></p> <p>Introductions Comment t'appelles tu? Je m'appelle</p> <p>Où habites-tu? J'habite à</p>	<p>Dates Quelle est la date/le jour aujourd'hui? C'est le 5 avril./ C'est lundi.</p> <p>Birthdays Quelle est la date de ton anniversaire? La date de mon anniversaire est..../ C'est le sept septembre.</p>	<p>Time Quelle heure est-il? Il est ... heures et quart, et demie, moins le quart.</p> <p>House Qu'est ce qu'il y a dans ta maison? Il y a</p> <p>Qu'est ce qu'il y a dans ta chambre? Dans ma chamber, Il y a</p>	<p>Parts of the body Qu'est ce que c'est? C'est le dos. Qu'est-ce qu'il y a? J'ai mal au genou.</p> <p>Daily routine Tu te reveilles à quelle heure? Je me reveille à</p> <p>Tu te lèves quelle heure?</p>

<p>Quel âge as-tu? J'aians</p> <p>Colours Quelle est ta couleur préférée? Ma couleur préférée est C'est.....</p> <p>Animals As-tu un animal à la maison? J'ai Je n'ai pas d'animaux (à la maison)</p>	<p>Basic Time Il estheures</p> <p>Family As tu des frères ou des soeurs? Oui, j'ai un/deux/trois frères Oui, j'ai une/deux/trois/quatre soeurs. Comment s'appelle ton frère/père? Mon frère / Il s'appelle.... Mes frères / Ils s'appellent.... Comment s'appelle ta soeur/ta mère? Comment s'appellent tes soeurs? Elle s'appelle.... Elles s'appellent.... Quelle heure est-il? Il est ..heures</p>	<p>Weather Quel temps fait-il aujourd'hui? Aujourd'hui, Il fait..... Quel temps fait-il à Paris? A Paris il....</p> <p>In the cafe Qu'est-ce que vous voulez? Je voudrais..... s'il vous plait. Qu'est-ce que vous prenez? Je prends.... Tu aimes le chocolat? Oui, j'aime ... Non, je n'aime pas</p>	<p>Je me lève à Tu prends ton petit déjeuner à quelle heure? Je prends mon petit déjeuner à Tu rentres à la maison à quelle heure? Je rentre à la maison à ... Tu te couches à quelle heure? Je me couche à neuf heures.</p> <p>School Quelle est ta matière préférée? Ma matière préférée est Qu'est-ce que tu aimes comme matière? J'aime..... Je préfère... Qu'est ce que tu n'aimes pas comme matière? <i>Je n'aime pas</i></p> <p>Hobbies <i>Qu'est-ce que tu aimes?</i> <i>J'aime la danse (+NOUN)</i> <i>Qu'est-ce que tu aimes faire?</i> <i>J'aime regarder la télé (+VERB)</i></p>
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National Curriculum Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources.
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- discover and develop an appreciation of a range of writing in the language studied.

Subject content

Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught 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
- 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