



Attleborough Primary Curriculum Intent for languages

At APS we use the *Language Angels* scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious modern foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. We want our pupils to gain a knowledge and understanding of the basics of the French language so they have a strong foundation to continue their learning beyond KS2. 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 the upper primary phase.

We want our pupils to 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.



Attleborough Primary School - Languages Curriculum: Year 3 - Year 6

National Curriculum 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.

Key Stage 2 National Curriculum Objectives

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 Languages
- 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



Year 3 Key content knowledge.					
Autumn Term		Spring Term		Summer Term	
Unit: J'apprends le Français Core knowledge: 1. Pupils will know where the francophone world is 2. Pupils will know key greetings 3. Pupils will know their name 4. Pupils will know how to count, read and write 0-10 5. Pupils will know colours Skills: - Be able to introduce themselves - say how they feel - have a wider appreciation for the country/countries where French is spoken	Unit: Les animaux (Animals) Core knowledge: 1. Pupils will know and spell 5 animals 2. Pupils will know how to pronounce and spell all ten animals 3. Pupils will know the indefinite article/ determiner 4. Pupils will use the high-frequency irregular verb 'to be' in the 1st person singular Skills: - learn 10 familiar animals - introduce 1 st person singular high frequency verb 'I am' - recognise, recall, remember and spell up to 10 animals with their indefinite article. - create short phrases with the verb 'I am' plus the animal nouns and determiners.	Unit: Les instruments Core knowledge: 1. Know and spell 10 instruments 2. Know 10 instruments with correct punctuation 3. Know the definite article for the 10 instruments learnt 4. Know how to use the verb "to play" Skills: - learn 10 familiar instruments - introduce 1 st person singular high frequency verb 'I play' - be able to recognise, recall, remember and spell up to 10 instruments with their definite article. - create short phrases with the verb 'I play' + the instrument nouns/ determiners.	Unit: Je peux Core knowledge: 1. Pupils will know and spell 10 different verbs 2. Know how to use the verb 'je peux' (I am able) 3. Know how to say what I cannot do in French 4. Know how to use the conjunctions 'and' and 'but' Skills: - Know 10 familiar activities that they are able or not able to do in French. - introduce the negative form, allowing pupils to build more interesting and complex sentences including the option of using conjunctions.	Unit: Les fruits Core knowledge: 1. Know and spell 10 different fruits 3. Pupils will know how to say ten fruits in the plural form 4. Know how to express an opinion of fruits they like and don't like Skills: - Know 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. - be able to say which fruits they like and do not like.	Unit: Les glaces (Ice-cream) Core knowledge: 1. Know and spell 10 different ice-cream flavours 2. Know how to use 'I would like' along with the conjunction 'and' 3. Know how to ask for ice-cream in a cone or a small pot/tub. 4. Know how to use the vocabulary thus far and transactional vocabulary Skills: - learn 10 flavours of ice-cream & the transactional language to purchase an ice-cream. - take part in a role-play activity where they will order a cone or pot of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.
Key Vocabulary					
See glossary lists for each unit in 'Language Angels' scheme					
Enrichment Opportunities					
European Day of Languages Speaking and listening Drama and role play		Playing and listening to instruments Speaking and listening Drama and role play		Trying fruits Role play – ice-cream shop/van	



Year 4					
Key content knowledge.					
Autumn Term		Spring Term		Summer Term	
Unit: Les saisons Seasons Core knowledge: 1.Name the 4 seasons of the year along with a key feature for each season. 2. Know how to say and/or write a short sentence about Winter in French 3. Know how to say and/or write a short sentence about Spring in French 4. Know how to say and/or write a short sentence about Summer in French 5. Know how to say and/or write a short sentence about Autumn in French Skills: -say which is their favourite season and why - remember the four seasons in	Unit: Les legumes Vegetables Core knowledge: 1.Recognise, recall and spell 10 different vegetables with the plural 2. Know how to say 'a kilo of' plus a vegetable 3. formulate a short phrase in french 4. Know how to use the conjunction 'and' Skills: - learn 10 common vegetables in their plural form with their definite articles. -learn the basic transactional language required -take part in a role-play activity based on buying different quantities of vegetables from a market stall.	Unit: Je me presente Presenting myself Core knowledge: 1. Know how to ask 'How are you?' 2. Know how to ask 'What is your name?' 3. Know numbers 1-10 and progress to numbers 11-20 4. Know how to count to 20 and say how old I am 5. Know how to ask 'Where do you live?' Skills: -present themselves both orally and in written form in French. -use their growing bank of vocabulary. -asking questions as well as providing accurate replies. - growing understanding of grammar to manipulate language -start to create sentences of their own using a range of personal details	Unit: Ma famille My family Core knowledge: 1.Recognise, recall and spell different family members 2.Know nouns and definite articles/determiners for family members plus possessive article "my" 3. Know how to ask and answer the question 'do you have any siblings?' 4.Know 1st person singular 'I am called' to 3rd person singular 'he/she is called'. 5. Know Numbers 1-70 in French Skills: -make a presentation about their own / a fictitious family in both spoken and written form in French. -start to integrate previously learnt language with newly acquired language, encouraging	Unit: En classe Core knowledge: 1.Recognise, recall and spell seven different classroom items 2. Recall and spell a further five different classroom items 3. Know how to ask 'what is in your pencil case?' 4. Know how to use possessive adjectives ? 5. Know how to use negative structures to say what I do not have in my pencil case? Skills: - present themselves both orally and in written form in French. -to use their growing bank of vocabulary. -ask questions as well as provide accurate replies. -growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.	Unit: Au salon de thé (At the Tea Room) Core knowledge: 1.Know the eleven masculine nouns with the indefinite article/ determiner for popular food and drink typically offered in a French salon de thé 2. Know a further nine feminine nouns with the indefinite article/ determiner for popular food and drink 3. Revise and consolidate all the foods/snacks and drinks and learn the transactional language required to order what you would like to eat and drink in a salon de thé. 4. Consolidate the previously learnt vocabulary and expand by learning how to ask for the bill and how to say thank you and goodbye in French. 5. Understand French currency better, improving



French with the correct article/ determiner		including name, age, where they live and nationality.	more confident use of their growing bank of vocabulary. - demonstrate an increasing knowledge of grammar and the use of the possessive in French to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1 st person singular to 3 rd person singular.		cultural understanding, and using mathematical knowledge to calculate a bill in a French salon de thé Skills: -perform a short role-play in a French tea room.
Key Vocabulary					
See glossary lists for each unit in 'Language Angels' scheme					
Enrichment Opportunities					
European Day of Languages Speaking and listening Drama and role play	Computing presentations Speaking and listening Drama and role play – market stall		Computing presentations Speaking and listening Drama and role play – market stall		



Attleborough Primary School - Languages Curriculum: Year 3 - Year 6

Year 5 Key content knowledge.		
Autumn Term	Spring Term	Summer Term



Attleborough Primary School - Languages Curriculum: Year 3 - Year 6

<p>Unit: La date (The Date)</p> <p>Core knowledge:</p> <ol style="list-style-type: none"> 1. Recognise, recall and spell the seven days of the week in French 2. Recognise, recall and spell the twelve months of the year in French. 3. Consolidate numbers 1-20 and begin to learn numbers 21-31 4. Consolidate all language taught so far in the unit in order to be able to say the date in French 5. Know how to ask and answer the question <i>'C'est quand ton anniversaire ?'</i> <p>Skills:</p> <ul style="list-style-type: none"> - Days of the week, months of the year - numbers 1-31 will be introduced, revised and consolidated - say the date and when their birthday is in French. 	<p>Unit: Au salon de thé (At the Tea Room)</p> <p>Core knowledge:</p> <ol style="list-style-type: none"> 1. Know the eleven masculine nouns with the indefinite article/ determiner for popular food and drink typically offered in a French salon de thé 2. Know a further nine feminine nouns with the indefinite article/ determiner for popular food and drink 3. Revise and consolidate all the foods/snacks and drinks and learn the transactional language required to order what you would like to eat and drink in a salon de thé. 4. Consolidate the previously learnt vocabulary and expand by learning how to ask for the bill and how to say thank you and goodbye in French. 5. Understand French currency better, improving 	<p>Unit: As-tu un animal ? (Do You Have a Pet?)</p> <p>Core knowledge:</p> <ol style="list-style-type: none"> 1. Know the 8 different pets in French with their corresponding indefinite article/determiner 2. Know how to express which pets I have in French <i>J'ai</i> (I have) 3. Know how to expand my descriptions of my pets by introducing their names 4. Know how to use the negative structure <i>Je n'ai pas de...</i> (I do not have...)? 5. Know how to combine both positive and negative sentence forms expressing which pets I have and do not have in French <p>Skills:</p> <ul style="list-style-type: none"> - present both orally and in written form about the pets they have and/or do not have in French. - move from 1st person singular to 3rd person 	<p>Unit: Quel temps fait-il ? (What is the weather?)</p> <p>Core knowledge:</p> <ol style="list-style-type: none"> 1. Ask what the weather is like and respond in French. 2. Recognise and recall the conjunctions 'et' (and) & 'mais' (but). 3. Recognise and recall the 4 core compass points in French. 4. Recognise and recall numbers 1-31 in French to express the temperature. 4. Recognise and recall the 7 days of the week and the time of day in French. 5. Present a weather forecast in French. <p>Skills:</p> <ul style="list-style-type: none"> To learn how to formulate the weather in French and to express what the weather is like using compass points, days of the week, times of day and temperature 	<p>Unit: Chez moi (My Home)</p> <p>Core knowledge:</p> <ol style="list-style-type: none"> 1. Know how to say whether I live in a house or an apartment and say where my home is located? <i>"J'habite..."</i> (I live). 2. Consolidate last week's language connected to <i>"J'habite..."</i> plus the first five nouns for rooms of the home? 3. Learn another five nouns for rooms of the home? 4. Develop further linguistic progression by learning how to use the negative structure <i>"Chez moi il n'y a pas de..."</i> 5. Know how to put all new language into context by integrating it with previously learnt language (<i>je m'appelle..., j'ai ... ans</i>) in a role play activity. <p>Skills:</p>	<p>Unit: Les Habitats (Habitats_</p> <p>Core knowledge:</p> <ol style="list-style-type: none"> 1. Say and write the key elements that animals and plants need to survive. 2. Name the 5 most common types of habitats. 3. Name an animal and a plant that live and grow in each type of habitat. <p>Skills:</p> <ul style="list-style-type: none"> To continue to attempt and write longer more interesting sentences, that include a habitat, a plant and a relevant animal that lives in that habitat. Possibly expanding by adding on the adaptation. Learning to manipulate the language presented based on an increased language awareness and knowledge. Therefore, being able to quickly move and be able to write a sequence of short
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	<p>cultural understanding, and using mathematical knowledge to calculate a bill in a French salon de thé</p> <p>Skills: -perform a short role-play in a French tea room.</p>	<p>singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.</p>		<p>-present both orally and in written form about where they live and which rooms they have and do not have in their homes. -recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.</p>	<p>sentences by the end of the unit showing increased linguistic knowledge and awareness.</p>
Key Vocabulary					
See glossary lists for each unit in 'Language Angels' scheme					
Enrichment Opportunities					
Trips / visitors/ WOW moments					
European Day of Languages Speaking and listening Drama and role play- ice-creams shop/cafe	Computing presentations Speaking and listening Drama and role play		Computing presentations Speaking and listening Drama and role play – cafe		



Attleborough Primary School - Languages Curriculum: Year 3 - Year 6

Year 6 Key content knowledge.		
Autumn Term	Spring Term	Summer Term



Attleborough Primary School - Languages Curriculum: Year 3 - Year 6

<p>Unit: La date (The Date)</p> <p>Core knowledge:</p> <ol style="list-style-type: none"> 1. Recognise, recall and spell the seven days of the week in French 2. Recognise, recall and spell the twelve months of the year in French. 3. Consolidate numbers 1-20 and begin to learn numbers 21-31 4. Consolidate all language taught so far in the unit in order to be able to say the date in French 5. Know how to ask and answer the question 'C'est quand ton anniversaire ?' <p>Skills:</p> <ul style="list-style-type: none"> -Days of the week, months of the year -numbers 1-31 will be introduced, revised and consolidated -say the date and when their birthday is in French. 	<p>Unit: As-tu un animal ? (Do You Have a Pet?)</p> <p>Core knowledge:</p> <ol style="list-style-type: none"> 1. Know the 8 different pets in French with their corresponding indefinite article/determiner 2. Know how to express which pets I have in French J'ai (I have) 3. Know how to expand my descriptions of my pets by introducing their names 4. Know how to use the negative structure Je n'ai pas de... (I do not have...)? 5. Know how to combine both positive and negative sentence forms expressing which pets I have and do not have in French <p>Skills:</p> <ul style="list-style-type: none"> -present both orally and in written form about the pets they have and/or do not have in French. - move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use 	<p>Unit: Les vêtements (Clothes)</p> <p>Core knowledge:</p> <ol style="list-style-type: none"> 1. Know ten new nouns and articles for items of Clothing? 2. Know the next eleven items of clothing? 3. Know how to use the verb structure 'I wear' - je porte? 4. Describe clothes in terms of colour? 5. Know how to use possessive adjectives in French? <p>Skills:</p> <ul style="list-style-type: none"> -describe what they are wearing in French. - grammar (nouns, gender, determiners, plurality, possessives, adjectival agreement, 1st person conjugation) so that pupils can say and write what they are packing in their suitcase for a holiday. 	<p>Unit: À l'école (At school)</p> <p>Core knowledge:</p> <ol style="list-style-type: none"> 1. Name the subjects we study in school in French with the correct definite article/determiner. 2. Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. 3. Start to tell the time by learning how to say time by the hour. 4. Explore the irregular, high frequency verb 'aller' (to go) in full. <p>Skills:</p> <ul style="list-style-type: none"> To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics not just as responses to questions 	<p>Unit: Le week-end (At the weekend)</p> <p>Core knowledge:</p> <ol style="list-style-type: none"> 1. Tell the time in French using quarter past, half past and quarter to. 2. Say and write in French what we do at the weekend using two or more sentences. 3. Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences. <p>Skills:</p> <ul style="list-style-type: none"> To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using more conjunctions and to create longer and more interesting replies as we will also try to include an opinion 	<p>Unit: Les Vikings (Vikings)</p> <p>Core knowledge:</p> <ol style="list-style-type: none"> 1. Name the six key periods of Ancient Britain in French. 2. Describe ourselves and/or another person physically in terms of height, hair type, length and colour and eye colour in French. 3. Present an extended written/and or oral piece as a Viking with a description of a typical day as a Viking, improving our knowledge of irregular and reflexive verbs in French. <p>Skills:</p> <ul style="list-style-type: none"> Decoding longer and less familiar language in listening and reading tasks. Writing and presenting orally using longer and more accurate language based on the Viking characters presented in this unit. Learning to
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	conjunctions more confidently.		asked in the school topic. Learning how to extend our sentences, making them longer and more interesting.		use a wider range of vocabulary and adjectives, more conjunctions, and reflexive verbs. Remembering to also apply the grammar previously learnt to ensure accuracy.
Key Vocabulary					
See glossary lists for each unit in 'Language Angels' scheme					
Enrichment Opportunities					
European Day of Languages Children to write letters/ cards to their French pen pals. Children to communicate 2-3 times throughout the year.		Computing presentations Speaking and listening Drama and role play		Computing presentations Speaking and listening Drama and role play – packing a suitcase	