



## BERKELEY PRIMARY SCHOOL Languages Medium Term Plan

At Berkeley Primary School we take every opportunity to learn languages. Many of our children speak other languages in their home. Within our curriculum in Key Stage 2 we learn French, ready for secondary schools, and we expose children to other languages whenever possible. We follow a scheme called 'Salut!' © CGP 2015.

<b>NC</b>	<p>Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at Key Stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.</p> <p>The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• listen attentively to spoken language and show understanding by joining in and responding</li><li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li><li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li><li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li><li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>• present ideas and information orally to a range of audiences</li><li>• read carefully and show understanding of words, phrases and simple writing</li><li>• appreciate stories, songs, poems and rhymes in the language</li><li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li><li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li><li>• describe people, places, things and actions orally and in writing</li><li>• 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.</li></ul>
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	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Y3</b>	<b>Core Unit 1</b> <ul style="list-style-type: none"><li>- recognise some basic French greetings</li><li>- recognise basic family vocabulary</li><li>- be able to greet each other confidently, and introduce themselves and their family</li><li>- recognise the numbers 1-10</li><li>- understand the numbers 1-10 and use them to say how old they are</li><li>- respond to some simple classroom instructions</li><li>- understand and respond to some simple questions and instructions</li><li>- recognise some words in their written form and pronounce them accurately</li></ul>	<b>Core Unit 2</b> <ul style="list-style-type: none"><li>- recognise the days of the week</li><li>- understand and name a variety of colours</li><li>- understand numbers up to 20, including out of sequence</li><li>- respond to questions about likes and dislikes with a single word</li><li>- express simple likes and dislikes using the first person</li><li>- recognise negative responses to a question when given a visual prompt</li><li>- recognise a negative sentence when they hear it</li></ul>	<b>Core Unit 3</b> <ul style="list-style-type: none"><li>- sing along and do the actions to a French song</li><li>- recognise most of the French body parts when they're spoken</li><li>- read the numbers 11-20 aloud and say some of them from memory, pronouncing them accurately</li><li>- respond to a simple question by saying what month their birthday is in</li><li>- understand the difference between singular and plural</li><li>- recognise plural nouns when listening to or reading vocabulary</li></ul>
<b>Y4</b>	<b>Playtime – La recreation</b> <ul style="list-style-type: none"><li>- pick out familiar words and phrases from a spoken sentence</li><li>- say and write a few sentences about themselves in the first person from memory</li><li>- play a simple French playground game, when given visual or spoken prompts</li><li>- repeat part of a simple French song</li><li>- spell basic French words and use knowledge of French phonics to do simple words correctly</li><li>- express an opinion with a simple phrase</li><li>- follow and understand the majority of a written text when listening to it read aloud</li></ul>	<b>My Home – Chez moi</b> <ul style="list-style-type: none"><li>- identify a given sound most times it appears when listening to a song</li><li>- recognise some familiar words and phrases in a spoken story</li><li>- use numbers and colours in descriptions</li><li>- say and write from memory several sentences about where they live and their daily routine, with good pronunciation</li><li>- respond to a spoken question with a written answer in a full sentence</li><li>- confidently say sentences where the word order differs to English</li><li>- be able to give the gender of a noun from its article</li></ul>	<b>The Body – Le corps</b> <ul style="list-style-type: none"><li>- be able to recognise articles and understand that they signify the gender of a noun</li><li>- use the correct article with some common nouns when speaking and writing</li><li>- recite a simple French rhyme from memory, with some verbal or visual prompts</li><li>- describe things using simple adjectives</li><li>- frequently recognise and identify different subject pronouns when reading</li></ul>



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<b>Y5</b>	<b>On Holiday – En vacances</b>	<b>Eating Out – Sortir dîner</b>	<b>Environment – L’environnement</b>
	<ul style="list-style-type: none"> <li>- recognise and use some basic holiday vocabulary in spoken and written sentences</li> <li>- understand and participate in a short conversation about animals at the zoo, responding to questions in full sentences and giving simple opinions, with help</li> <li>- be able to prepare and deliver a short talk about a holiday, adapting sentences from the unit that differ from the English sentence structure</li> <li>- translate French and English words using a bilingual dictionary, with help, and pronounce the unfamiliar words accurately using knowledge of French phonics</li> </ul>	<ul style="list-style-type: none"> <li>- understand some unfamiliar vocabulary and the main points of a story, including opinions, in its spoken and written versions</li> <li>- recognise subject pronouns, and use “il” and “elle” with verbs in speech and writing to form sentences about what someone is having to eat/drink, from memory</li> <li>- perform a short role-play, using and adapting sentence structures from the unit</li> <li>- use formal language, e.g. the “vous” form, in appropriate situations, e.g. to a restaurant customer</li> </ul>	<ul style="list-style-type: none"> <li>- understand and use articles, selecting them according to the gender and number of the noun, with some accuracy</li> <li>- use the third person singular form of the present tense to describe what an animal eats</li> <li>- prepare from memory, and present, a short weather report, using sentence structures that differ from English structures, with little help</li> <li>- write some regular plurals when provided with the singular noun, and recognise some irregular plural nouns</li> </ul>
<b>Y6</b>	<b>Actions – Les actions</b>	<b>The Future – Le futur</b>	<b>In France – En France</b>
	<ul style="list-style-type: none"> <li>- recognise past tense verbs and say some perfect past tense sentences</li> <li>- understand and use some of the adverbs from the unit</li> <li>- recognise and use from memory, and with little help, third person singular verbs, including some irregular verbs, to describe someone's actions</li> <li>- develop knowledge of sentences in French and use model sentences to make new ones</li> </ul>	<ul style="list-style-type: none"> <li>- change simple adjectives appropriately to match the gender and number of the noun</li> <li>- form comparative sentences (ensuring the correct form of the adjective is applied), using the model sentences from the Question and Answer screens as prompts</li> <li>- write and perform a role-play, incorporating basic future tense sentences</li> <li>- discuss the effect of certain words in the unit's story when prompted</li> </ul>	<ul style="list-style-type: none"> <li>- build sentences in the perfect past tense about what they have eaten using a model to help</li> <li>- follow and understand the main points and some of the detail from the recipe</li> <li>- prepare and present a short presentation with little or no help</li> <li>- take part in oral activities with little help</li> <li>- ask questions unprompted in the second person singular using the correct intonation</li> <li>- recognise and understand that “on” has several meanings in French</li> </ul>