

Languages Coverage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS *	<p>In the Moment Planning means that where languages are taught, they are developed from the interests of the individual children. The outcome of this teaching is documented by teachers and adults through observation and assessment 'in the moment'.</p> <p>Adult led language teaching may include:</p> <p><u>Foreign Languages / Cultures and Classroom Language</u></p> <ul style="list-style-type: none"> - Discuss other languages spoken at home – where they are from - Practice pronunciation of foreign language words (eg: Hola / Adios) - Introduce single word classroom language in at least one other language <p><u>Greetings and Introductions</u></p> <ul style="list-style-type: none"> - Role play saying hello and goodbye / good day - Answer 'How are you?' with single word answers - Be able to respond to 'What is your name?' when prompted <p>ELG's-</p> <ul style="list-style-type: none"> ● Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. ● Make comments about what they have heard and ask questions to clarify their understanding. ● Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ● Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 					
Year 1 Could be a specific foreign language (eg: Spanish) or a range	<ul style="list-style-type: none"> ● <u>Unit: Foreign Languages / Cultures and Classroom Language</u> <ul style="list-style-type: none"> - Discuss other languages spoken at home – where they are from - Practice pronunciation of foreign language words (eg: Hola / Adios) - Introduce single word classroom language in at least one other language 	<ul style="list-style-type: none"> ● <u>Unit: Greetings and Introductions</u> <ul style="list-style-type: none"> - Role play saying hello and goodbye / good day - Answer 'How are you?' with single word answers - Be able to respond to 'What is your name?' when prompted - Learn numbers to 10 	<ul style="list-style-type: none"> ● <u>Unit: Further Greetings / Introductions</u> <ul style="list-style-type: none"> - Look at typical foreign language names (eg: Spanish) - Role play greeting and introducing oneself in a foreign language 	<ul style="list-style-type: none"> ● <u>Unit: Family and Days of the Week</u> <ul style="list-style-type: none"> - List family members: brothers, sisters, mother and father - List days of the week in foreign language 	<ul style="list-style-type: none"> ● <u>Unit: Animals and Colours</u> <ul style="list-style-type: none"> - List animals that are of interest to children (eg: pets that the class have) - Use number knowledge to be able to say how many pets 	<ul style="list-style-type: none"> ● <u>Unit: More Numbers and Countries</u> <ul style="list-style-type: none"> - Review numbers to 10 - Learn numbers past 10 - Use number knowledge to count up in foreign language - Recall some countries in a foreign language, including England
Year 2 Could be a specific foreign language (eg: Spanish) or a range, building on Year 1 knowledge, if relevant	<ul style="list-style-type: none"> ● <u>Unit: Foreign Languages / Cultures and Classroom Language</u> <ul style="list-style-type: none"> - Discuss languages learnt last year – where they are from - Build on classroom language from previous year in at least one language to introduce phrases 	<ul style="list-style-type: none"> ● <u>Unit: Greetings and Introductions</u> <ul style="list-style-type: none"> - Role play saying hello and goodbye / good day – for different times of day - Ask / Answer 'How are you?' - Be able to respond to 'What is your name?' when prompted - Review numbers to 10 – respond to 'How old are you?' 	<ul style="list-style-type: none"> ● <u>Unit: Further Greetings / Introductions and Family Members</u> <ul style="list-style-type: none"> - Look at typical foreign language names (eg: Spanish) - Role play greeting and introducing oneself in a foreign language - List family members, including grandparents 	<ul style="list-style-type: none"> ● <u>Unit: Days of the Week and Colours</u> <ul style="list-style-type: none"> - List days of the week in foreign language, including weekend – say what day it is - Identify and recall a number of colours in a foreign language 	<ul style="list-style-type: none"> ● <u>Unit: Animals and Pets</u> <ul style="list-style-type: none"> - List and recall typical farmyard animals in foreign language - List and recall pets that children have in foreign language - Use number knowledge to say how many of each - Use colour knowledge to identify them 	<ul style="list-style-type: none"> ● <u>Unit: Numbers to 20 and Countries</u> <ul style="list-style-type: none"> - Learn numbers to 20 - Use numbers to count up in foreign language and to identify how many things there are - Recall countries in a foreign language, including England

<p>Year 3</p>	<ul style="list-style-type: none"> ● <u>Unit: France / French, the Alphabet and Classroom Language</u> <ul style="list-style-type: none"> - Locate France and other French speaking countries on a map - Practice French pronunciation using the alphabet - Introduce classroom language words and short phrases 	<ul style="list-style-type: none"> ● <u>Unit: Greetings and Introductions</u> <ul style="list-style-type: none"> - Role play saying hello and goodbye / good day – for different times of day - Ask / Answer how are you, using adverbials - Be able to respond to, then ask: ‘What is your name?’ - Learn numbers to 10 - Be able to respond to, then ask: ‘How old are you?’ 	<ul style="list-style-type: none"> ● <u>Unit: Further Greetings / Introductions and Family Members</u> <ul style="list-style-type: none"> - Look at typical French names / how to address children and adults - Role play greeting and introducing oneself in French - List family members, including grandparents 	<ul style="list-style-type: none"> ● <u>Unit: Days of the Week and Colours</u> <ul style="list-style-type: none"> - List days of the week in foreign language, including weekend – say what day it is - Identify and recall colours in French <p>*Review language learning so far each lesson to ensure recall of introductions and greetings</p>	<ul style="list-style-type: none"> ● <u>Unit: Animals and Pets *Not on Salut!</u> <ul style="list-style-type: none"> - List and recall typical farmyard animals in French - List and recall pets that children have in French - Use number knowledge to say how many of each there are / they have - Use colour knowledge to say what colour they are - Refer to animals using adjectives (eg: big / small) <p>*Review language learning so far each lesson to ensure recall of introductions and greetings</p>	<ul style="list-style-type: none"> ● <u>Unit: Numbers to 20 and Countries</u> <ul style="list-style-type: none"> - Learn numbers to 20 - Use numbers to count up and down in foreign language and to identify how many things there are - Identify and recall countries in a foreign language, including England <p>*Review language learning so far each lesson to ensure recall of introductions and greetings</p>
<p>Year 4 *Review language learning so far each lesson to ensure recall of introductions and greetings from Year 3</p>	<ul style="list-style-type: none"> ● <u>Unit: France / French, the Alphabet and Classroom Language</u> <ul style="list-style-type: none"> - Locate cities in France – discuss customs - Review French pronunciation using the alphabet - Develop classroom language, introducing more phrases to include questions and answers - Role play classroom language 	<ul style="list-style-type: none"> ● <u>Unit: All about Me *Not on Salut!</u> <ul style="list-style-type: none"> - Role play introductions and greetings so far using real / French names and places - Discuss likes / dislikes to include: colours, animals and pets, countries etc. - Write account of personal information to review name, age, family, country pets etc. 	<ul style="list-style-type: none"> ● <u>Unit: Parts of the Body – Head, Shoulders, Knees and Toes</u> <ul style="list-style-type: none"> - List and recall parts of the body - Begin to understand, identify and be able to use masculine / feminine / plural nouns correctly - Play Simon Says in French, using variety of body parts - Learn to sing along to Head, Shoulders, Knees and Toes 	<ul style="list-style-type: none"> ● <u>Unit: Clothes and Numbers up to 31</u> <ul style="list-style-type: none"> - Be able to count from 1 – 20 from memory - Count to 31, recalling numbers in order / disorder - Complete simple maths in French - Name items of clothing, using ‘It’s...’ – apply this to other language learnt 	<ul style="list-style-type: none"> ● <u>Unit: Months and Food</u> <ul style="list-style-type: none"> - Be able to recall the months of the year alongside the days of the week - Ask and answer questions about birthday – including dates - Learn foods from different seasons – use like / dislike to discuss food preferences (add to personal info) 	<ul style="list-style-type: none"> ● <u>Unit: Storytelling*Not on Salut!</u> <ul style="list-style-type: none"> - Read variety of French children’s books – discuss similarities / differences, relate to culture - Using vocabulary learnt so far: plan, design, write and read own children’s French books - Recap learning so far
<p>Year 5 *Review language learning so far each lesson to ensure recall of introductions and greetings from Year 3</p>	<ul style="list-style-type: none"> ● <u>Unit: On Holiday</u> <ul style="list-style-type: none"> - Asking and answering questions about holidays - Reviewing and expanding country vocabulary - Discussing time spent in places - Using there is / there are to talk about the beach, the theme park and the zoo - Introduction to the past tense 	<ul style="list-style-type: none"> ● <u>Unit: Eating Out</u> <ul style="list-style-type: none"> - Role play asking for / serving food and drinks at a restaurant, the market or shop (using the conditional tense) - Compare and contrast French and English food - Ask for amounts of food and discuss prices in French - Express desire and necessity, exploring the first, second and third person 	<ul style="list-style-type: none"> ● <u>Unit: Hobbies</u> <ul style="list-style-type: none"> - List and be able to recall different hobbies - Use learning so far to be able to discuss likes and dislikes - Include adjectives to describe nouns in the context of music - Advance likes and dislikes to include types of instruments and films – extending sentences where possible to include description 	<ul style="list-style-type: none"> ● <u>Unit: A School Trip</u> <ul style="list-style-type: none"> - Develop singular and plural, masculine and feminine noun and adjective knowledge - Think about placement and agreement of nouns and adjectives - Use conditional tense to talk about likes / dislikes, desires - Look at expanded noun phrases - Be able to use present, past and ‘going to’ verb forms 	<ul style="list-style-type: none"> ● <u>Unit: Seasons</u> <ul style="list-style-type: none"> - Review days, months - Be able to read and write the date in French - Introduce seasons - Use modal verbs to say what can be done in different seasons - Extend sentences to include reasons why, with conjunctions like ‘because’ - Look at stationary language and use to create a French craft 	<ul style="list-style-type: none"> ● <u>Unit: The Environment</u> <ul style="list-style-type: none"> - Introduce weather vocabulary – role play weather forecasting - Expand animal vocabulary to include minibests and animals relevant to our environment - Discuss animals native to France - Understand the difference between ‘It’s’ and ‘There’s’ - Create environmental posters

						Look at possibility of setting up pen pals / exchanging work with a French school
Year 5 / 6 Look at possibility of setting up pen pals / exchanging work with a French school						
Year 6 *Review language learning so far each lesson to ensure recall of introductions and greetings from year 3	<ul style="list-style-type: none"> ● Unit: Actions <ul style="list-style-type: none"> - Look at continuous tense in context of actions - List actions using adverbs to include detail of how - Expand stationary vocabulary and look at instructions in French - Name items in a treasure hunt, saying who found what - Use pronouns to discuss others 	<ul style="list-style-type: none"> ● Unit: In France <ul style="list-style-type: none"> - Study typical French song and be able to sing along – comment on meaning - Review cities in France, saying where they are – use cardinal points - Name landmarks in Paris, study culture in the capital city - Discuss other countries that speak French, pointing out where they are in the world - Look at typical French food, create a menu 	<ul style="list-style-type: none"> ● Unit: Family <ul style="list-style-type: none"> - Review family members - Include step-family members, cousins etc. - Name, count and describe family members - Ask and answer questions about household tasks - Use the past, present and future tenses of verbs - Review and expand on birthday language 	<ul style="list-style-type: none"> ● Unit: A Weekend With Friends <ul style="list-style-type: none"> - Use the conditional tense to discuss the future - Make future plans with friends - Review like / dislikes in the context of present and future plans with friends - Study masculine and feminine adjective and verb agreement - Practice using masculine / feminine forms 	<ul style="list-style-type: none"> ● Unit: The Future <ul style="list-style-type: none"> - Explore first, second and third person examples of the future tense - Make plans for the future - Compare items (eg: using ... is ... than ...) - Role play plans with friends, present these out loud in front of others - Compare and contrast own self and others using vocabulary knowledge so far 	<ul style="list-style-type: none"> ● Unit: Jobs <ul style="list-style-type: none"> - List jobs, thinking carefully about masculine and feminine knowledge - Look at male and female spellings of jobs in detail - List workplaces, saying who works where – discuss these in comparison to English ones - Look at tasks required in specific jobs, discuss using French language knowledge thus far - Read job descriptions

*EYFS: In the moment planning means that where languages is taught, it is developed from the interest of the individual children. The outcome of this teaching is documented by teachers and adults through observation and assessment 'in the moment'.

■ suggestions of optional additional units