

FOREIGN LANGUAGES CURRICULUM MAP

Our Sheen Mount curriculum maps have been developed and updated throughout 2019-2020. However, in this coming academic year, 2020-2021, there are some areas of the curriculum that will be modified, because of Covid-19, in line with the government guidance issued most recently.

- 1) Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.
- 2) Aim to return to the school's normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.

By the time children leave Sheen Mount we want them to have had a positive experience of more than one language (Italian and French) based on staff expertise. We want them to have awareness of the different cultures and traditions in these different countries, as well as celebrating other languages spoken in our school community. We would like our children to be able to confidently introduce and give a simple description of themselves in at least one of these languages. Our aim is that with this positive attitude and confidence to communicate in another language, children will feel inspired and equipped to continue their language journey through secondary education and beyond.

Below is a curriculum map which will help with consistency and progression in FL teaching throughout the school. I recommend that staff teaching French refer to the QCA schemes of work, which include clear and detailed planning and lots of ideas for activities, songs and games to support learning. The QCA schemes are available online at http://webarchive.nationalarchives.gov.uk/20090608182316/http://standards.dfes.gov.uk/schemes3/subjects/primary_mff/?view=get and also on the school computer system in the FL Subject Lead folder. If you prefer to create your own planning, please try to ensure that you cover the main themes and suggested vocabulary (as this will make sure you adhere to the requirements of the National Curriculum for languages at KS2) for the relevant year group. This will help future teachers with their planning and assessment in subsequent years. **NB** Italian will be taught in Years 1 and 2 by a specialist teacher. The Italian teacher will follow a similar scheme of work which is provided by the Italian Embassy.

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	Autumn Term		Spring Term		Summer Term	
Year 1	<u>Italian</u> Greetings 'Ciao'. What's your name Traditional songs and festivals Numbers to 5 Colours	<u>Italian</u> Greetings 'Ciao'. What's your name Traditional songs and festivals Numbers to 5 Colours Christmas in Italy	<u>Italian</u> Carnival in Italy Family Colours Spring Easter in Italy Traditional chants, games, rhymes, songs, stories.	<u>Italian</u> Carnival in Italy Family Colours Spring Easter in Italy Traditional chants, games, rhymes, songs, stories	<u>Italian</u> Numbers 5-10 Greetings School items Summer Animals Story tellings Traditional chants, games, rhymes, songs	<u>Italian</u> Numbers 5-10 Greetings School items Summer Animals Story tellings Traditional chants, games, rhymes, songs
Year 1 Key vocabulary	rosso, blu, giallo, verde, rosa, arancione, marrone, azzuro, viola, nero, grigio, mela, prugna, banana, arancia, pera		Befana, notte, scopa, occhi, naso, bocca, orecchie, Carnevale, Arlecchino, maschera, mamma, papà, nonno, nonna, bianco, viola, nero, rosa, blu, primavera, volano, Pasqua, uovo, cioccolato		Arrivederci, numbers 5-10, astuccio, libro, maestra, righello, cartella, gomma, matita, estate, ape, uccello, gatto, rana, cane	
Year 2	<u>Italian</u> Formal/informal greetings Introduction School objects Autumn Toys Christmas in Italy Traditional chants, games, rhymes, songs	<u>Italian</u> Formal/informal greetings Introduction School objects Autumn Toys Christmas in Italy Traditional chants, games, rhymes, songs	<u>Italian</u> Epifania/.Befana in Italy Birthdays (age) Clothes Carnival In Italy Family The home	<u>Italian</u> Epifania/.Befana in Italy Birthdays (age) Clothes Carnival In Italy Family The home.	<u>Italian</u> School: objects and actions Animals Summer Verb to be, present, 3rd persona Traditional chants, games, rhymes, songs	<u>Italian</u> School: objects and actions Animals Summer Verb to be, present, 3rd persona Traditional chants, games, rhymes, songs,
Year 2 Key vocabulary	Buongiorno, ciao, arrivederci, Come ti chiami? Mi chiamo..., sono..., penna, matita, righello, gomma, cartella, libro, maestra/o, autunno, bici, chitarra, bambola, orsetto, macchina, Natale, Babbo Natale, regalo, storie		Primavera, Befana, notte, Carnevale, quanti anni hai? Ho..., colori, numeri, cappotto, berretto, guanti, scarpe, calzini, fratello, sorella, mamma, papà, nonno, nonna, camera, cucina, salotto, bagno, giardino, Pasqua, uovo, cioccolato, pulcino		Disegna, legge, scrive, canta, apre, saluta, cane, ape, gatto, coniglio, pesce, rana, uccello, serpente, bruco, lumaca, farfalla, estate, caldo, altalena	
Transition from Italian to French must be noted. Children should be reminded of and encouraged to attempt to recall their Italian learning so they are able to make comparisons with the (sometimes similar) French alternatives.						
Year 3	<u>French- Moi</u> Children learn to introduce themselves, greet others and say how they are. Learn vocabulary for colours. Cultural understanding: Compare how we greet each other in UK and France.	<u>French- Moi</u> Children begin to respond to and ask questions about name and age. Start using numbers to 10. Learn some names of family members. Learn names of some domestic animals.	<u>French Jeux et chansons</u> Listen/respond to French versions of well-known songs/games. (Le facteur for days of the week) Start learning days of the week and numbers to 20. Introduce names of popular and familiar playground games. (le cache-cache/saut a la corde/la chasse) Cultural understanding: Compare playtime in UK and France.	<u>French Jeux et chansons</u> Learn some names of some familiar animals or farm animals. Listen & respond to familiar English songs but in French. E.g. French version of well-known song- Le fermier dans son pres/, frere Jacques/ Coucou hibou.	<u>French – la Fête</u> Children learn language relating to celebrations of special occasions (eg. Joyeux Anniversaire) and of their achievements in activities and games (Favourite hobbies and what they do well) Cultural understanding: Childhood Traditions. Compare UK's tooth fairy to France's tooth mouse.	<u>French- la Fête</u> Learn to say the months of the year particularly the name of the month in which they celebrate their birthday.

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Year 3 Key vocabulary	Bonjour! Salut! Bonsoir ! Ça va? Ça va bien/mal. Et toi? Au revoir, Monsieur/Madame, oui/non. Je m'appelle ... Comment tu t'appelles? Voici ... un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix Quel âge as-tu? J'ai sept/huit ans.		lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche. onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt Combien de ...? Je préfère ...		Je joue au football. Je nage. Je danse. Je chante. Je lis. Joyeux anniversaire! janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre s'il te plaît	
Year 4	French – Portraits Building on learning from year 3, children consolidate and learn new greetings, ways of introducing themselves and saying their name, their age and how they are. Consolidate numbers to 20. Learn names for main parts of body & describe with colours. Ask & answer questions about physical appearance. Cultural understanding: How do French people celebrate Halloween?	French – la famille et Les quatre amis. Revise and consolidate learning from year 3 -the months of the year and Numbers to 20 Building on year 3 children learn to describe their family and talk about their brothers and sisters. Building on learning from year 3, children revise and learn new vocabulary to talk about animals, describe their colour and state their preference. Cultural understanding: How do French people celebrate Christmas	French - Ça pousse! Children revise how to say their age and know the month of their birthday. Numbers to 30 Learn to say the date of their birthday. Children listen to and respond to a story for example 'La chenille qui fait des trous' Learn names of fruits and vegetables & say which they like & dislike.	French - On Y Va! Name some francophone countries & towns in France. Learn to say what town they live in. How they get to school. Revise (From Year 3) days of week and learn some phrases about weather. Learn names for all 4 seasons. Make comparisons with weather in France and England. Who has been to France where did they go? Look at map of France. Cultural understanding: Influences of Mediterranean climate affecting way of life in North and South France.	French - L'argent de poche Gain confidence in manipulating numbers (in tens to 100) & learn further expressions for likes & dislikes. Learn names for some shops in the high street and what they sell Use euros to go shopping. Say what you would like to buy and how much it would cost. Play shops	French – Je porte Learn some common adjectives, make simple feminine agreements & give instructions to each other. Learn some vocabulary for clothing and set up a fashion show where children take turns to describe the model.
Year 4 Key vocabulary	les couleurs, rouge, rose, orange, jaune, bleu(e), vert(e), noir(e), blanc(he), violet(te), marron J'ai ... Il/Elle a ... un nez bleu, une bouche bleue, les yeux/cheveux bleus Il/Elle est ... grand(e)/petit(e)		Le chien, le chat, le cochon d'Inde, le cheval, le mouton, le lapin, la souris ... galope (eg Le cheval galope) ...court Il/Elle est ... gris(e) La mère, le père, la sœur, le frère.		vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente. Mon anniversaire est le.... Tu aimes ...? J'aime ... Je n'aime pas ... beaucoup Je voudrais ... S'il vous plaît. Vous désirez? Voilà. Merci.	
Year 5	French - Vive le sport! Revise and build on learning from Year 3 (Favourite hobbies) Learn names for sports. Say what activities they do on particular days of week. Say what their favourite activity is. Revise numbers to 30 Cultural understanding:	French – Animals and habitats (Canaval des animeaux) Revise and build on learning from year 3 and 4. Say where they live and describe their home. A flat or a house. Learn vocabulary for rooms in the house. Describe familiar domestic and wild animals and talk about their habitats.	French - Weather and Date Quel-temps fait il? Revise and build on learning from year 4, learn phrases to describe weather. Name some common articles of clothing and relate these to weather. Numbers to 50 Learn to say and write the date. (Aujourd'hui c'est.....)	French- Bon appétit, bon santé Revise and build on learning from year 4 (fruits and vegetables), learn names of food and drink found in school lunch box. Express preferences. Name food and drinks associated with balanced diets. Cultural understanding:	French - Music Je suis le musicien Children learn to discuss their musical preferences and to say which instruments they play. They learn an adaptation of the song 'I Am the Music Man'. 'Je suis le musician' Children explore rhythm and use this as a strategy for remembering and practising new language.	French - Alphabet and Numbers. Timetables. Say the alphabet in French and practise using numbers. Start learning numbers to 100 Learn to tell the time on the hour. Learn names for different school subject and say at what time that lesson will take place. Say what their

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	Compare attitudes to PE in French and English schools.			Compare lunch at school in France and UK	They work in groups to create a rap for a performance.	favourite subject is. (Make a French school timetable) Cultural understanding: Compare UK and France school timetable
Year 5 Key vocabulary	Qu'est-ce que tu fais (lundi)? etc. Je joue au tennis/ cricket/ basket Je fais du vélo/ du skate/ de la danse/ de la natation zéro le jus d'orange, le yaourt, le poisson, une pomme, les carottes, le chocolat, le coca, les pommes frites, les bonbons C'est bon/mauvais pour la santé.	Où habites-tu? J'habite dans ... Une maison/ un appartement Quatre pièces Chambre Salon Salles de bains cuisine un chien, un chat.... un oiseau, un écureuil, un renard, le coucou, le hibou rapide, lent, rapidement, lentement, doucement, fort	Il fait chaud. Il fait froid. Il fait beau. Il fait mauvais. Il fait du soleil. Il fait du vent. Il pleut. Il neige Il gèle Quand ... il te faut ... moins lundi 5 juin, etc le 5 juin, etc Quarante et un,.....cinquante une veste, un pantalon une chemise, un pull un manteau, un chapeau, un parapluie, une écharpe, des gants, des bottes, des lunettes de soleil	Dans le sac il y a ... et Il est bon/mauvais (pour la santé) Elle est bonne/mauvaise (pour la santé) Ils sont bons/mauvais (pour la santé) Elles sont bonnes/mauvaises (pour la santé) Il te faut ... un sandwich au fromage/jambon/thon un gâteau, une banane une pomme, une orange, des chips, du fromage, de l'eau j'aime les.... Je n'aime pas les..... Comme casse-croûte (snack) j'ai	Mon groupe/ma musique/chanteur préféré(e)s(es) Tu joues ...? Je joue du (saxophone/ piano/violon) Je joue de la (guitare/ clarinette/batterie) C'est génial! C'est nul/ affreux/ennuyeux! Comme.	Quelle heure est-il? une heure, deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures, huit heures, neuf heures, dix heures, onze heures, douze heures soixante/soixante-dix quatre-vingt/ quatre-vingt-dix /cent A neuf heures c'est l'anglais, a dix heures A neuf heures c'est cours de maths
Year 6	French- Quelle temps fait-il Revise and build on learning from Y4 and Y5. Children learn to ask questions, have opinions and form sentences about the weather, how to say temperature (including negative numbers). Building on vocabulary from Y5, they form sentences about suitable clothing to wear depending on the weather. '	French- les saisons Children use prior learning (from year 4 and 5) to describe the four seasons. They construct sentences about the weather, activities, food and drink as well as festivals. Cultural understanding: Christmas traditions Children learn about the St Nicholas festival which is celebrated in northern France.	French -En route pour l'école Build on learning from Year 4 (shops in high street) Understand and use names for places in their local area. Follow and give directions. Describe the route to school. Cultural understanding and cross curricular activity: Children learn about epiphany in France with la fete des rois. They make Galettes des rois in DT	French- Notre école-telling the time Building on learning from year 5 (subjects at school) Children learn to talk about everyday routines as well as subjects studied during the school day. They revise telling the time to the hour and extend this to using half and quarter hours and minutes. They revise some adjectives to describe appearance. For example what we wear to school. Cultural understanding: Why don't the French children wear school uniform?	French- Au marché Children continue to grow in confidence in using numbers to 100. Children revise and build on their learning from y4 and y5 on food and local shops. They learn to say what they would like to buy in market & order in restaurant. In preparation for their school trip to France children learn key conversational vocabulary and to construct sentences to help them to go shopping in the local market. Cultural understanding: Make comparisons with a UK and a French marketplace.	French- Normandie and Fougères Children continue to learn vocabulary related to their humanities topic and their experiences in France. They consolidate their language learning by role playing/ performing scenes from a French café or in a market place.
	Quand il pleut, je porte mon imperméable.	au printemps en été/automne/ hiver	L'église, Le mairie, le parc, la gare,	Il est une heure et demie, deux heures et demie, etc	soixante-onze soixante-douze	une lemonade,

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Year 6 Key vocabulary	<p>Aujourd'hui il fait beau donc je vais a la campagne.</p> <p>aujourd'hui il fait moins 5 degrés</p>	<p>clair sombre heureux triste</p> <p>Viens/Reste chez moi</p> <p>Les couleurs sont ...</p> <p>En hiver, quand il neige je vais au ski.</p> <p>En été, quand il fait chaud, j'aime mangé la glace au chocolat.</p>	<p>Le supermarché, L'hôpital, La banque Les magasins</p> <p>Quand je vais à l'école ..</p> <p>Je passe devant ... cinq minutes plus tard, finalement</p> <p>vrai, faux</p>	<p>Je vais à l'ecole à huit heures et demie, etc à droite, à gauche, tout droit</p> <p>Je ne comprends pas.</p> <p>Répétez s'il vous plaît.</p>	<p>quatre-vingt-onze</p> <p>Bonjour Monsieur/madame je voudrais.....s'il vous plait ...merci.</p> <p>C'est combien?</p> <p>Oui merci</p> <p>Non merci</p> <p>Où est la/le.....</p>	<p>une eau minérale, un jus d'orange, un verre de coca, un chocolat chaud</p> <p>un café, un café au lait</p> <p>une tasse de thé</p> <p>un paquet de chips</p> <p>une portion de frites</p> <p>une glace au chocolat / à la a</p> <p>fraise / à la vanille</p> <p>Vous désirez?</p> <p>C'est combien?</p> <p>Bon appétit</p>
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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.

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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.

The starred (*) content above will not be applicable to ancient languages.