



## Pott Shrigley Church School Languages Long Term Plan

### **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.

### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply, and understand the matters, skills and processes specified in the relevant programme of study.

### **Key stage 2:**

Foreign language 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.

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\*



## Pott Shrigley Church School Languages Long Term Plan

- ♣ 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.

**The starred (\*) content above will not be applicable to ancient languages.**



## Pott Shrigley Church School Languages Long Term Plan

### Cycle A - French

Y3/4/5/6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Getting to Know You	All About Me	Food and Drink	Family and Friends	Our School	Time
<p><b>Key learning objectives</b></p> <ul style="list-style-type: none"> <li>• To say hello for different times of day.</li> <li>• To introduce myself to someone else.</li> <li>• To ask another person their name.</li> <li>• To use 'Comment ça va?'</li> <li>• To choose the appropriate phrase to say how I feel.</li> <li>• To say goodbye in a variety of ways.</li> <li>• To say the numbers 0-10 in French.</li> <li>• To use number words in my sentences.</li> <li>• To ask how old someone is.</li> <li>• To say my own age.</li> </ul>	<p><b>Key learning objectives</b></p> <ul style="list-style-type: none"> <li>• To listen and respond to instructions.</li> <li>• To read, listen and respond to vocabulary.</li> <li>• To demonstrate my understanding with actions.</li> <li>• To understand and respond to action words.</li> <li>• To listen to and copy pronunciation of colour words accurately.</li> <li>• To ask and answer what is 'there'.</li> <li>• To recognise masculine and feminine clothing nouns.</li> <li>• To use simple conjunctions to link vocabulary for clothes and accessories.</li> </ul>	<p><b>Key learning objectives</b></p> <ul style="list-style-type: none"> <li>• To follow a familiar story in French.</li> <li>• To use determiners for identifying quantities in making polite requests.</li> <li>• To use the definite article when generalising.</li> <li>• To give a preference for or against things.</li> <li>• To describe the colour(s) of an object by modifying adjectives.</li> <li>• To begin to place adjectives appropriately before or after the noun they modify.</li> <li>• To begin to understand that adjective spelling</li> </ul>	<p><b>Key learning objectives</b></p> <ul style="list-style-type: none"> <li>• To present a picture of family members using possessive adjectives.</li> <li>• To match subject and verb correctly when talking about pets.</li> <li>• To recognise and repeat sounds of the alphabet and words with increasing accuracy.</li> <li>• To make links between known and new structures.</li> <li>• To use French pronunciation of the alphabet to spell words.</li> <li>• To make new sentences about homes by substituting different vocabulary.</li> </ul>	<p><b>Key learning objectives</b></p> <ul style="list-style-type: none"> <li>• To ask and explain where things are in the classroom.</li> <li>• To describe the contents of my pencil case.</li> <li>• To express opinions about school subjects.</li> <li>• To listen to commands and follow instructions.</li> <li>• To ask and answer questions about places in school.</li> <li>• To construct simple sentences to say what I like to do at school.</li> </ul>	<p><b>Key learning objectives</b></p> <ul style="list-style-type: none"> <li>• I can recognise and repeat sounds and words with increasing accuracy in counting.</li> <li>• I can recognise, say, and respond to a set of vocabulary regarding days of the week.</li> <li>• I can listen, read, and respond to a set of vocabulary regarding months of the year.</li> <li>• I can speak in sentences using known vocabulary and grammar in the context of birthdays.</li> <li>• I can use known language to present information about French festival dates.</li> <li>• I can begin to conjugate the verb 'to</li> </ul>



## Pott Shrigley Church School Languages Long Term Plan

	<ul style="list-style-type: none"> <li>To have a simple conversation about clothes.</li> </ul>	<p>depends on number and gender.</p> <ul style="list-style-type: none"> <li>To use a range of grammar structures to practise a set of vocabulary groups.</li> </ul>			be' for past and future tense.
<p><b>Curriculum objectives</b></p> <p><i>Listen attentively to spoken language and show understanding by joining in and responding.</i></p> <p><i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i></p> <p><i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</i></p>	<p><b>Curriculum objectives</b></p> <p><i>Speak in sentences, using familiar vocabulary, phrases, and basic language structures.</i></p> <p><i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</i></p>	<p><b>Curriculum objectives</b></p> <p><i>Present ideas and information orally to a range of audiences*</i></p> <p><i>Read carefully and show understanding of words, phrases, and simple writing</i></p>	<p><b>Curriculum objectives</b></p> <p><i>Appreciate stories, songs, poems, and rhymes in the language.</i></p> <p><i>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</i></p>	<p><b>Curriculum objectives</b></p> <p><i>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</i></p> <p><i>Describe people, places, things, and actions orally* and in writing.</i></p>	<p><b>Curriculum objectives</b></p> <p><i>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.</i></p>



## Pott Shrigley Church School Languages Long Term Plan

### Cycle B - French

Y3/4/5/6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Around Town	On the Move	Going Shopping	Where in the World?	What's the Time?	Holidays and Hobbies
Key learning objectives	Key learning objectives	Key learning objectives	Key learning objectives	Key learning objectives	Key learning objectives
<ul style="list-style-type: none"> <li>• To listen carefully and pronounce unfamiliar words with increasing accuracy regarding where people live.</li> <li>• To listen carefully, repeating and responding to key words and phrases when describing our town.</li> <li>• To use familiar sounds and spellings to help me recognise and learn new language when counting in tens.</li> <li>• To apply my knowledge to help me predict, say, and spell new language to count to 100.</li> <li>• To select and present information to other</li> </ul>	<ul style="list-style-type: none"> <li>• To tell other people about types of transport.</li> <li>• To use the verb 'to go' in a simple sentence.</li> <li>• To recognise and pronounce a familiar spelling pattern in different words when giving directions.</li> <li>• To use my knowledge of actions and directions to give instructions.</li> <li>• To combine familiar language to create a new set of sentences about travelling.</li> <li>• To give a sentence subject-verb agreement when talking about travel.</li> </ul>	<ul style="list-style-type: none"> <li>• To express an opinion in French about fruit.</li> <li>• To change the French word for 'the' to the French word for 'some'.</li> <li>• To use adjectives to describe nouns when describing the colour of clothes.</li> <li>• To answer questions about asking where you can buy certain items.</li> <li>• To ask and answer in the role of shopper and shopkeeper.</li> <li>• To roleplay in French about buying clothing.</li> </ul>	<ul style="list-style-type: none"> <li>• To speak in a sentence to answer questions about the places in the United Kingdom.</li> <li>• To distinguish where in the world French is spoken.</li> <li>• To use a bilingual dictionary to translate from English to French.</li> <li>• To understand that because a continent is always feminine the preposition 'en' is always used for 'in'.</li> <li>• To use the past tense in a sentence when talking about animals in a zoo.</li> <li>• To use pronouns when discussing where animals originate from.</li> </ul>	<ul style="list-style-type: none"> <li>• To say and write a sentence to tell the time (o'clock and half past).</li> <li>• To say and write at what time I do things.</li> <li>• To answer and ask a question about a TV schedule.</li> <li>• To say and write a sentence to tell the time (quarter to and quarter past).</li> <li>• To refer to the time when discussing a school timetable.</li> <li>• To take part in a French maths lesson on counting and time.</li> </ul>	<ul style="list-style-type: none"> <li>• To use the third person plural in sentences in the context of seasons and months.</li> <li>• To speak sentences describing the weather and present a forecast.</li> <li>• To distinguish masculine and feminine nouns regarding the temperatures of countries around the world.</li> <li>• To answer questions about sports, orally and in writing.</li> <li>• To speak a sentence about going on holiday.</li> <li>• To answer questions about hobbies, orally and in writing.</li> </ul>



## Pott Shrigley Church School Languages Long Term Plan

<p>people when giving my address.</p> <ul style="list-style-type: none"> <li>To use a bilingual dictionary to develop my vocabulary around a given topic.</li> </ul>					
<p><b>Curriculum objectives</b></p> <p><i>Listen attentively to spoken language and show understanding by joining in and responding.</i></p> <p><i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i></p> <p><i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</i></p>	<p><b>Curriculum objectives</b></p> <p><i>Speak in sentences, using familiar vocabulary, phrases, and basic language structures.</i></p> <p><i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</i></p>	<p><b>Curriculum objectives</b></p> <p><i>Present ideas and information orally to a range of audiences*</i></p> <p><i>Read carefully and show understanding of words, phrases, and simple writing</i></p>	<p><b>Curriculum objectives</b></p> <p><i>Appreciate stories, songs, poems, and rhymes in the language.</i></p> <p><i>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</i></p>	<p><b>Curriculum objectives</b></p> <p><i>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</i></p> <p><i>Describe people, places, things, and actions orally* and in writing.</i></p>	<p><b>Curriculum objectives</b></p> <p><i>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.</i></p>



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### Cycle C – Spanish

Y3/4/5/6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Meet and Greet	People Around Me	Our School	Tell Me When	Time to Eat	Meet My Family
<b>Key learning objectives</b>	<b>Key learning objectives</b>	<b>Key learning objectives</b>	<b>Key learning objectives</b>	<b>Key learning objectives</b>	<b>Key learning objectives</b>
<ul style="list-style-type: none"> <li>• To greet people in different ways.</li> <li>• To exchange names in Spanish.</li> <li>• I can discuss how I am feeling.</li> <li>• To choose appropriate phrases for the situation when saying goodbye.</li> <li>• To recognise and repeat the numbers 0-10 in Spanish.</li> <li>• To apply number word knowledge to make sentences about my age.</li> </ul>	<ul style="list-style-type: none"> <li>• To present a picture of family members using possessive determiners.</li> <li>• To use the correct verb form of 'tener' when talking about pets.</li> <li>• To use songs to help me remember the Spanish alphabet.</li> <li>• To use a range of vocabulary to create different sentences when introducing people.</li> <li>• To use the Spanish pronunciation of the alphabet to spell words.</li> <li>• To use a range of vocabulary to have short conversations in Spanish about family and friends.</li> </ul>	<ul style="list-style-type: none"> <li>• To ask and explain where things are in the classroom.</li> <li>• To describe the contents of my pencil case.</li> <li>• To express opinions about school subjects</li> <li>• To listen to commands and follow instructions.</li> <li>• To ask and answer questions about places in school.</li> <li>• To construct simple sentences to say what I like to do at school.</li> </ul>	<ul style="list-style-type: none"> <li>• To pronounce numbers 1-31 and understand how they are formed.</li> <li>• To identify, say in order, and respond to the days of the week.</li> <li>• To listen to, read, and respond to the vocabulary about months.</li> <li>• To express/ask for dates in Spanish.</li> <li>• To begin to conjugate the verb 'to be' for past and future tense.</li> <li>• To ask/answer questions about birthdays.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise and repeat key vocabulary about food.</li> <li>• To use determiners for identifying quantities in making polite requests.</li> <li>• To give a preference for or against things.</li> <li>• To describe the colour(s) of an object by modifying adjectives.</li> <li>• To use adjectives accurately to describe food items.</li> <li>• To have short conversations about food.</li> </ul>	<ul style="list-style-type: none"> <li>• To describe someone else's family using the correct possessive determiner.</li> <li>• To join in a Spanish version of a familiar song about pets.</li> <li>• To describe my favourite animal using adjectives with the correct spelling.</li> <li>• To describe different types of homes using adjectives with the correct spelling.</li> <li>• To use a bilingual dictionary to increase my vocabulary about my home life.</li> <li>• To present information about myself in Spanish using conjunctions.</li> </ul>



## Pott Shrigley Church School Languages Long Term Plan

Curriculum objectives	Curriculum objectives	Curriculum objectives	Curriculum objectives	Curriculum objectives	Curriculum objectives
<p><i>Listen attentively to spoken language and show understanding by joining in and responding.</i></p> <p><i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i></p> <p><i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</i></p>	<p><i>Speak in sentences, using familiar vocabulary, phrases, and basic language structures.</i></p> <p><i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</i></p>	<p><i>Present ideas and information orally to a range of audiences*</i></p> <p><i>Read carefully and show understanding of words, phrases, and simple writing</i></p>	<p><i>Appreciate stories, songs, poems, and rhymes in the language.</i></p> <p><i>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</i></p>	<p><i>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</i></p> <p><i>Describe people, places, things, and actions orally* and in writing.</i></p>	<p><i>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.</i></p>