



For the year 2021-22, Year 3 – 6 are taught the same topics – those listed for Year 3 and 4. This is due to this curriculum being new this year. If Year 5 and 6 were taught differently this year, then they would not have the prior learning to access the Year 5 and 6 topics. The Year 5 and 6 curriculum topics will begin in 2022-23.

Impact: Our pupils receives language learning from the very start of school from a native French speaker, supported by teaching staff. KS2 pupils have dedicated time for their French lesson each week, giving it an equally high profile as other curriculum subject. The curriculum is carefully designed to build skills using research into effective Language teaching – starting with speaking and listening first. Pupils therefore have the opportunity to build their learning over time, which supports the successful acquisition of learning French.

Languages Curriculum Map

Terms:		Autumn: Our Locality		Spring: Our UK		Summer: Our World	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
'Learning to Live, Living to Learn' Concepts and Skills:		<ul style="list-style-type: none"> ➤ Our Christian School Vision ➤ Get Heartsmart ➤ Creativity ➤ Democracy 	<ul style="list-style-type: none"> ➤ People and community ➤ Friendship ➤ Too much selfie isn't healthy ➤ Empathy ➤ Founder's Day 	<ul style="list-style-type: none"> ➤ Resilience ➤ Trust ➤ Don't forget to let love in ➤ Rule of Law 	<ul style="list-style-type: none"> ➤ Forgiveness ➤ Problem-solving ➤ Don't hold on to what is wrong ➤ Tolerance 	<ul style="list-style-type: none"> ➤ Communication ➤ Environment ➤ Thankfulness ➤ Fake is a mistake ➤ Mutual Respect 	<ul style="list-style-type: none"> ➤ Peace ➤ No way through isn't true ➤ Thinking ➤ Individual Liberty ➤ World sporting events
Year	Cycle	Skills, knowledge and objectives					
Yr 1 (and YrR) (Taught indirectly throughout the term/year)	A&B	Classroom instructions	Getting to know you: Hello	Colours and Numbers 1	All about Me	Getting to know you: What's your name?	Getting to know you: How are you?
		Stand up, Sit down Quiet, Listen, Line up, tidy up	Hello, Hi, Goodbye Good morning/ afternoon/ evening	Numbers 1-10 Red, Blue, Yellow, Green, Pink, Brown	My name, age My hair and eyes My school Siblings	What is your name? My name is... And you?	How are you? I am well/not well/bad/ok, And you?
Yr 2 (Taught indirectly throughout the term/year)	A&B	Food 1 and Classroom instructions	Getting to know you: Hello and What's your name?	Days of the week and months of the Year	All about Me	Getting to know you: Hello, what's your name, how are you	Colours and Numbers 2
		Fruits and veg, asking for a piece of fruit Consolidate: Stand up, Sit down	Consolidate: What is your name? My name is... And you? Hello, Hi, Goodbye	Mon-Fri Sept-July	Consolidate: My name, age My hair and eyes My school Siblings	Consolidate: How are you? I am well/not well/bad/ok, And you?	Consolidate numbers 1-10 Numbers to 20. Consolidate colours.



		Quiet, Listen, Line up, tidy up	Good morning/ afternoon/ evening			Introduce: 2-way conversations with greeting, name, how are you	Introduce: Purple, Orange, Gold, Silver, Black, White
Yr 3/4 (Taught explicitly)	A&B	Family and Friends	Pets and Animals	All about me: My body	Numbers and Weather	Hobbies	Food 2
		Mother, Father Sister, Brother Grandparents Aunts, Uncles, Cousins, Friends, baby	Dog, cat, rabbit, chicken, mouse, hamster, goldfish, Guinea pig, horse Donkey, sheep, cow, pig etc	Head, eyes, ears, mouth, nose, hair, arms, legs, toes, fingers, belly, hand, feet	Numbers to 100 Weather	Drawing, writing, gaming, crafts, reading, cooking Sports – football, tennis, dance, gymnastics,	common foods, feeling hungry, I like..., I dislike... Please can I have...
Yr 5/6 (Taught explicitly)	A&B	All around Us	All in a day - School Life	Emotions and feelings	On the move	Time	Where in the world
		Church, School, Road, Park, Playground, field, Houses, Farms Kent, Sittingbourne, Hartlip,	Describe things you Classes, Teachers, Lessons do at school	Describe yourself Feelings and emotions, explaining who you are.	Directions, tickets, Clothes and groceries, supermarket, shopping centres Beach, park, castles, transport	Telling the time, hours, minutes	Holidays destinations around the Europe/World All about France



Skills and Knowledge Progression Sequence

	Year R – Year 2 (Taught indirectly through everyday routines)	Year 3 and 4 (over 2-years)	Year 5 and 6 (over 2-years)
Listening	<ul style="list-style-type: none"> ➤ I can recognise and respond to words and phrases I hear. ➤ I can understand a simple instruction, such as 'stand up'. ➤ I can recognise familiar phrases and sentences in stories. 	<ul style="list-style-type: none"> ➤ I can link some of the sounds of the language to my spellings. ➤ I can repeat the sounds that I hear in songs and rhymes ➤ I can ask and answer simple questions about personal information. ➤ I can join in with a story or song. 	<ul style="list-style-type: none"> ➤ I can understand the main points from a spoken passage ➤ I can match the spoken version of most words I know to the correct spelling. ➤ I can understand the main points and some details from spoken passages on a range of subjects ➤ I can use my knowledge of spelling to help me read unfamiliar words.
Speaking	<ul style="list-style-type: none"> ➤ I can use some simple adjectives to describe a picture or object. ➤ I can speak clearly to an audience using good pronunciation. 	<ul style="list-style-type: none"> ➤ I can read aloud with good pronunciation. ➤ I can change simple sentences I have heard in different ways to make new sentences. ➤ I can talk about likes and dislikes giving reasons ➤ I can ask and answer questions about different topics. 	<ul style="list-style-type: none"> ➤ I can make changes to a complex sentence I have heard to create a new sentence with a different meaning ➤ I can change my voice to show whether I am asking a question or making a statement. ➤ I can prepare a short speech to say in front of an audience. ➤ I can discuss a topic with others giving my own ideas and asking for help when I need it. ➤ I can create my own extended sentences. ➤ I can use the way I speak to make my meaning clear and keep my audience interested.
Reading		<ul style="list-style-type: none"> ➤ I can match written words and phrases to pictures or symbols. ➤ I can read some familiar words aloud. ➤ I can learn and remember new words from my reading. ➤ I can understand and read out several familiar phrases and sentences. ➤ I can learn a song or poem using the written words to help me. ➤ I can follow the words of a text when it is being read aloud. ➤ I can work out the meaning of some new words when I am reading. 	<ul style="list-style-type: none"> ➤ I can understand the main points from a short written text ➤ I can use a dictionary to find new words linked to a topic. ➤ I can understand the main points and some details from a text which includes unfamiliar language. ➤ I can try to read and understand a range of different texts using clues to help me. ➤ I can use words and phrases I have learnt from reading and from dictionaries
Writing		<ul style="list-style-type: none"> ➤ I can write a range of words and some short phrases from memory. 	<ul style="list-style-type: none"> ➤ I can write sentences to describe something, using some words I've remembered and an example sentence to help me. ➤ I can write phrases and some simple sentences from memory.



		<ul style="list-style-type: none"> ➤ I can use different adjectives to describe people or a detailed picture. ➤ I can write a sentence to describe a picture or object using a word bank to help me. ➤ I can remember how to write some words on my own 	<ul style="list-style-type: none"> ➤ I can describe people and things using different adjectives and I can use some verbs to say what people are doing. ➤ I can write several phrases and sentences from memory and I can change them to express my own ideas. ➤ I can choose the best adjectives to describe people, places and things and the right verb to describe an action. ➤ I am beginning to use some adverbs.
<p>Grammar</p>		<ul style="list-style-type: none"> ➤ I can tell whether words are nouns, adjectives or verbs. ➤ I know that nouns may be masculine or feminine (or neuter). ➤ I know the order of words in sentences. ➤ I understand that adjectives sometimes change because of the noun they describe. ➤ I can recognise a question and a negative sentence. 	<ul style="list-style-type: none"> ➤ I can use pronouns and articles correctly. ➤ I know the different forms of some common verbs and when to use each form. ➤ I know how to change an adjective to the correct form if necessary, according to the noun it is linked to. ➤ I can change a sentence into a question or a negative sentence. ➤ I know the different forms of a variety of verbs and when to use each form ➤ understand how to use some adverbs in sentences. ➤ I know that different languages have different rules about grammar.
<p>End of Key Stage NC end points (Key Stage 2)</p>	<ul style="list-style-type: none"> ➤ 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 		