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| --- | --- | --- |
| AutumnFRENCH | SpringSPANISH | SummerBSL & FRENCH REVISIT |
| Basic Greetings Songs Learn a song in French Register – Good morning/afternoon in French | Basic Greetings Songs Learn a song in SpanishRegister – Good morning/afternoon in Spanish | Primarysign.com Working through the modulesLearn 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**

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| --- | --- | --- |
| AutumnFRENCH | SpringSPANISH | SummerBSL & FRENCH REVISIT |
| Theme:**‘Getting to know you’ & ‘Family & Friends’**Hello and GoodbyeHow are you?Numbers to 10How old are you?Meet my familyPets AlphabetWhat’s his nameHow do you spellMy homeAll 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 theirrelations;• name some common pets;• recognise some rooms in their home.• follow a story and join in the repeatedparts;• 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’**HelloWhat’s your name?How are you?Goodbye!Numbers 0-10How old are you? Classroom instructionsParts of the bodyActionsColoursWhat’s in the wardrobe?What are you wearing? | Theme: Primarysign.com Working through the modules.Revisit French Basics. |

YEAR 3

|  |  |  |
| --- | --- | --- |
| AutumnFRENCH | SpringSPANISH | SummerBSL & FRENCH REVISIT |
| Theme:**‘Holidays / Hobbies’ and ‘Going Shopping’**SeasonsWeather around the worldHolidaysSportsHobbiesFruitVegetablesClothesWhere can I buy?French MoneyLet’s go shoppingAll children should be able to:• listen and respond to topic vocabulary;• answer questions orally using the topicvocabulary;• write an answer in a sentence using the topicvocabulary;• 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 townCounting in tensCounting to 100My addressHow do you say…?TransportHow do you go to school?DirectionsI 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

|  |  |  |
| --- | --- | --- |
| AutumnFRENCH | SpringSPANISH | SummerBSL & FRENCH REVISIT |
| Theme: **‘That’s tasty’** and **‘School life’** I’m thirsty Open and closedBreakfastSandwichesI like to eat PizzasWhere are they in the classroom?Where are the objects?School subjectsMaths lessonAsking questionsAsking questions | Theme: **‘All about me’ and ‘The way we look’** | Theme: Primarysign.com Working through the modules.Revisit French |

YEAR 5

|  |  |  |
| --- | --- | --- |
| AutumnFRENCH | SpringSPANISH | SummerBSL & 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.