

NORTHWICK MANOR PRIMARY SCHOOL

Knowing more, remembering more.....Connecting learning.....

Foreign Language Long Term Curriculum Overview

At Northwick we aim to inspire our budding linguists to be ambitious and develop self-confidence to be brave enough to communicate in another language.

Languages are taught best through reviewing and consolidating knowledge, understanding key phrases and vocabulary, recognising where this prior knowledge can be applied to acquire **ambitious** new skills. In order for our language learners to be the linguists of the future, the curriculum offers **opportunities** to experience the diverse world we live in and celebrate equality in all forms.

It is of paramount importance that language learners have **opportunities** to listen, speak, read and write in that order to ensure there is a natural progression. We constantly review, question, sequence, model and practise in order to achieve end composite goals. Each lesson offers the **opportunity** to review previous knowledge and embed our key phrases and grammatical features of the language. This then probes the children’s learning more deeply, in turn stretching and challenging them.

Grammar underpins the core values of language learning, children are taught in small steps, scaffolding all the time to allow a deep and secure subject knowledge. The repetition of key phrases fosters independence in using them for real purpose with confidence and securely. It is imperative that unit words are not taught in isolation, they become part of the grammar and full sentences. Children then have the **power** to use them in real life situations.

Language learners should acquire and **achieve** a deep body of knowledge and in turn this is committed to their long-term memory. We constantly review what we have learnt unit to unit. What do we already know? How have we used this before? How can we apply this to a new unit of work? How can we become confident linguists with the **ambition** to communicate in the new language?

The children develop their skill set in order to communicate in the target language. The skill set is accumulative and progressive. Through Languages children make stronger connections with their English lessons, they clarify how their own language works. This gives them the **power** to communicate more accurately and therefore have a higher sense of **achievement**.

The National Curriculum for Languages aims to ensure that all pupils:

- 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.

Key Learning: What will pupils get better at?

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN	<p>Introductions to the Language- Sentence Structures: Listen to the sounds of a new language and apply these communicating.</p> <p>Listening and Speaking</p> <ul style="list-style-type: none"> • Listen and respond during a simple conversation with others using accurate pronunciation to give personal details and greet others. • Accurately follow classroom commands. <p>Reading and Writing</p> <ul style="list-style-type: none"> • Independently read and write the date. • Accurately apply spelling rules when writing sentences about what items they have in the classroom. 	<p>Weather – Sentence Structures: Describing a weather forecast.</p> <p>Listening and Speaking</p> <ul style="list-style-type: none"> • Present the weather to their peers in a confident and accurate manner. • To be able to listen and respond to spoken questions about what weather it is. <p>Reading and Writing</p> <ul style="list-style-type: none"> • Read for gist picking out key phrases and being language detectives to understand target language in written form. • Compose simple sentences about the weather, using the correct form of the present tense. 	<p>House and home - Sentence Structures: Describing houses and how others may live around the world</p> <p>Listening and Speaking</p> <ul style="list-style-type: none"> • Listen to a conversation with others about what there is and isn’t in a house. • Answer questions about what is in a house and ensure pronunciation is accurate and fluent when speaking to others. <p>Reading and Writing</p> <ul style="list-style-type: none"> • Read short descriptions of a house that is for sale, taking note of new adjectives and word order. • Write short descriptions of a house that is for sale, applying spelling rules and word order of adjectives. 	<p>Town and local area - Sentence Structures: Describing what towns and have and don’t have.</p> <p>Listening and Speaking</p> <ul style="list-style-type: none"> • Describe locations and places of interest in towns and cities. • Instruct and follow simple directions around a town. <p>Reading and Writing</p> <ul style="list-style-type: none"> • Read for gist and pick out main details about towns and cities in chosen countries. • Independently write descriptions of towns and cities in chosen countries.

Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?



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| | <ul style="list-style-type: none"> ✓ Know how to say hello and goodbye using <i>bonjour</i> and <i>au revoir</i>. ✓ Know how to introduce myself using <i>je m'appelle</i>. ✓ Know how to ask and answer the question <i>how are you. (Ça-va? Ça-va bien)</i> ✓ Know how to give my age (<i>j'ai sept ans</i>) ✓ Know numbers to 31. ✓ Know days and months ✓ Know how to write the date (<i>lundi dix octobre</i>) ✓ Know how to say when my birthday is. (<i>Mon anniversaire c'est</i>) ✓ Know how to use <i>there is (il y a)</i> to name items in the classroom. ✓ Know how to follow instructions in the classroom. ✓ Know the alphabet with French sounds. | <ul style="list-style-type: none"> ✓ Know how to use full sentences; basic verbs in the present tense to describe the weather. (e.g. <i>il fait du soleil</i>) ✓ Know cardinal points (<i>Le nord, le sud, l'ouest, l'est</i>). ✓ Know what the 4 seasons are. (<i>Le printemps, l'été, l'automne, l'hiver</i>) ✓ Know written words of multiples of ten to 100. ✓ Know connective words and use them: <i>et, aussi, mais (and, also, but)</i>. ✓ Know how to use a quantifier: <i>très, assez (very, quite)</i>. ✓ Know some countries and say what the weather is like there. | <ul style="list-style-type: none"> ✓ Know <i>j'habite</i> is to say where I live. ✓ Know how to use "<i>je suis dans</i>" to say where you are in the house. ✓ Know how to use full sentences to say what there is in the house: "<i>il y a</i>". ✓ Know how to make a sentence negative to say what there isn't in the house: <i>il n'y a pas</i> ✓ Know how to use "<i>dans ma maison</i>" to say what there is in the house. ✓ Know ordinal numbers to name floors of a building. ✓ Know adjectives change word order (<i>la maison moderne</i>) | <ul style="list-style-type: none"> ✓ Know and use cardinal and ordinal points to locate towns. (<i>Le nord, le sud, l'ouest, l'est</i>). ✓ Know how to use "<i>c'est situé</i>" to say where towns are in a region. ✓ Know how to use <i>there is "il y a"</i>. ✓ Know how to use "<i>dans ma ville</i>" to say what is in my town. ✓ Know how to use "<i>il n'y a pas de</i>" to say what isn't in a town. ✓ Know how to use commands to be able to follow and give directions. ✓ Know how to use the conditional <i>je voudrais</i> to say what you would like in a shop. |
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Connecting Learning

	<p>EYFS - Understanding the World.</p> <p>Year 1 and 2 Celebrating Diversity: locating French Speaking countries and basic greetings.</p>	<p>Year 3 animals and sports using present tense verbs, introduced grammar points about article, gender, subject, noun and verb.</p> <p>Year 3 numbers to 31 – find patterns for tens.</p>	<p>Year 3 and year 4 use of <i>il y a</i> to say what pencil case items and animals there are.</p> <p>Year 3 numbers – to work out ordinal numbers</p> <p>Year 3 and 4 adjectives in animals and physical descriptions, word order and adjectival agreement.</p>	<p>Year 4 - weather and cardinal points.</p> <p>Year 3, 4, 5 <i>il y a</i> to say what there is</p> <p>Year 5 use of negative <i>il n'y a pas</i>, to say what there isn't.</p> <p>Year 4 Food – <i>je voudrais</i> (I would like)</p>
SPRING	<p>Animals – Broadening vocabulary: Adding adjectives to sentences to make them more interesting</p> <p>Listening and Speaking</p> <ul style="list-style-type: none"> • Retrieve information in French about different animals. • Independently describe numbers and colours of animals. <p>Reading and Writing</p> <ul style="list-style-type: none"> • Extract information from animal descriptions written in target language. • Compose sentences describing animals using adjectives, remembering correct word order and adjectival agreement. 	<p>Physical appearance – Broadening vocabulary: Describing physical features, including height, hair and eyes.</p> <p>Listening and Speaking</p> <ul style="list-style-type: none"> • Listen and respond to descriptions of people, using adjectives. • Describe themselves and another person using third person present tense. <p>Reading and Writing</p> <ul style="list-style-type: none"> • Read for gist picking out new vocabulary. • Write a description of somebody else, including eye and hair colour with additional details (e.g. adjectives – height, glasses) in a wanted poster. 	<p>Clothes – Broadening vocabulary: Describing clothing in detail.</p> <p>Listening and Speaking</p> <ul style="list-style-type: none"> • Independently describe items of clothing paying attention to word order and adjectives. • Perform a presentation about an outfit in a confident manner. <p>Reading and Writing</p> <ul style="list-style-type: none"> • Translate short sentences that describe clothing. • Write a description of what someone is wearing with additional details (uniform, seasonal) and using the correct adjectival agreement and word order. 	<p>Family – Broadening vocabulary: Describe a family.</p> <p>Listening and Speaking</p> <ul style="list-style-type: none"> • When listening to target language, identify family members, including correct articles and possessive pronouns. • Talk confidently about different family members, distinguishing differences between m/f/plurals. <p>Reading and Writing</p> <ul style="list-style-type: none"> • Translate a text and respond to questions in spoken and written form. • Independently respond to questions using full sentences.

Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?



- ✓ Know how to use *There is (il y a)* to recall animals.
- ✓ Know how to use correct article according gender (*le, la, les*)
- ✓ Know the correct article whether it is plural or singular. (*les*)
- ✓ Know colours
- ✓ Know the word order in sentences using colours. (*Le chien noir*)
- ✓ Know how to use numbers to say how many animals there are. (*Il y a trois chiens*).

- ✓ Know how to use *j'ai* to describe hair and eye colour in a full sentence.
- ✓ Know that the word order is different. (*J'ai les yeux verts*)
- ✓ Know how to change the verb to the 3rd person (*il a, elle a*).
- ✓ Know how to correctly use adjectival agreement according to the noun. (*les cheveux bruns*)

- ✓ Know items of clothing with correct gender and article (*le, la, les*)
- ✓ Know how to use the present tense to say I am wearing. (*Je porte*).
- ✓ Know the correct word order with colours. (*une robe rouge*)
- ✓ Know how to apply adjectival agreement rule in sentences according to the gender and plurality of the noun. (*des baskets noirs*)

- ✓ Know how to use *"dans ma famille il y a"* (In my family there is).
- ✓ Know family members with correct article (*le, la, les*).
- ✓ Know possessive pronouns (*mon, ma, mes*).
- ✓ Know how to select the correct possessive pronoun (*mon, ma, mes*).

Connecting Learning

Autumn Classroom items with *il y a* and word order.
Numbers.

Year 3 animals, sports Year 4 weather using present tense verbs, introduced grammar points about article, gender, subject, noun and verb.

Year 3 introductions – *j'ai* I have
Year 3 animals - colours

Year 3 and year 4 present tense verbs and using *je, il, elle* as a subject (physical appearance and sports).

Year 3 and 4 adjectives in animals and physical descriptions, word order and adjectival agreement.

Year 5 and 6 house and town: *dans ma* (in my) and use of *ma* (possessive pronoun)
Year 3, 4, 5 *il y a* to say what there is
Year 5 use of negative *il n'y a pas*, to say what there isn't.

SUMMER

Sports – Personal opinions and justifications:
Opinions about different sports.

Listening and Speaking

- Retrieve information about likes and dislikes of sports and hobbies.
- Explain likes and dislikes about different sports/hobbies, responding to questions from others using opinions.

Reading and Writing

- Construct sentences, using accurate sentence structure and word order.
- Use opinions to say what sport you like.

Food – Personal opinions and justifications:
Opinion on food.

Listening and Speaking

- Order a meal, expressing likes and dislikes.
- Answer questions about whether you like or dislike something.

Reading and Writing

- Confidently identify foods on a menu.
- Follow simple cooking instructions.

Holidays – Personal opinions and justifications:
Opinions on countries and places to visit.

Listening and Speaking

- Know names of the continents and several countries using the language you are studying.
- Participate in conversations about holiday locations and opinions about where you like to go.

Reading and Writing

- Understand short texts about where people are travelling to.
- Be able to say where they like going and why; give a justification using subordinate sentences (because).

School – Personal opinions and justifications:
Opinions on school subjects.

Listening and Speaking

- Participate in accurate conversations about opinions on school subjects.
- Recognise key phrases when listening to timetables.

Reading and Writing

- Read school timetables.
- Independently compose texts using opinions on school subjects.
- Justify your opinion by giving a reason.

Key Golden Nuggets

What do we want pupils to know and what do we want pupils to be able to know how to do by the end of this unit?



- ✓ Know vocabulary for sports including article and gender. (*le, la, les*)
- ✓ Know how to use positive opinions in a sentence *j'aime*
- ✓ Know how to use negative opinions *Je n'aime pas*.
- ✓ Know how to ask others questions about what sports they like *Tu aimes?*
- ✓ Know how to express your opinion in other ways *j'adore, je déteste*

- ✓ Know the names of food items on a menu.
- ✓ Know how to order a meal using the conditional tense *je voudrais*.
- ✓ Know how to follow cooking instructions using commands.
- ✓ Know how to use opinions to say if you like / dislike a food item *j'aime / Je n'aime pas*.
- ✓ Know how to use a subordination "car" to say why you like / dislike something.

- ✓ Know the continents
- ✓ Know some countries and with correct gender and article. (*Le, la, les*)
- ✓ Know how to use the present tense to say where you like / love to go on holiday. (*J'aime / j'adore aller*).
- ✓ Know the subordination "car" (because) to say why you like / dislike going somewhere.
- ✓ Know how to use it is "c'est" it is, to give a justification about where you like to go.

- ✓ Know school subjects
- ✓ Know how to say if you like them or not. (*J'aime / je n'aime pas*).
- ✓ Know how to apply adjectival agreement according to the gender of the noun. (add an e or s).
- ✓ Know the subordination "car" (because) to say why you like / dislike a subject
- ✓ Know how to use it is "c'est" to give a justification about why you like / dislike a subject.

✓ Know how to justify an opinion using "c'est" it is.

Connecting Learning

Autumn Introductions – how to ask and answer questions
Animals – word order and features of a sentence.

Year 3 classroom instructions.
Year 3 and 4 verbs, introduced grammar points about article, gender, subject, noun and verb.
Year 3 sports – opinions

Year 3 and year 4 using il y a.
Year 3 and 4 sports and food giving opinions.

Year 5 subordination "car" to say why.
Year 3, 4, 5 use of opinions in sports, food and holidays.
Year 5 holidays use of "c'est".