

### Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

### Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

KS1

Term	Year R French	Year 1 French	Year 2 French
Theme 1	<b><u>Do you want to be friends?</u></b> <a href="#"><u>French greetings, thanks and goodbye song.</u></a>	<b><u>Memory box/celebrations</u></b> <a href="#"><u>French Birthday song</u></a>	
Theme2		<b><u>Christmas</u></b> <a href="#"><u>The nativity story in French, Rudolph the red nosed reindeer</u></a>	
Theme 3			<b><u>Land Ahoy!</u></b> <a href="#"><u>All at Sea – French songs</u></a>
Theme 4	<b><u>Easter</u></b> <a href="#"><u>Counting 1-10 with Easter eggs</u></a>	<b><u>Enchanted woodland</u></b> <a href="#"><u>French animal songs and rhymes</u></a>	<b><u>Easter</u></b> <a href="#"><u>Simple facts about the Epiphany, J'aime la galette song</u></a>
Theme 5	<b><u>Will you read me a story?</u></b> <a href="#"><u>Old Macdonald story in French.</u></a>		
Theme 6			<b><u>Wriggle and crawl</u></b>

			<a href="#">Butterflies in French</a>
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KS2

Term	Year 3 French	Year 4 French	Year 5 French	Year 6 Japanese/Spanish
Theme 1	<b><u>A New Start:</u></b> Getting to know you, Numbers, Colours.	<b><u>Welcome to school- super learners:</u></b> Numbers, questions, school objects.	<b><u>My school, my subjects:</u></b> School subjects, my opinions, creative reading and writing	<b><u>Hola Mexico / A new start (Spanish)</u></b> Greetings, colours and numbers
Theme2	<b><u>Calendar and Celebrations:</u></b> Command, colours, numbers, Bonfire Night colours, Calendar time, Christmas starry night	<b><u>My local area, your local area:</u></b> Robots, commands, actions, Shops, signs, directions, Let's sparkle Christmas poem	<b><u>Time in the city:</u></b> In the city, buildings and places of interest, Christmas shopping, money	<b><u>All about me (Japanese)</u></b> Days of the week, Countries and towns. Months, Geography of Japan, Colours, The Great wave.
Theme 3	<b><u>Animals I like and don't like:</u></b> Epiphany celebrations, Animals around us	<b><u>Family tree and faces:</u></b> Epiphany time again, Meet the alien family, parts of faces.	<b><u>Healthy eating and going to the market:</u></b> Happy New Year, Pantomime and verb to be, Going to the market, Healthy recipes	<b><u>Enormous turnip:</u></b> Ooki kabu, Body parts, The enormous turnip story. Animals, hiragana.
Theme 4	<b><u>Carnival colours ,playground games:</u></b> Carnival and playground games, Easter celebrations	<b><u>Celebrating carnival:</u></b> body parts, Carnival of animals, Body parts and aliens, Alien family "Easter egg hunt"	<b><u>Carnival clowns and clothes:</u></b> Carnival clowns and fancy dress, characters and clothes,	<b><u>Food and health</u></b> Food items. Giving opinions. Where food comes from. Past tense. Japanese food and health.
Theme 5	<b><u>A hungry Giant:</u></b> Breakfast, fruit nouns, A hungry giant story, likes and dislikes.	<b><u>Feeling unwell &amp; Jungle animals:</u></b> I don't feel well, Walking through the jungle (story and rhyme), fantastical animal descriptions.	<b><u>Out of this World:</u></b> Traveller's survival guide, Fly me to the moon story and planets, simple descriptions, Intergalactic dialogues	<b><u>Food and health</u></b> Food items. Giving opinions. Where food comes from. Past tense. Japanese food and health.
Theme 6	<b><u>Going on a picnic</u></b> Where does the ginger bread man live?,	<b><u>Summer time:</u></b> Weather, Enormous turnip	<b><u>Going to the seaside:</u></b> Going to the seaside, sports,	<b><u>Trip to Japan</u></b> Japanese cities. Japanese

	Going on a picnic (story)	performance story, Ice creams and simple ice cream roleplay	games, food, clothes	weather. Japanese vehicles.
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NB: 3/4M to follow a 2 year planning cycle to avoid repetition

### Subject content

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.

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.