



## All Hallows C of E Primary School Languages Curriculum

**To learn a language is to have one more window from which to look at the world.  
- Chinese Proverb**

### Intent

All Hallows aim is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

All Hallows intends to use the Language Angels scheme of work and resources to ensure 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. 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 and have a continued interest and enthusiasm for languages and different cultures around the world. This will help our pupils become global citizens who have a deeper understanding of the world they live in and to celebrate how cultures and daily lives can differ.

The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the KS2 and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across KS2 that will nurture their curiosity. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. Learning a language can provide intellectual stimulation and increase fluency in communication and confidence with both spoken and written language. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

## KS2 National Curriculum

By the end of Key Stage 2 our children will know how 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.

## Implementation

KS2 will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

All teachers of languages in KS2 will know where every child is at any point in their foreign language learning journey through a variety of AFL techniques.

The planning of different levels of challenge (as demonstrated in the various Language Angels Teaching Type categories) and which units to teach at each stage of the academic year will be addressed dynamically and will be reviewed in detail annually as units are updated and added to the scheme. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language(s) they are learning.

Language Angels are categorised by 'Teaching Type' to make it easier for teachers to choose units that will offer the appropriate level of challenge and stretch for the

classes they are teaching.

Early Language units are entry level units and are most appropriate for Year 3 pupils or pupils with little or no previous foreign language learning. Intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language. Progressive and Creative Curriculum units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning. Grouping units into these Teaching Type categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. All Hallows is in the year one of three recommended cycles of the scheme with the aim to follow the third-year plan in 2026. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

Early Language Units (entry level) and Core Vocabulary lessons are designed to run for approximately 30 minutes. Intermediate, Progressive and Creative Curriculum units are designed to run for approximately 45 minutes.

Children will build on previous knowledge gradually as their foreign language lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: listening, speaking, reading and writing. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. Teachers are provided with a Progression Map and Grammar Grid (downloadable from the "Curriculum Guidance" area of the Language Angels website) to ensure all children are progressing their foreign language learning skills and are taught the appropriate grammar at the right time in their foreign language learning journey. Grammar rules and patterns will be taught by level of challenge:

- We start with **nouns** and **articles** and **1st person singular of high frequency verbs** in **Early Learning** units.
- We move on to the use of the **possessive**, the **concept of adjectives**, use of the **negative form, conjunctions/connectives** and introduce the **concept of whole regular verb conjugation** in **Intermediate** units.
- We end with **opinions** and introduce the **concept of whole high frequency irregular verb conjugation** in **Progressive** units.

Grammar is integrated and taught discreetly throughout all appropriate units. Teachers can also use the specific Grammar Explained units to ensure pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.

The Progression Map shows precisely how pupil foreign language learning across the key skills of speaking, listening, reading, writing and grammar progresses within each Language Angels 'Teaching Type' and also how the level of learning and progression of each pupil is increased as pupils move across each subsequently more challenging Language Angels 'Teaching Type'. It is a visual demonstration of the progression that takes place WITHIN a 'Teaching Type' and also ACROSS each 'Teaching Type'.

The school has a unit planner in place which will serve as an overall 'teaching map' outlining for all teachers within the school what each class in each year group will be taught and when it will be taught. Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons.

- Each unit and lesson will have clearly defined objectives and aims.
- Each lesson will incorporate interactive whiteboard materials to include ample speaking and listening tasks within a lesson.
- Lessons will incorporate challenge sections and desk-based activities that will be offered with three levels of stretch and differentiation.
- Reading and writing activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for.
- Every unit will include a grammar concept which will increase in complexity as pupils move from Early Language units, through Intermediate units and into Progressive units.
- Extending writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We think of the progression within the 6 lessons in a unit as 'language Lego'. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

Pupil learning and progression will be assessed at regular intervals in line with school policy. Teachers will aim to assess each language skill (speaking, listening, reading and writing) twice throughout each scholastic year to be able to provide reference points against which learning and progression in each skill can be demonstrated. In addition to following the lessons provided in the Language Angels scheme of work and resources, teachers are encouraged to also do some of the following:

- Foreign language celebration assemblies.
- Cookery sessions of traditional foods from the country of the language being studied.
- School celebrations of national feast days from the country of the language being studied when appropriate to facilitate a whole school approach to foreign language learning along with improved cultural awareness.

## Knowledge Progression Grid - Languages Curriculum

	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	<ul style="list-style-type: none"> <li>. I can listen to and enjoy short stories, nursery rhymes &amp; songs.</li> <li>. I can recognise familiar words and short phrases covered in the units taught.</li> </ul>	<ul style="list-style-type: none"> <li>. I can learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</li> </ul>	<ul style="list-style-type: none"> <li>. I can listen more attentively and for longer.</li> <li>. I can understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</li> </ul>	<ul style="list-style-type: none"> <li>. I can listen to longer text and more authentic foreign language material.</li> <li>. I can learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>. I can communicate with others using simple words and short phrases covered in the units.</li> </ul>	<ul style="list-style-type: none"> <li>. I can communicate with others with improved confidence and accuracy,</li> <li>. I can learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</li> </ul>	<ul style="list-style-type: none"> <li>. I can communicate on a wider range of topics and themes.</li> <li>. I can remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</li> </ul>	<ul style="list-style-type: none"> <li>. I can learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.</li> <li>. I can engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>. I can read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'.</li> <li>. I can understand the meaning English of short words I read in the foreign language.</li> </ul>	<ul style="list-style-type: none"> <li>. I can read aloud short pieces of text applying knowledge learnt from 'Phonics &amp; Pronunciation Lessons 1 and 2'.</li> <li>. I can understand most of what we read in the foreign language when it is based on familiar language.</li> </ul>	<ul style="list-style-type: none"> <li>. I can understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.</li> <li>. I can increase my knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</li> </ul>	<ul style="list-style-type: none"> <li>. I can start to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc.</li> <li>. I can decode unknown language using bilingual dictionaries.</li> </ul>
<b>Writing</b>	<p>I can write familiar words and short phrases using a model or vocabulary list. E.g. 'I play the piano'. 'I like apples.'</p>	<ul style="list-style-type: none"> <li>. I can write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. E.g. My name, where I live and my age.</li> </ul>	<ul style="list-style-type: none"> <li>. I can write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required.</li> <li>. I can learn to manipulate the language and be able to substitute words for suitable alternatives. E.g. My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</li> </ul>	<ul style="list-style-type: none"> <li>. I can write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.</li> <li>. I can start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. E.g. A presentation or description of a typical school day including subjects, time and opinions.</li> </ul>

<b>Grammar</b>	<p>I can begin to understand the concept of noun gender and the use of articles.</p> <p>. I can use the first-person singular version of high frequency verbs. E.g. 'I like...' 'I play...' 'I am called...'</p>	<p>. I can better understand the concept of gender and which articles to use for meaning (E.g. 'the', 'a' or 'some').</p> <p>. I can introduce simple adjectival agreement (E.g. adjectival agreement when describing nationality), the negative form and possessive adjectives. E.g.: 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>	<p>. I can revise gender and nouns and learn to use and recognise the terminology of articles (E.g. definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (E.g. 'I wear...', 'he/she wears...') and also be able to describe clothes in terms of colour E.g. 'My blue coat'.</p>	<p>. I can consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (E.g. which subjects I like at school and also which subjects I do not like).</p> <p>. I can become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. E.g. 'to go', 'to do', 'to have' and 'to be'.</p>
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Long Term Plan (Year 2 of scheme) French  
Vocabulary for each unit can be found on the Language Angels' topic page.  
**Sticky knowledge in bold**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<p><b>Phonics &amp; Pronunciation</b> (Series of 4 lessons to support how to speak/pronounce the language)</p> <p><b>I am learning French</b></p> <ul style="list-style-type: none"> <li>. I know more about the Francophone world</li> <li>. <b>I know how to use basic greetings in French.</b></li> <li>. I know how to ask and answer the question 'Comment tu t'appelles ?' in French.</li> <li>. I know the numbers 1-10 in French.</li> <li>. I know 10 colours and how to say which is my favourite colour in French.</li> </ul>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>. I know 5 animal nouns in French with their correct determiner.</li> <li>. I know 5 more animal nouns in French with their correct determiner.</li> <li>. <b>I know all 10 animal nouns with their determiner in French and start to attempt the spellings.</b></li> <li>. I know better the role of the indefinite article/determiner in French.</li> <li>. I know how to use the first person conjugated verb 'je suis' (I am) in French.</li> </ul>	<p><b>Instruments</b></p> <ul style="list-style-type: none"> <li>. I know 5 instruments in French with their correct determiner.</li> <li>. I know 5 more instrument nouns in French with their correct determiner.</li> <li>. <b>I know all 10 instrument nouns with their determiners in French and start to attempt the spellings.</b></li> <li>. I know better the role of the definite article/determiner for 'the' in French.</li> <li>. I know how to use the first person conjugated verb 'je joue' (I play) in French.</li> </ul>	<p><b>I am able...</b></p> <ul style="list-style-type: none"> <li>. I know 5 high frequency infinitive verbs in French.</li> <li>. I know 5 more high frequency infinitive verbs in French.</li> <li>. I know how to use the structure 'je peux' with the infinitive verbs in French.</li> <li>. I know how to use the negative structure 'je ne peux pas' followed by infinitive verbs in French.</li> <li>. <b>I know how to use conjunctions 'et' (and) &amp; 'mais' (but) in French.</b></li> </ul>	<p><b>Fruits</b></p> <ul style="list-style-type: none"> <li>. I know and have become more familiar with 5 fruit nouns with their determiners in French.</li> <li>. I know and have become more familiar with 5 more fruit nouns with their determiners in French.</li> <li>. I know how to move singular nouns to plural form in French.</li> <li>. <b>I know how to use the structure 'j'aime' (I like) with the fruit nouns.</b></li> <li>. I know how to use the negative structure 'je n'aime pas' (I do not like) with the fruit nouns.</li> </ul>	<p><b>Ice-creams</b></p> <ul style="list-style-type: none"> <li>. I know and have become more familiar with 5 ice-cream flavours in French.</li> <li>. I know and have become more familiar with 5 more ice-cream flavours in French.</li> <li>. I know how to use the first person high frequency verb 'je voudrais' (I would like) in French.</li> <li>. I know how to ask for a cone or a pot of ice-cream and say the number of scoops I would like.</li> <li>. <b>I know how to use all my new knowledge to perform a short role-play to order an ice-cream.</b></li> </ul>
<b>Phonetics 1</b>						
<b>Year 4</b>	<p><b>Presenting myself</b></p> <ul style="list-style-type: none"> <li>. I know (revise) the basic greetings in French, ask how somebody is feeling and reply when asked to me.</li> <li>. I know (revise) how to ask somebody their name in French and reply when asked to me.</li> <li>. I know (revise) numbers 1-10 in French and know numbers 11-20 in French.</li> <li>. <b>I know how to ask somebody their age in French and reply when asked to me.</b></li> <li>. I know how to ask somebody where they live in</li> </ul>	<p><b>My family</b></p> <ul style="list-style-type: none"> <li>. I know the nouns and determiners for several family members in French.</li> <li>. I know how to move from using the determiner 'a' with a family member noun to using a possessive adjective 'my' in French</li> <li>. <b>I know how to answer the question 'As-tu des frères et sœurs ?' (Do you have any brothers or sisters?)</b></li> <li>. I know how to introduce family members, learning to use 'il/elle s'appelle' (he/she is called).</li> <li>. I know how to use my</li> </ul>	<p><b>Habitats</b></p> <ul style="list-style-type: none"> <li>. I know the essential things plants and animals need to survive in French</li> <li>. <b>I know key habitats around the world in French</b></li> <li>. I know how to use the verb 'pousser' (to grow) to express which plants grow in these habitats</li> <li>. I know how to use the verb 'habiter' (to live) to express which animals live in these habitats</li> <li>. I know how use all my new knowledge to prepare a presentation for the class</li> </ul>	<p><b>In the classroom</b></p> <ul style="list-style-type: none"> <li>. I know the nouns and determiners for 6 classroom objects in French.</li> <li>. I know 6 more nouns and their determiners for classroom objects in French.</li> <li>. <b>I know how to answer the question 'Qu'est-ce qu'il y a dans ta trousse ?' (What do have in your pencil case?)</b></li> <li>. I know how to move from an indefinite determiner (a) to a possessive adjective (my) in French.</li> <li>. I know the negative response and use all my new knowledge to say what I</li> </ul>	<p><b>At the team room</b></p> <ul style="list-style-type: none"> <li>. I know 11 different foods, snacks and drinks in French with the correct indefinite article/determiner.</li> <li>. <b>I know another 9 different foods, snacks and drinks in French with the correct indefinite article/determiner.</b></li> <li>. I know some key phrases to help me perform a role-play in the French salon de thé.</li> <li>. I know some more key phrases to help me perform a role-play in the French salon de thé.</li> <li>. I know about French currency and will use my</li> </ul>	<p><b>What is the weather?</b></p> <ul style="list-style-type: none"> <li>. I know the new vocabulary for describing the weather in French.</li> <li>. I know how to recall, say and write the weather expressions from memory.</li> <li>. I know how to improve my listening decoding skills.</li> <li>. <b>I know how to read a weather map in French and describe weather in different parts of the country.</b></li> <li>. I know how to present a weather forecast in French</li> </ul>
<b>Phonetics 1-2</b>						

	French and reply when asked to me.	knowledge of larger numbers to be able to describe the age of family members.		have/do not have in my pencil case	knowledge of numbers to help calculate the bill in French.	
<b>Year 5</b>	<b>Do you have a pet?</b> <ul style="list-style-type: none"> <li>. I know <b>8 common pet nouns in French with their determiners.</b></li> <li>. I know how to say I have a pet in French.</li> <li>. I know how to say what my pet is called in French.</li> <li>. I know how to say what pet I do not have in French.</li> <li>. I know how to integrate the conjunction 'et' (and) and 'mais' (but) accurately into my work.</li> </ul>	<b>Traditions &amp; Celebrations</b> <ul style="list-style-type: none"> <li>. I know about the famous French festival, Le Carnaval de Nice, ask questions, give answers and express my opinion about it</li> <li>. I know about the famous French celebration, La Fête des Rois, ask questions, give answers and express my opinion about it.</li> <li>. I know about the famous French tradition, Le Poisson d'avril, ask questions, give answers and express my opinion about it.</li> <li>. I know about the famous French celebration, <b>La fête nationale française</b>, ask questions, give answers and express my opinion about it.</li> <li>. I know about the famous French tradition, Le jour de l'Armistice, ask questions, give answers and express my opinion about it.</li> </ul>	<b>My home</b> <ul style="list-style-type: none"> <li>. I know how to say where I live using the first person high frequency verb 'j'habite' (I live).</li> <li>. I know <b>5 nouns and their determiners for rooms of the house.</b></li> <li>. I know <b>5 more nouns and their determiners for rooms of the house</b></li> <li>. I know how to say I do not have a particular room in the house using a key negative structure.</li> <li>. I know how to use all my new knowledge in French to describe where I live.</li> </ul>	<b>Clothes</b> <ul style="list-style-type: none"> <li>. I know <b>10 nouns for items of clothing and their determiners.</b></li> <li>. 11 more nouns for items of clothing and their determiners.</li> <li>. I know how to say what I am wearing in French using the verb 'je porte...' (I wear) plus the item of clothing.</li> <li>. I know more about adjectival agreement in French, describing items of clothing by colour and learning how to say 'my' in French.</li> <li>. I know how to use all my new knowledge in French to describe what I am packing in my suitcase for a holiday.</li> </ul>	<b>Romans</b> <ul style="list-style-type: none"> <li>. I know how to listen attentively to longer passages in French and how to decode using cognates.</li> <li>. I know more of what I hear and read using a listening activity to help decode unknown language</li> <li>. I know names of 7 Romans gods and goddesses and will link them to the days of the week in French.</li> <li>. I know about <b>key Roman inventions in French</b></li> <li>. I know the negative structure in French and will present to the class as a Roman rich child and/or poor child.</li> </ul>	<b>The Olympics</b> <ul style="list-style-type: none"> <li>. I know to listen attentively to longer passages in French, decoding using cognates.</li> <li>. I know how to understand more of what I hear and read using story ordering to help me decode unknown language.</li> <li>. I know <b>10 nouns for Olympic sports with their correct articles/determiners.</b></li> <li>. I know how to say, 'I do' and 'I do not do' a particular sport using the verb 'faire' (to do).</li> <li>. I know that nouns can change spelling in French depending on the gender of the person being described.</li> </ul>
<b>Phonetics 1 - 3</b>						
<b>Year 6</b>	<b>Around Town</b> <ul style="list-style-type: none"> <li>. I know how to improve my range of vocabulary by learning <b>10 key places in a town in French along with their respective definite articles/determiners.</b></li> <li>. I know how to follow 5 different directional instructions in French.</li> <li>. I know how to ask where a place is and be able to understand and give a description of relative distance (nearby/far away) in</li> </ul>	<b>The Weekend</b> <ul style="list-style-type: none"> <li>. I know how to tell the time around the clock.</li> <li>. I know 10 activities that I may do at the weekend.</li> <li>. I know how to consolidate my learning and focus on the spellings in French for the 10 activities.</li> <li>. I know how to integrate 'at...' plus a time into my spoken and written work about weekend activities.</li> <li>. I know how to use all my new knowledge from the unit</li> </ul>	<b>Planets</b> <ul style="list-style-type: none"> <li>. I know improve my range of vocabulary by learning <b>10 key elements of the Solar System in French and will be able to label them on a map.</b></li> <li>. I know how to apply my increasing knowledge of adjectival agreement to describe the Solar System in French.</li> <li>. I know extend my sentences by using conjunctions and intensifiers to create more complex descriptions in</li> </ul>	<b>World War II</b> <ul style="list-style-type: none"> <li>. I know improve my reading and listening skills by learning how to decode unknown language in longer pieces of French.</li> <li>. I know the French for a <b>selection of countries and languages involved in WWII.</b></li> <li>. I know how to improve my listening and reading skills by listening to the story of Ralph (an evacuee) in French.</li> <li>. improve my range of vocabulary by learning key</li> </ul>	<b>Healthy Lifestyle</b> <ul style="list-style-type: none"> <li>. I know how to improve my range of vocabulary by learning <b>10 new nouns and determiners for healthy foods/drinks.</b></li> <li>. I know how to further improve my range of vocabulary by learning 10 more nouns and determiners for unhealthy foods/drinks.</li> <li>. I know how to consolidate all the new language and focus on the partitive article (some) in French as seen in this unit.</li> </ul>	<b>Literature Lessons 1 &amp; 2</b> <p>Two standalone lessons for children to be introduced and learn about famous French Authors</p> <p><b>Vikings</b></p> <ul style="list-style-type: none"> <li>. I know how to decode unfamiliar and more complex language using my knowledge of cognates and history.</li> <li>. I know how to describe myself and others physically in terms of height using the verb 'être' (to be).</li> </ul>
<b>Phonetics 1 - 3</b>						

	<p>French.</p> <ul style="list-style-type: none"> <li>. I know how to use prepositions in French to give the precise location of one place in relation to another place.</li> <li>. I know how to use transactional language to conduct a complete dialogue in French about where places are in a town.</li> </ul>	<p>to present to the class in spoken and/or written form.</p>	<p>French.</p> <ul style="list-style-type: none"> <li>. I know how to ask key questions in French to be able to conduct an interview with an astronaut.</li> <li>. I know how to present myself as an astronaut by answering the questions in French and learn how to describe my qualities/character.</li> </ul>	<p>words and phrases relating to the countryside and the city.</p> <ul style="list-style-type: none"> <li>. I know how to use all my new knowledge to compare life in the city and countryside during WWII.</li> </ul>	<ul style="list-style-type: none"> <li>. I know improve my range of vocabulary by also learning key phrases for healthy and unhealthy habits.</li> <li>. I know to follow a healthy recipe in French and create my own using my new knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>. I know how to describe myself and others physically in terms of hair colour and type using the verb 'avoir' (to have).</li> <li>. I know how to describe myself by eye colour using the verb 'avoir' (to have).</li> <li>. I know how to describe a Viking's typical daily routine using time phrases</li> </ul>
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# DFE Points of Attainment Targets

-  LISTENING
-  SPEAKING
-  READING
-  WRITING
-  GRAMMAR

	PoS Attainment Target												
	1	2	3	4	5	6	7	8	9	10	11	12	
I'm Learning													
Animals													
Instruments													
Little Red Riding Hood													
I Am Able.../ I Know How...													
Ancient Britain													
Fruits													
Vegetables													
Shapes													
Ice Creams													
Seasons													

EARLY LANGUAGE UNITS

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 to build sentences; and how these differ from or are similar to English.






INTERMEDIATE LANGUAGE UNITS

-  LISTENING
-  SPEAKING
-  READING
-  WRITING
-  GRAMMAR

PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12
Presenting Myself												
My Family												
The Tudors												
At the Café/Tea Room/Restaurant												
In Class												
Do You Have A Pet?												
Goldilocks & The Three Bears												
What Is The Date?												
The Weather												
Clothes												
The Olympics												
The Romans												
Habitats												
My Home												

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- 8 Appreciate stories, songs, poems and rhymes in the language.
- 9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- 10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- 11 Describe people, places, things and actions orally and in writing.
- 12 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 to build sentences; and how these differ from or are similar to English.

PROGRESSIVE LANGUAGE UNITS

-  LISTENING
-  SPEAKING
-  READING
-  WRITING
-  GRAMMAR

PoS Attainment Target	1	2	3	4	5	6	7	8	9	10	11	12
At School												
The Weekend												
World War II												
Healthy Lifestyles												
The Planets												
Habitats												
Vikings												
Me In The World												

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- 4 Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- 5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- 6 Present ideas and information orally to a range of audiences.
- 7 Read carefully and show understanding of words, phrases and simple writing.
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- 11 Describe people, places, things and actions orally and in writing.
- 12 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 to build sentences; and how these differ from or are similar to English.