



## Modern Foreign Languages Programmes of study: KS 1 and 2

|   | Autumn 1  | Autumn 2 | Spring 1   | Spring 2 | Summer 1  | Summer 2 |
|---|---|----------|--|----------|---|----------|
| EYFS  | Not a requirement.<br>In EYFS children are taught an awareness of language, countries, food and traditions.   |          |  |          |   |          |
| Theme   | AUTUMN TERM   |          | SPRING TERM  |          | SUMMER TERM   |          |
| KS1<br>(Yr 1 & 2)   | Not a requirement.<br>In KS1 children are encouraged to learn simple greetings in different languages, and are also taught an awareness and celebration of language, countries, food and traditions.  |          |  |          |   |          |
| <b>What does each lesson cover and how does it link together over time? NC aims for Key Stages 1 (Years 1 and 2) and 2 (Years 3-4):</b>   |   |          |  |          |   |          |
| M1: understand and respond to spoken and written language from a variety of authentic sources   |   |          |  |          |   |          |
| M2: 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 |   |          |  |          |   |          |
| M3: can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt  |   |          |  |          |   |          |
| M4: discover and develop an appreciation of a range of writing in the language studied.   |   |          |  |          |   |          |
| M5: A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.   |   |          |  |          |   |          |
| Theme<br><b>YEAR A</b>  | ROTTEN ROMANS   |          | AMAZING ANGLO SAXONS   |          | INCREDIBLE INDIA  |          |
| KS2<br>(Yr 3 & 4)<br><b>FRENCH</b>  | Using-Lightbulblanguages.co.uk scheme<br><b>Greetings and name</b><br><b>Family</b> , numbers 1-12, <b>Age</b><br>Le navet enorme<br>Le fermier dans son pre<br><b>Numbers 1-20</b><br>Favourite playground games<br>Look at me- I can..<br><b>Months</b><br><b>Learn to write key words &amp; phrases</b><br>Listen to and learn simple rhymes and songs<br>Listen to simple stories and perform role plays.<br>Follow a text listening and reading.<br>Perform simple communicative tasks using short phrases.<br>Ask and answer questions. |          | <b>Party invitations, Party games</b><br><b>Body parts</b> , Simon says, heads shoulders..colours<br>Describing a monster, using learned vocabulary,<br>write a simple sentence.<br>On the way to school, Je vais a l'école en bus-song<br>Where in the world is french spoken?<br>On our travels- transport<br><b>Learn to write key words &amp; phrases</b><br>Listen to and learn simple rhymes and songs<br>Listen to simple stories and perform role plays.<br>Follow a text listening and reading.<br>Perform simple communicative tasks using short phrases.<br>Ask and answer questions. |          | <b>Weather, days of the week</b> song<br><b>Numbers 21-31</b> , dates, months.<br>Pocket money, colours<br>Grand-mere Denise story., L'argent de poche<br><b>Likes and dislikes</b><br>C'st combien-numbers to 40<br><b>Toys, opinions</b> song.<br>Our sporting lives, je joue, je fais. Diary of activities<br>The four friends story.<br><b>Learn to write key words &amp; phrases</b><br>Listen to and learn simple rhymes and songs<br>Listen to simple stories and perform role plays.<br>Follow a text listening and reading.<br>Perform simple communicative tasks using short phrases. Ask and answer questions. |          |
| Theme<br><b>YEAR B</b>  | TOMB RAIDERS  |          | DISAPPEARING RAINFORESTS   |          | WE'LL MEET AGAIN (WW2)  |          |
| KS2<br>(Yr 3 & 4)<br><b>FRENCH</b><br>(repeat from year A with additional resources for yr 4)   | Using-Lightbulblanguages.co.uk scheme<br><b>Greetings and name</b><br><b>Family</b> , numbers 1-12, <b>Age</b><br>Le navet enorme<br>Le fermier dans son pre<br><b>Numbers 1-20</b><br>Favourite playground games<br>Look at me- I can..<br>months<br><b>Learn to write key words &amp; phrases</b><br>Listen to and learn simple rhymes and songs<br>Listen to simple stories and perform role plays.<br>Follow a text listening and reading.<br>Perform simple communicative tasks using short phrases.<br>Ask and answer questions.        |          | <b>Party invitations, Party games</b><br><b>Body parts</b> , Simon says, heads shoulders..colours<br>Describing a monster, using learned vocabulary,<br>write a simple sentence.<br>On the way to school, Je vais a l'école en bus-song<br>Where in the world is french spoken?<br>On our travels- transport<br><b>Learn to write key words &amp; phrases</b><br>Listen to and learn simple rhymes and songs<br>Listen to simple stories and perform role plays.<br>Follow a text listening and reading.<br>Perform simple communicative tasks using short phrases.<br>Ask and answer questions. |          | <b>Weather, days of the week</b><br><b>Numbers 21-31</b> , dates, months.<br>Pocket money, colours<br>Grand-mere Denise story., L'argent de poche<br><b>Likes and dislikes</b><br>C'st combien-numbers to 40<br><b>Toys, opinions</b> song.<br>Our sporting lives, je joue, je fais. Diary of activities<br>The four friends story.<br><b>Learn to write key words &amp; phrases</b><br>Listen to and learn simple rhymes and songs<br>Listen to simple stories and perform role plays.<br>Follow a text listening and reading.<br>Perform simple communicative tasks using short phrases. Ask and answer questions.      |          |

### How does all this build on their learning from the Early Years?

|                      |                         |                        |   |
|----------------------|-------------------------|------------------------|---|
| Early Learning Goals | Understanding the World | People and Communities | To know about similarities and differences between themselves and others, and among families, communities and traditions.   |
|                      |                         | The World              | To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. |

### What do they go on to learn about in Year 5 and 6?

Pupils go on to develop their French skills.

**Year 5: Introducing Myself** - Meeting and greeting; using the alphabet; saying how you are feeling; saying your age. **My school** - Birthdays; school equipment and what you need for school; masculine and feminine nouns; definite and indefinite article; plural nouns. **My likes and dislikes & Introducing Adjectives** - Sports and hobbies; expressing opinions; giving reasons; using conjunctions; adjectives and adjectival position. **My family and pets** - Talking about pets and animals; **Where I live. Food and Drink**; Irregular adjectives Exploring the world around you – where you live. **Countries and Nationalities** - Geography of Europe difference between nouns (countries) and adjectives (nationalities)

**Year 6: C'est perso** - Likes and dislikes; adjectives to describe personality. **Mon collège** - using avoir and être to describe yourself and others revisiting adjectival agreement Understanding the French education system Giving opinions with more extended reasons. Developing confidence with spoken French – talking about you and others; describing your school subjects; developing written accuracy through spelling tests and homework

## How does it all link with the National Curriculum?

**Key Stage 1:** Learning a modern language is not a requirement at KS1, but children are encouraged to develop an awareness of language, countries, food and traditions.

### **Key Stage 2: Subject content**

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.

**A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.**