|  |  |  |
| --- | --- | --- |
| Autumn  FRENCH | Spring  SPANISH | Summer  BSL & FRENCH REVISIT |
| Basic Greetings  Songs  Learn a song in French  Register – Good morning/afternoon in French | Basic Greetings  Songs  Learn a song in Spanish  Register – Good morning/afternoon in Spanish | Primarysign.com  Working through the modules  Learn a song in BSL |

**Modern Foreign Languages Overview**

Most of our languages learning will happen in Key Stage Two, however, we begin our languages journey in nursery with small steps such as songs, greetings and even taking the register in another language.

Our main focus is spoken language, practising verbally. We also strive to begin to learn some written language, too.

We also have connections with a school in Germany, named Eggingen Grundschule. In Key Stage Two, we are beginning to swap photos and letters with the pupils of the school to learn more about Germany.

Below is a breakdown of our overviews from Nursery to Year six. These will tell you the topics we are aiming to learn.

**Languages Overview Nursery/Reception/KS1**

**Languages Overview KS2**

|  |  |  |
| --- | --- | --- |
| Autumn  FRENCH | Spring  SPANISH | Summer  BSL & FRENCH REVISIT |
| Theme:  **‘Getting to know you’ & ‘Family & Friends’**  Hello and Goodbye  How are you?  Numbers to 10  How old are you?  Meet my family  Pets  Alphabet  What’s his name  How do you spell  My home  All children should be able to:  • Say hello and goodbye.  • Introduce themselves.  • Say if they are feeling good/bad/so-so.  • Count to 10.  • Say how old they are  • identify and introduce some of their  relations;  • name some common pets;  • recognise some rooms in their home.  • follow a story and join in the repeated  parts;  • say what foods from a set they like/dislike;  • describe the colour or size of an object;  • ask politely for something. | Theme:  **‘Greetings’ and ‘The body’**  Hello  What’s your name?  How are you?  Goodbye!  Numbers 0-10  How old are you?  Classroom instructions  Parts of the body  Actions  Colours  What’s in the wardrobe?  What are you wearing? | Theme:  Primarysign.com  Working through the modules.  Revisit French Basics. |

YEAR 3

|  |  |  |
| --- | --- | --- |
| Autumn  FRENCH | Spring  SPANISH | Summer  BSL & FRENCH REVISIT |
| Theme:  **‘Holidays / Hobbies’ and ‘Going Shopping’**  Seasons  Weather around the world  Holidays  Sports  Hobbies  Fruit  Vegetables  Clothes  Where can I buy?  French Money  Let’s go shopping  All children should be able to:  • listen and respond to topic vocabulary;  • answer questions orally using the topic  vocabulary;  • write an answer in a sentence using the topic  vocabulary;  • present ideas and information orally to a range of audiences.  •Take part as in role play as a shopper/shopkeeper, speaking in French; | Theme:  ‘**My Town’ and ‘Let’s go!’**  Where do you live?  In my town  Counting in tens  Counting to 100  My address  How do you say…?  Transport  How do you go to school?  Directions  I like to move it!  How do I get to…?  We all go together | Theme:  **Starter learning**  Primarysign.com  Working through the modules.  Revisit French Y3 & Y4 |

YEAR 4

|  |  |  |
| --- | --- | --- |
| Autumn  FRENCH | Spring  SPANISH | Summer  BSL & FRENCH REVISIT |
| Theme:  **‘That’s tasty’** and **‘School life’**  I’m thirsty  Open and closed  Breakfast  Sandwiches  I like to eat  Pizzas  Where are they in the classroom?  Where are the objects?  School subjects  Maths lesson  Asking questions  Asking questions | Theme:  **‘All about me’ and ‘The way we look’** | Theme:  Primarysign.com  Working through the modules.  Revisit French |

YEAR 5

|  |  |  |
| --- | --- | --- |
| Autumn  FRENCH | Spring  SPANISH | Summer  BSL & FRENCH REVISIT |
|  |  | Primarysign.com  Working through the modules.  Revisit French |

YEAR 6

**National Curriculum Aims:**

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.

**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.