

Languages Curriculum Intent

Learning a foreign language provides an opening to other cultures. At Perton First School, we aim to foster pupils' curiosity and deepen their understanding of the world. We enable pupils to express their ideas and thoughts in another language and to understand and respond to spoken and written language. Our curriculum provides opportunities for children to communicate for practical purposes and learn new ways of thinking. Language teaching provides the foundation for learning further languages, equipping pupils to study and work in other countries or with people from other countries.

Curriculum Implementation

Languages teaching officially begins when the children enter KS2. However, Languages are taught throughout Perton First School in a range of age appropriate ways.

In EYFS, the children are introduced to other cultures during assemblies which focus on up and coming celebrations or whole school projects, such as Diwali and Project Gambia.

In KS1, the children are encouraged to answer the register in a different language and respond appropriately to simple greetings.

In KS2, French is taught in a range of fun and engaging ways that encourage the children to speak with increasing confidence in another language.

Impact

We measure the impact of the Languages curriculum through continuous assessments during our lessons to see what the children have understood and which areas of the Languages curriculum they may need more support with. The impact of the Languages curriculum can also be seen through the children's engagement in the subject and the love of learning another language. This love develops as they begin to gain confidence with speaking and listening to words and phrases from another language.

I am a... Fantastic French Speaker



Vision and Values

I have happy memories of learning French.
I enjoy learning about different cultures and languages.
I feel safe while speaking in a foreign language in front of others.
I feel valued in my French lessons as I get the opportunity to share my knowledge.
I demonstrate British Values in French lessons.



Head

I know how to listen to French phrases and how to respond to them appropriately.
I understand that some people speak in another language.
I am an independent learner and can recall French words and phrases.



When I leave Perton First School, I will be able to:

Greet others in French
Introduce my name, age and where I live
Tell you when my birthday is
Name the days of the week and months of the year
Talk about my family
Use colours to describe food
Identify objects in the classroom and respond to class instructions
Run a French restaurant!

Hand

I can communicate effectively in French
I can apply my knowledge of English and maths to help me learn to speak French.

Heart

I am proud that I can speak confidently in front of others in French.
I appreciate other peoples cultures and that everybody is different.
I feel a sense of belonging as I learn a new language with others.
I care about making others in my community feel safe and respected when they speak in another language.

French - Units of Work



Early Years		KS1		LKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Unit 1 Little Chicks: Getting to know you Little Owls: This is me	Unit 1 Family Tree!	Unit 1 Greetings	Unit 1 Greetings	Unit 1 Allez! (Go!)	Unit 1 Allez! (Go!)
Unit 2 Little Chicks: Special People Little Owls: Twinkle, Twinkle, Little Star	Unit 2 Celebrate good times, come on!	Unit 2 Christmas	Unit 2 Christmas	Unit 2 En famille! (My Family)	Unit 2 En famille! (My Family)
Unit 3 Little Chicks: It's cold outside Little Owls: Over the Rainbow	Unit 3 Traditional Tales	Unit 3 Colours	Unit 3 Colours	Unit 3 On Mange! (We Eat!)	Unit 3 On Mange! (We Eat!)
Unit 4 Little Chicks: What a wonderful world! Little Owls: Down at the bottom of the garden	Unit 4 All things bright and beautiful	Unit 4 Food	Unit 4 Food	Unit 4 L'école (School)	Unit 4 L'école (School)
Unit 5 Little Chicks: The Three Bears Little Owls: Castle on a Hill	Unit 5 Dinosaur World	Unit 5 Animals	Unit 5 Animals	Unit 5 Le Monde (The World)	Unit 5 Le Monde (The World)
Unit 6 Little Chicks: Water, water, everywhere! Little Owls: Splish, Splash!	Unit 6 Down in the ocean/ ahoy there!	Unit 6 Numbers 1-10	Unit 6 Numbers 1-10	Unit 6 L'heure (The Time)	Unit 6 L'heure (The Time)

Understanding the World



Year Group	Milestones (Children at the expected level of development will)	Content
Nursery 0 Little Chicks	Explore sensory materials. Delight in the changing seasons.	<p>The children at our school have a wealth of experiences relating to the natural world, people, culture and communities and past and present.</p> <p>We enjoy celebrating festivals from around the world! We include festivals celebrated by our current cohorts. We look at things from the past in adult-led activities.</p> <p>Our outdoor spaces are well used. We work with the seasons to learn about weather and change. We stop to look at heavy rain, a rainbow or the first frost. We freeze trays and objects outside in the winter to explore melting the next day. We make collections of objects in autumn to explore and discuss growth and change. We plant bulbs and seeds and watch them grow. We hatch eggs and have visits from animals and their owners to learn how to care for living things.</p> <p>In our Discovery Zone, we have a range of STEM activities for the children to become absorbed in. They explore materials finding out which are useful for specific jobs and how they can be changed. We have lots of technology toys such as robots and remote control toys for the children to explore. They have challenges to build bridges or to build a tower as high as themselves. We encourage collaborative learning and sustained shared thinking in these challenges.</p>
Nursery 1 Little Chicks	Explore a wide range of materials and sensory play trays. Show an interest in rain, puddles, flowers, pebbles etc. Notice difference between people and celebrate.	
Nursery 2 Little Owls	Know that there are different places in the world. Develop positive attitudes to differences between people. Understand about different careers that are available to all people. Talk about different materials and what happens when their properties change. Explore nature and what happens through	
Reception ELG	<p>Past and Present:</p> <p>Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;</p> <p>People, Culture and Communities:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - 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.</p> <p>The Natural World:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	



KS1	
Year 1	
Sequence of knowledge and skills	
Unit 1 Greetings	Greetings Video
Unit 2 Christmas	Christmas Comparison be- tween UK and France
Unit 3 Colours	Colours Video
Unit 4 Food	French Food Video
Unit 5 Animals	Animals Video
Unit 6 Numbers 1-10	Count to 10 in French



KS1	
Year 2	
Sequence of knowledge and skills	
Unit 1 Greetings	Greetings Video
Unit 2 Christmas	Christmas Comparison be- tween UK and France
Unit 3 Colours	Colours Video
Unit 4 Food	French Food Video
Unit 5 Animals	Animals Video
Unit 6 Numbers 1-10	Count to 10 in French



French - Units of Work



KS2

Year 3

Sequence of knowledge and skills

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Unit 1 Allez! (Go!)	All about France WALT: Identify the similarities and differences between France and the UK. Listen attentively to spoken language and show understanding by joining in and responding	Hello and Goodbye WALT: Say hello and goodbye. Listen attentively to spoken language and show understanding by joining in and responding	Feelings WALT: Ask and answer questions about our feelings. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification	My Name is... WALT: Say 'my name is' in French. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Numbers 1 to 10 WALT: Count to 10. Listen attentively to spoken language and show understanding by joining in and responding	My Age is... WALT: Say 'my age is' in French. Speak in sentences, using familiar vocabulary, phrases and basic language structures
Unit 2 En Famille! (My Family)	Days of the Week WALT: Say the days of the week. Read carefully and show understanding of words, phrases and simple writing	Months of the Year WALT: Say the months of the year. Read carefully and show understanding of words, phrases and simple writing	Family and Pets WALT: Name the members of my family. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Body Parts WALT: Name the parts of our body. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Rooms in the House WALT: Name the rooms in our house. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Christmas WALT: understand the Christmas traditions in France. Appreciate stories, songs, poems and rhymes in the language
Unit 3 On Mange! (We Eat)	Colours WALT: Say the names of the colours. Appreciate stories, songs, poems and rhymes in the language	My Favourite Colour WALT: Say 'my favourite colour is'. Appreciate stories, songs, poems and rhymes in the language	Food, Glorious Food! WALT: Name food items. Listen attentively to spoken language and show understanding by joining in and responding	Describing Food with Colours WALT: Describe food items. Present ideas and information orally to a range of audiences	Food I Like! WALT: Say 'my favourite food is'. Present ideas and information orally to a range of audiences	How to Order Food WALT: Order food. Speak in sentences, using familiar vocabulary, phrases and basic language structures
Unit 4 L'école (School)	What's in the Classroom? WALT: Name objects in the classroom. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	What's in your pencil case? WALT: Name objects in my pencil case. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	The teacher says... WALT: Understand classroom instructions. Listen attentively to spoken language and show understanding by joining in and responding	The teacher says... 2 WALT: Understand classroom instructions. Speak in sentences, using familiar vocabulary, phrases and basic language structures	School Subjects WALT: Name school subjects. Listen attentively to spoken language and show understanding by joining in and responding	School Subjects 2 WALT: Name school subjects. Speak in sentences, using familiar vocabulary, phrases and basic language structures
Unit 5 Le Monde (The World)	Transport WALT: Name modes of transport. Listen attentively to spoken language and show understanding by joining in and responding	How do you get to school? WALT: Answer questions. Speak in sentences, using familiar vocabulary, phrases and basic language structures	Countries (Where do you live?) WALT: Name countries Describe people, places, things and actions orally and in writing	Directions WALT: Understand directions. Describe people, places, things and actions orally and in writing	The Weather WALT: Name different types of weather. Describe people, places, things and actions orally and in writing	Weather Forecast WALT: Describe the weather. Describe people, places, things and actions orally and in writing
Unit 6 L'heure (Time)	Days of the Week WALT: Name the days of the week. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Months of the Year WALT: Name the months of the year. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Seasons WALT: Name the seasons. Listen attentively to spoken language and show understanding by joining in and responding	Holidays WALT: Discuss holidays. Listen attentively to spoken language and show understanding by joining in and responding	Sports WALT: Name sports. Listen attentively to spoken language and show understanding by joining in and responding	Hobbies WALT: Discuss hobbies. Listen attentively to spoken language and show understanding by joining in and responding

French - Units of Work



KS2

Year 4

Sequence of knowledge and skills

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Unit 1 Allez! (Go!)	All about France WALT: Identify the similarities and differences between France and the UK. Listen attentively to spoken language and show understanding by joining in and responding	Hello and Goodbye WALT: Say hello and goodbye. Listen attentively to spoken language and show understanding by joining in and responding Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Feelings WALT: Ask and answer questions about our feelings. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	My Name is... WALT: Say 'my name is' in French. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Numbers 1 to 10 WALT: Count to 10. Listen attentively to spoken language and show understanding by joining in and responding Write phrases from memory, and adapt these to create new sentences, to express	My Age is... WALT: Say 'my age is' in French. Speak in sentences, using familiar vocabulary, phrases and basic language structures
Unit 2 En Famille! (My Family)	Days of the Week WALT: Say the days of the week. Read carefully and show understanding of words, phrases and simple writing Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Months of the Year WALT: Say the months of the year. Read carefully and show understanding of words, phrases and simple writing Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	Family and Pets WALT: Name the members of my family. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Body Parts WALT: Name the parts of our body. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Rooms in the House WALT: Name the rooms in our house. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Christmas WALT: understand the Christmas traditions in France. Appreciate stories, songs, poems and rhymes in the language
Unit 3 On Mange! (We Eat)	Colours WALT: Say the names of the colours. Appreciate stories, songs, poems and rhymes in the language	My Favourite Colour WALT: Say 'my favourite colour is'. Appreciate stories, songs, poems and rhymes in the language	Food, Glorious Food! WALT: Name food items. Listen attentively to spoken language and show understanding by joining in and re-	Describing Food with Colours WALT: Describe food items. Present ideas and information orally to a range of audiences	Food I Like! WALT: Say 'my favourite food is'. Present ideas and information orally to a range of audiences	How to Order Food WALT: Order food. Speak in sentences, using familiar vocabulary, phrases and basic language struc-
Unit 4 L'école (School)	What's in the Classroom? WALT: Name objects in the classroom. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	What's in your pencil case? WALT: Name objects in my pencil case. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	The teacher says... WALT: Understand classroom instructions. Listen attentively to spoken language and show understanding by joining in and re-	The teacher says... 2 WALT: Understand classroom instructions. Speak in sentences, using familiar vocabulary, phrases and basic language structures	School Subjects WALT: Name school subjects. Listen attentively to spoken language and show understanding by joining in and re-	School Subjects 2 WALT: Name school subjects. Speak in sentences, using familiar vocabulary, phrases and basic language structures
Unit 5 Le Monde (The World)	Transport WALT: Name modes of transport. Listen attentively to spoken language and show understanding by joining in and responding	How do you get to school? WALT: Name modes of transport. Speak in sentences, using familiar vocabulary, phrases and basic language structures	Countries (Where do you live?) WALT: Name countries. Describe people, places, things and actions orally and in writing	Directions WALT: Understand directions. Describe people, places, things and actions orally and in writing	The Weather WALT: Name different types of weather. Describe people, places, things and actions orally and in writing	Weather Forecast WALT: Describe the weather. Describe people, places, things and actions orally and in writing
Unit 6 L'heure (Time)	Days of the Week WALT: Write the days of the week. 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. Write phrases from memory, and adapt these to cre-	Months of the Year WALT: Write the months of the year. 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. Write phrases from memory, and adapt these to cre-	Seasons WALT: Write the seasons. Listen attentively to spoken language and show understanding by joining in and re-	Holidays WALT: Write about holidays. Listen attentively to spoken language and show understanding by joining in and re-	Sports WALT: Write about sports. Listen attentively to spoken language and show understanding by joining in and re-	Hobbies WALT: Write about hobbies. Listen attentively to spoken language and show understanding by joining in and re-

French - Early Years Framework and Primary National Curriculum



This map shows the progression of Early Years and NC Objectives in French.

Early Years		KS1		LKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4
<p>Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types. Celebrate and value cultural, religious and community events and experiences.</p> <p><i>Appreciate stories, songs, poems and rhymes in the language</i></p>	<p>Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Avoid stereotyping and explain how children’s lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.</p> <p>ELG</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>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.</p> <p><i>Appreciate stories, songs, poems and rhymes in the language</i></p>	<p><i>Listen attentively to spoken language and show understanding by joining in and responding</i></p> <p><i>Read carefully and show understanding of words, phrases and simple writing</i></p> <p><i>Appreciate stories, songs, poems and rhymes in the language</i></p>		<p><i>Listen attentively to spoken language and show understanding by joining in and responding</i></p> <p><i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i></p> <p><i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</i></p> <p><i>Speak in sentences, using familiar vocabulary, phrases and basic language structures</i></p> <p><i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i></p> <p><i>Present ideas and information orally to a range of audiences</i></p> <p><i>Read carefully and show understanding of words, phrases and simple writing</i></p> <p><i>Appreciate stories, songs, poems and rhymes in the language</i></p> <p><i>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i></p> <p><i>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i></p> <p><i>Describe people, places, things and actions orally and in writing</i></p> <p><i>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.</i></p>	



French - Key Vocabulary



This map shows the progression of vocabulary in PE. Tier 1 is every day language / Tier 2 is language that relates / Tier 3 is subject specific

Allez Go! - Autumn 1

Early Years		KS1		LKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none">France	<ul style="list-style-type: none">France is near to the UK.	<ul style="list-style-type: none">France is in Europe.France is near to the UK.Bonjour/Salut	<ul style="list-style-type: none">France is in Europe.France is near to the UK.Bonjour/SalutAu revoirCa va?Ca va bien,Comme ci, comme caCa va malNumbers 1 - 10	<ul style="list-style-type: none">France is in Europe.France is near to the UK.Bonjour/SalutAu revoirCa va?Ca va bien,Comme ci, comme caCa va malComment t'appelles tu?Je m'appelle...Numbers 1 - 10Quel age as tu?Mon age est...	<ul style="list-style-type: none">France is in Europe.France is near to the UK.Paris is the capital city.Bonjour/SalutAu revoirCa va? (informal)BonsoirBonne nuitCa va bien,Comme ci, comme caCa va malMerci, et tu?Comment t'appelles tu?Je m'appelle...Et tu?Numbers 1 - 31Quel age as tu?Mon age est...Et tu?

French - Key Vocabulary



This map shows the progression of vocabulary in PE. Tier 1 is every day language / Tier 2 is language that relates / Tier 3 is subject specific

En Famille! - Autumn 2

Early Years		KS1		LKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none">Being able to name the month of their birthday	<ul style="list-style-type: none">Being able to name the month of their birthday	<ul style="list-style-type: none">Joyeux noel (Merry Christmas)Understand that Christmas traditions in France are slightly different.	<ul style="list-style-type: none">Joyeux noel (Merry Christmas)Understand that Christmas traditions in France are slightly different.	<ul style="list-style-type: none">Quel jour sommes-nous? (what day is it?)Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimancheMon anniversaire est en...Being able to name the month of their birthdayMa mere (my mother)Mon Pere (my father)Mon frere (my brother)Ma soeur (my sister)Chien (dog)Chat (cat)Poisson (fish)La tete (head), lepaule (shoulders), le genou (knee) et lorteil (and toes).Ma chambre (my bedroom), la cuisine (the kitchen), la salle de bain (the bathroom), le salon (the lounge)Understand that Christmas traditions in France are slightly different.Joyeux noel (Merry Christmas)	<ul style="list-style-type: none">Quel jour sommes-nous? (what day is it?)Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimancheAujord’hui c’est... (today, it is...)Demain c’est ... (tomorrow, it is...)Hier c’était ... (yesterday, it was...)Mon anniversaire est (my birthday is)Name the month of their birthdayKnowing the months in order.Ma mere (my mother), Mon Pere (my father), Mon frere (my brother), Ma soeur (my sister)Masculine/feminine possessive adjectives for words aboveChien (dog)Chat (cat)Poisson (fish)Chochon d’inde (guinea pig)Hamster (hamster)Lapin (rabbit)Serpent (snake)La tete (head), le nez (nose), la bouche (mouth), les yeux (eyes), l’oreille (ear), le cheveux (hair)L’épaule (shoulders), le bras (arm), le main (hand),La jambe (leg), le genou (knee), les pieds (feet), l’orteil (toes).Ma chambre (my bedroom), la cuisine (the kitchen), la salle de bain (the bathroom), le salon (the lounge)Le jardin (the garden), l’entrée (the entrance hall)

French - Key Vocabulary



This map shows the progression of vocabulary in PE. Tier 1 is every day language / Tier 2 is language that relates / Tier 3 is subject specific

On Mange! - Spring 1

Early Years		KS1		LKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none">	<ul style="list-style-type: none">	<ul style="list-style-type: none">Oui or Non?Rouge (red), bleu (blue), jaune (yellow)	<ul style="list-style-type: none">Oui or Non?Rouge (red), bleu (blue), jaune (yellow)	<ul style="list-style-type: none">Rouge (red), bleu (blue), jaune (yellow)Jaime (I like)Je n'aime pas (I don't like)To name 3 types of food.To recognise food from multiple choice answers.Apply their knowledge of colours and food to match the colours to the food.Jaime (I like)Je n'aime pas (I don't like)Puis-je avoir....(Could I have...?)Oui or Non?	<ul style="list-style-type: none">Rouge (red), bleu (blue), jaune (yellow), vert (green), noir (black), blanc (white), rose (pink), violet (purple), orange.J'aime (I like)Je n'aime pas (I don't like)J'adore (I love)Je deteste (I hate)To name 3 types of food.To recognise wider food types from multiple choice answers.Create a simple phrase e.g.Le chocolat est marron (the chocolate is brown)J'aime (I like), J'adore (I love)Je n'aime pas (I don't like), je deteste (I hate)· Puis-je avoir.... Sil vous plait? (Could I have...? please)· Oui or Non?

French - Key Vocabulary



This map shows the progression of vocabulary in PE. Tier 1 is every day language / Tier 2 is language that relates / Tier 3 is subject specific

L'école! - Spring 2

Early Years		KS1		LKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none">	<ul style="list-style-type: none">	<ul style="list-style-type: none">Le crayon (pencil)La table (table)	<ul style="list-style-type: none">Le crayon (pencil)La table (table)Assayez-vous (sit down), levez-vous (stand up)	<ul style="list-style-type: none">La table (table), the classroom (la sale de classe), la chaise (the chair), le livre (the book)Le crayon (pencil), le crayon de coteur (pencil crayon), le stylo (pen), la trousse (pencil case), la gomme (rubber)Assayez-vous (sit down), levez-vous (stand up), ecoutez (listen), regardez (look)Understand the 4 instructions.L'anglais (English), les maths (maths), les sciences (science)Jaime... (I like...)Je n'aime pas... (I don't like...)	<ul style="list-style-type: none">La table (table), the classroom (la sale de classe), la chaise (the chair), le livre (the book)La fenetre (the window), l'ordinateur (computer), la porte (the door)Le crayon (pencil), le crayon de coteur (pencil crayon), le stylo (pen), la trousse (pencil case), la gomme (rubber), le taille-crayon (pencil sharpener), la regle (ruler)Assayez-vous (sit down), levez-vous (stand up), ecoutez (listen), regardez (look), venez au tapis (come to the carpet), taisez-vous (be quiet), rangez vos affaires (tidy your things), repetez (repeat), rangez vos chaises (push your chairs under), allez-y (off you go).Follow 2 of the instructions at the same time e.g.Assayez-vous et regardez-moi sil vous plait.L'anglais (English), les maths (maths), les sciences (science)La musique (music), l'histoire (history), l'education physique (PE), l'informatique (Computing), la geo (geography), le dessin (DT), le francais (French).J'aime... parce que... (I like... because....)Je n'aime pas... parce que... (I don't like... because....)

French - Key Vocabulary



This map shows the progression of vocabulary in PE. Tier 1 is every day language / Tier 2 is language that relates / Tier 3 is subject specific

Le monde! - Summer 1

Early Years		KS1		LKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none">	<ul style="list-style-type: none">	<ul style="list-style-type: none">Une voiture (car), un train, a pied (on foot).	<ul style="list-style-type: none">Une voiture (car), un autobus (bus), un velo (bike), un train, a pied (on foot).	<ul style="list-style-type: none">Une voiture (car), un autobus (bus), un velo (bike), un train, a pied (on foot).Je vais a lecole... (I go to school)Au (on), dans (on)Applying the transport language aboveJ''habite a ... (I live in...)Angleterre (England)A gauche (left), tout droit (straight on), a droite (right)Il fait... (it is...)beau (nice), nuageux (cloudy), pleut (raining)Aujourd'hui, cest.... (Today, it is...)	<ul style="list-style-type: none">Une voiture (car), un autobus (bus), un velo (bike), un train, a pied (on foot), un avion (plane), un helicoptere (helicopter), une trottinette (scooter), un taxi, une moto (motorbike),Je vais a l'ecole... (I go to school)Au (on), dans (on)Avec... (with)J''''''''''habite a ... (I live in...)Angleterre (England), Grande-Bretagne (Great Britain), Francais (France), Pays de Galles (Wales), Irlande (Ireland), Ecosse (Scotland)Ou habites-tu? (where do you live?)A gauche (left), tout droit (straight on), a droite (right).Allez...(go), alors... (then)Il fait... (it is...)beau (nice), nuageux (cloudy), pleut (raining), neige (snowing), orageux (stormy)Chaud (hot), froid (cold)Aujourd'hui, c'est.... (Today, it is...)Demain, ce sera ... (tomorrow, it will be...)

French - Key Vocabulary



This map shows the progression of vocabulary in PE. Tier 1 is every day language / Tier 2 is language that relates / Tier 3 is subject specific

L'heure! - Summer 2

Early Years		KS1		LKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none">	<ul style="list-style-type: none">	<ul style="list-style-type: none">Oui or non? (yes or no?)	<ul style="list-style-type: none">Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimancheOui or non? (yes or no?)	<ul style="list-style-type: none">Quel jour sommes-nous? (what day is it?)Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimancheMon anniversaire est en...Being able to name the month of their birthdayLe printemps (spring), l'ete (summer), l'automne (autumn), l'hiver (winter)Ou vas tu en vacances? (where are you going on holiday?)Use previously learned countries to answer question appropriately.Et tu? (and you?)Name 3 of the sports (see PowerPoint)Recognise 5 of the sports when heard.Tu aimes? (Do you like?)Oui or non? (yes or no?)	<ul style="list-style-type: none">Quel jour sommes-nous? (what day is it?)Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimancheAujourd'hui c'est... (today, it is...)Demain c'est ... (tomorrow, it is...)Hier c'était ... (yesterday, it was...)Mon anniversaire est (my birthday is)Name the month of their birthdayKnowing the months in order.Le printemps (spring), l'ete (summer), l'automne (autumn), l'hiver (winter)...est au... (...is in...) e.g. Mars est au printemps. (March is in spring)Ou vas tu en vacances? (where are you going on holiday?)Use previously learned countries to answer appropriately.Et tu? (and you?)When? (link to days, months and seasons)How? (link to transport)Who with? (link to families)Name 3 of the sports (see PowerPoint)Recognise 5 of the sports when heard.Respond appropriately to 'quel est ton sport prefere? (what is your favourite sport?)Mon sport prefere est... (My favourite sports is...)Tu aimes? (Do you like?)Oui or non? (yes or no?)J'adore... (I love...)J'aime... (I like...)Je n'aime pas... (I don't like...)Je deteste (I hate...)