



### St Erth MFL Curriculum

Intent	Implementation	Impact
<p>'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.' (National Curriculum 2014 – Appendix A)</p> <p>At St Erth School we intend for our modern foreign languages curriculum to inspire and enable our children, ensuring their readiness to continue the study of a foreign language at KS3 by making them confident and knowledgeable in the subject. We intend for our curriculum to broaden the horizons of our pupils engaging their curiosity in other cultures and our countries connections with them. Our curriculum covers all elements of the national curriculum program of study for KS2. Children at St Erth will receive engaging and well-planned French lessons with a new focus each term. The sequence of substantive and disciplinary knowledge is carefully arranged to ensure pupils are able to know and remember more over time. To engage and excite the children, we use Languagenut interactive resources to teach French and enable children to continue their study at home. The resource also allows them to investigate other languages, which we motivate children to do, preparing them for a wider study of languages in KS3.</p>	<p>Our MFL curriculum is designed to progressively develop children's skills in languages with termly focuses in KS2. In KS1 and early years children take part in fun activities, games and songs to help them develop awareness of basic French words and phrases. All lessons delivered are supported by Languagenut resources and its teaching sequence. Children will progressively acquire, use and apply a growing bank of vocabulary organised around topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, games and activities. As children's substantive and disciplinary knowledge grows children record their work through a range of tailored activities to ensure all children can access the school's curriculum and meet the requirements of the national curriculum for MFL. Units of work are carefully sequenced as subsequent lessons within a unit build on the knowledge developed in the previous lesson. As units progress children's knowledge will develop and they will be supported to demonstrate this with growing complexity. In addition to implementing the school's curriculum, as detailed in our teaching sequences, the school will also promote the French language through: celebration assemblies, cookery sessions and an annual French day for example, to facilitate a whole school approach to learning a foreign language and developing cultural awareness. Children will be supported to continue their learning beyond curriculum time using the Languagenut application to review and embed their learning.</p>	<p>As pupils move through the curriculum, they will develop an increasingly complex and detailed schema of both substantive and disciplinary knowledge. This knowledge and their efficiency in their application of it, will ensure they are ready to continue to be successful in learning a foreign language at KS3.</p> <p>As children move through the scheme of work, they will move from being able to use nouns and articles to form short phrases to using and applying the full range of substantive and disciplinary knowledge our curriculum provides them with. They will then be able to formulate their own more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to enrich their language by developing an understanding of French culture. The impact of the curriculum will be measured by:</p> <ul style="list-style-type: none"> <li>• Observing children speaking and listening</li> <li>• Marking of written work</li> <li>• Discussing pupil's learning with them</li> <li>• Analysing pupil's composite outcomes to sequences of learning</li> <li>• Analysing data drawn from pupil's progress on the Languagenut application.</li> <li>• Moderation of these forms of evidence in staff meetings</li> </ul> <p>Monitoring will be carried out termly by the MFL subject leader.</p>



### **Covering note**

This curriculum was introduced to St Erth in September 2022. Prior to this teaching of MFL was sporadic and in the main delivered by outside specialists. As a result pupils' knowledge has not been developed over time. Therefore, in September 2022 year 5 & 6 will not be ready to start the learning sequence at the beginning of their year groups content as laid out below. Year 5&6 will cover a shortened version of the year 3&4 sequence across the year readying year 5 pupils to begin the Year 5&6 program the following year. Year 4 will begin each unit at year 3 points before progressing into year 4 objectives. This will enable all year groups to begin at the correct points in the sequence in 2023. Year 6 pupils in 2022/23 will leave prepared for KS3 having developed the disciplinary skills required by the national curriculum. These are detailed below and in our skills progression.

### **Teaching, planning and assessment**

To support high quality delivery of our MFL curriculum the school makes use of Languagenut. The application provides interactive resources which support the delivery of lessons and pupil's learning. For each unit in our curriculum there is a corresponding unit of work on the application that can be set for pupils to complete. Subsequent to direct teaching, pupils can review knowledge and deepen their understanding by completing assignments set by the teacher. The application can be accessed independently in school or at home. Teaching staff can monitor progress and set assessment tasks using the application. Pupils will also be assessed against the school's skills progressions which assesses pupils' application of their substantive knowledge against national curriculum objectives. All teaching will reflect the school principals for high quality teaching and learning as outlined in the school's teaching and learning policy.

### **National curriculum coverage**

The national curriculum for Modern Foreign Languages is covered by the school's scheme. The objectives for Key Stage 2, listed below, are covered within each unit and across each year of study. Pupils return to the objectives below throughout the course of their study, each time applying more substantive knowledge. The curriculum plan and sequence below details what substantive knowledge pupils will gain at each stage of the curriculum. The skills progressions demonstrate the disciplinary knowledge pupils should be able to demonstrate in each year group in relation to the expectations of the national curriculum detailed below.

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

### Skills progressions

Skill	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	<p>Repeat words modelled by teacher, show understanding with an action</p> <p>Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)</p> <p>Pick out known words in an 'authentic' conversation</p> <p>Children can understand and respond to a range of familiar spoken words and short phrases.</p>	<p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p>	<p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Children can understand a short passage made up of familiar words and basic phrases.</p>
Skill	Year 3	Year 4	Year 5	Year 6
<b>Speaking</b>	<p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers</p>	<p>Use common phrases</p>	<p>Children can ask and answer questions on the current topic.</p>	<p>Engage in short scripted conversations</p>



	<p>Recognise a familiar question and respond with a simple rehearsed response</p> <p>Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</p>	<p>Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers</p> <p>Children can and perform short role plays on one topic, with several exchanges and secure pronunciation.</p> <p>Children can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.</p>	<p>Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.</p>	<p>Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence</p> <p>Children can ask and answer simple questions on a few very familiar topics.</p>
<b>Skill</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Writing</b>	<p>Copy simple vocabulary</p> <p>Children can write some single words from memory, with plausible spelling.</p> <p>Children can, with support, substitute one element in a simple phrase to vary the meaning.</p>	<p>Children can write simple words and several short phrases from memory</p> <p>Children use understandable spelling.</p>	<p>Begin to use dictionaries to find the meaning of unknown words and to translate own ideas</p> <p>Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</p>	<p>Adapt taught phrases to create new sentences</p> <p>Children can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling</p>
<b>Skill</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Reading</b>	<p>Begin to recognise written vocabulary/ single words</p> <p>Begin to recognise written phrases</p>	<p>Begin to recognise simple written phrases</p> <p>Recognise simple written phrases and understand a range of familiar written phrases.</p>	<p>Read and show understanding of more complex written phrases</p> <p>Read and show understanding of a piece of writing based on the current topic</p> <p>Read short passages and pull answer questions on what they have read.</p>	<p>Practice reading longer texts aloud, containing taught phrases and vocabulary</p> <p>Children can understand a short text made up of short sentences with familiar language on a familiar topic. Can use a dictionary or word list.</p>
<b>Skill</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>



<b>Grammar</b>	<p>Can use indefinite articles in the singular with masculine and feminine nouns.</p> <p>Can use the high-frequency verb forms (I have, it is, there is/are).</p>	<p>Can use indefinite and definite articles with singular and plural nouns.</p> <p>Can use prepositions of place and sequencers.</p>	<p>Can use all persons of several regular verbs in the present tense (with the support of a frame).</p>	<p>Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</p>
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Each unit is 3 hours of direct teaching time. Assignment time using languagenut can be 30mins to 1hour per session if desired.

Early years' framework expectations - Within understanding the world.			
	Framework		What pupils will know
EYFS	<ul style="list-style-type: none"> <li>- Communication and Language</li> <li>- Understanding the world</li> <li>- Expressive Arts and design</li> </ul>		<p>Through the EYFS curriculum and pupils working towards their early learning goals in the areas identified, pupils will have the opportunity to engage with stories and songs in French which link to their topics and interests. These resources will be drawn from Languagenut. Providing them with an introduction to the French language vocabulary they will encounter again at KS1 before formal study begins in KS2.</p>
Year	Autumn	Spring	Summer
Year 1 & 2	Pupils in year 1 and 2 engage with songs and stories regularly developing a knowledge of the language they will encounter in KS2		
Year 3	<p><b>All about me</b>  <b>Intent:</b> In this unit pupils will learn: how to introduce themselves, give basic personal information, Greet, Count to 10, Give their age and ask others, describe family and give their nationality. Pupils will begin to use these skills to have basic conversations both Oral and written. Pupils are introduced to single 1<sup>st</sup> person verbs and masculine and feminine nouns.  <b>Sequence of learning</b></p>	<p><b>Hobbies and Pets</b>  <b>Intent:</b> Pupils build upon previous learning to be able to hold more detailed conversations about themselves. It expands upon personal information and extends knowledge in number. This unit builds on knowledge of verbs to include the negative form. Pupils will learn to compare conjugation.            Sequence of learning</p> <ol style="list-style-type: none"> <li>1. Useful phrases</li> <li>2. Numbers 11-20</li> <li>3. I like to play</li> </ol>	<p><b>Where I live</b>  <b>Intent:</b> This unit extends the knowledge base of personal information built in unit 1&amp;2. In Unit 3 learners continue to come across new verbs. Here the verb to live is explored in terms of geographical location as well as types of dwelling. As well as recapping parts of the verb to be, other verbs in this unit include: to eat, to watch (TV etc) Learners also come across the construction there is/there are in order to</p>



	<ol style="list-style-type: none"> <li>1. Me</li> <li>2. Greetings</li> <li>3. Numbers 1-10</li> <li>4. How old are you?</li> <li>5. Family members</li> <li>6. Languages</li> </ol> <p><b>Vocabulary</b> 60 words and phrases per unit. See appendix.</p> <p><b>Sentences</b> What is your name? - My name is Peter - How are you? - I am fine. - How old are you? - I am seven years old. - I am a girl. - I am English. - I speak Spanish. - I have a brother</p> <p><b>Composite:</b> Pupils can have a simple conversation using the language in this unit. They demonstrate speaking, listening and reading skills through tests using Languagenut. Pupils demonstrate emerging grammatical knowledge.</p>	<ol style="list-style-type: none"> <li>4. In the playground</li> <li>5. Hobbies</li> <li>6. Pets</li> </ol> <p><b>Vocabulary</b> 60 words and phrases per unit. See appendix.</p> <p><b>Sentences</b> I don't understand. - I play with my friends. - I like reading. - I play on a tablet. - I do not have a pet. - I play catch outdoors. - I like watching television. - We play on the field. - I love my dog. - They like going to the shops.</p> <p><b>Composite:</b> Pupils can have a simple conversation using the language in this unit and using previous learning to add detail. They demonstrate speaking, listening and reading skills through tests using Languagenut. Pupils demonstrate emerging grammatical knowledge and apply this to spoken language. Pupils produce written work demonstrating their knowledge.</p>	<p>describe what can be found in their house. The negative is also revisited</p> <p>Sequence of learning:</p> <ol style="list-style-type: none"> <li>1. Where I live 1</li> <li>2. Where I live 2</li> <li>3. My house</li> <li>4. In the kitchen</li> <li>5. In the lounge</li> <li>6. In my bedroom</li> </ol> <p><b>Vocabulary</b> 60 words and phrases per unit. See appendix.</p> <p><b>Sentences</b> I do not live in the countryside. - I live in a house. - I do not live in an apartment. - There are five rooms in my house. - I eat breakfast in the kitchen. - I live in Indonesia. - I watch a film in the lounge. - In my bedroom there is a computer - There is food in the kitchen. - There is not a table in the lounge.</p> <p><b>Composite</b> Pupils take part in an annual French day, during which they demonstrate their spoken and written skills developed throughout the year. There will also be competitions and awards for achievement using the testing area of the language nut application.</p>
Year 4	<p><b>How I look</b> <b>Intent:</b> This unit extends learners' knowledge of adjectives in order to describe themselves and other people. Nouns for body parts are introduced and the verb to have is recapped, along with an introduction to the second and third person singular conjugations of the verb to be. The possessive pronouns my, yours, his and hers are also presented</p> <p><b>Sequence of learning:</b></p> <ol style="list-style-type: none"> <li>1. Body parts</li> <li>2. My face</li> <li>3. Describing myself</li> <li>4. Describing other people</li> </ol>	<p><b>Animals, colours and sizes</b> <b>Intent:</b> This unit does not address any new grammar points. Instead, learners are presented with a range of new vocabulary, including animals and adjectives for size and colour. At this stage it is useful to revisit earlier grammar points (and vocabulary if necessary) to allow learners to explore sentence building of their own using the verbs and phrases they have already encountered. Any learning gaps or problems can be identified and revised at this stage.</p> <p><b>Sequence of learning:</b></p> <ol style="list-style-type: none"> <li>1. More about pets</li> <li>2. Farm animals</li> </ol>	<p><b>Food and drink</b> <b>Intent:</b> This unit introduces further expressions of likes and dislikes, as well as the following new verbs: to like, to love, to hate, to drink, to eat, to buy It also presents the conditional phrase I would like... and introduces a basic question phrase in the form of how much is...?</p> <p><b>Sequence of learning:</b></p> <ol style="list-style-type: none"> <li>1. Food and drink</li> <li>2. Meals</li> <li>3. Talking about food and drink</li> <li>4. Vegetables</li> <li>5. Fruit</li> <li>6. Buying groceries</li> </ol>



	<p>5. More body parts 6. Days of the week</p> <p><b>Vocabulary</b> 60 words and phrases per unit. See appendix.</p> <p><b>Sentences</b> I am tall. - She has long hair. - Your eyes are blue. - Do you have brown eyes? - He is short. - You have straight hair. - She has a small mouth. - You are not tall. - He does not have blonde hair. - Does he have big feet?</p> <p><b>Composite</b> Using assessment tools on the languagenut application pupils demonstrate that they are secure in the knowledge covered in this unit. They record conversations in writing and hold short conversations.</p>	<p>3. Zoo animals 4. Animals in nature 5. Colours 6. Sizes</p> <p><b>Vocabulary</b> 60 words and phrases per unit. See appendix.</p> <p><b>Sentences</b> I have a pet. - I do not have a cat. - There are four lions. - Do you have a pet? - The spiders are not orange. - The frogs are fat. - There is a blue bird. - He has two snakes. - In my garden there is a duck. - The giraffe has a long neck.</p> <p><b>Composite</b> Using assessment tools on the languagenut application pupils demonstrate that they are secure in the knowledge covered in this unit. They record conversations in writing and hold short conversations.</p>	<p><b>Vocabulary</b> 60 words and phrases per unit. See appendix.</p> <p><b>Sentences</b> I like cereal for breakfast. - My favourite food is carrots. - He hates sandwiches. - I would like a pineapple. - How much is an orange? - I am a vegetarian. - I do not like meat. - I love grapes. - How much is a papaya? - I drink milk</p> <p><b>Composite</b> Pupils take part in an annual French day, during which they demonstrate their spoken and written skills developed throughout the year. There will also be competitions and awards for achievement using the testing area of the languagenut application.</p>
<p>Year 5</p>	<p><b>Going to school</b> <b>Intent:</b> This unit introduces verbs that help learners describe their daily routine and include: to get up, to brush (hair/teeth), to shower, to get dressed, to eat, to pack (a bag), to walk, to go, to catch (the bus/train), to learn, to prefer, to like In some languages, these will be reflexive verbs, so it will be necessary to introduce the reflexive pronoun myself in this instance and to compare it to the first person subject pronoun I which has been used so far. Some basic prepositions of place are included. The simple conjunction because is also presented in order to allow learners to develop more complex sentences which include a clause expressing a reason or an explanation</p> <p><b>Sequence of learning:</b></p> <ol style="list-style-type: none"> <li>1. Morning routine</li> <li>2. Getting to school</li> <li>3. Other forms of transport</li> </ol>	<p><b>Going to work</b> <b>Intent:</b> In this unit, students learn how to talk about jobs and professions. The key grammar points are centred on using the verbs to work (in) and to be. In languages where this is appropriate, distinctions around the masculine and feminine forms of the indefinite article will need to be pointed out. Similarly, nouns which change their endings to indicate masculine or feminine will also need to be highlighted. Other verbs introduced here include: to earn (money), to save, to buy, to spend (money), to wake up, to go to bed, to go to sleep. A recap of numbers is planned at this stage before moving on to telling the time. Numbers 21-30 are also included, as are time phrases.</p> <p><b>Sequence of learning:</b></p> <ol style="list-style-type: none"> <li>1. Jobs and professions</li> <li>2. Where people work</li> <li>3. Earning money</li> <li>4. Spending money</li> <li>5. Numbers 21-30</li> </ol>	<p><b>Around the world</b> <b>Intent:</b> This unit introduces more countries around the world so at this point 'I live in...' should be revised using grammar points introduced in unit 3 year 3. The verb to speak is revised, and the following new verbs are introduced: to come from, to fly, to sleep.</p> <p><b>Sequence of learning:</b></p> <ol style="list-style-type: none"> <li>1. More countries</li> <li>2. Compass points and navigation</li> <li>3. Other languages</li> <li>4. At the airport</li> <li>5. Packing for a holiday</li> <li>6. Holiday locations</li> </ol> <p><b>Vocabulary</b> 60 words and phrases per unit. See appendix.</p> <p><b>Sentences</b> They speak Norwegian in Norway. - Where do you come from? - We stay in a hotel. - You come from New Zealand. - He does not come from the south. - I speak Mandarin and Danish. - She lives</p>



	<p>4. My school day 5. In the classroom 6. Opinions about school</p> <p><b>Vocabulary</b> 60 words and phrases per unit. See appendix.</p> <p><b>Sentences</b> I brush my teeth. - I go to school by car. - He prefers English because it is interesting. - I do not like science because it is boring. - I walk to school. - My school is two kilometres away. - Her favourite lesson is geography. - I like my teacher. - Do you walk to school? - I do not learn English.</p> <p><b>Composite</b> Using assessment tools on the languagenut application pupils demonstrate that they are secure in the knowledge covered in this unit. They record conversations in writing and hold short conversations.</p>	<p>6. Telling the time</p> <p><b>Vocabulary</b> 60 words and phrases per unit. See appendix.</p> <p><b>Sentences</b> He is a shop assistant. - She works in a hotel. - What do you like to buy? - I spend money on computer games. - It is 10am. - I go to bed at 8pm. - She spends money on books. - I like to buy clothes. - She earns \$10 per week. - He does to work in the morning.</p> <p><b>Composite</b> Using assessment tools on the languagenut application pupils demonstrate that they are secure in the knowledge covered in this unit. They record conversations in writing and hold short conversations.</p>	<p>in the south of Sweden. - We are not going to the seaside. - We come from the south of Wales. - He speaks Polish.</p> <p><b>Composite</b> Pupils take part in an annual French day, during which they demonstrate their spoken and written skills developed throughout the year. There will also be competitions and awards for achievement using the testing area of the languagenut application.</p>
<p>Year 6</p>	<p><b>Healthy lifestyle</b> <b>Intent:</b> In this unit learners come across verbs which help them talk about sports and being outside. These include: to ride (a bicycle), to go for a walk, to jog, to explore, to run Expressing likes and dislikes is also recapped as students talk about their food and eating preferences, and similarly negatives are revised. Comparatives and superlatives are introduced in order to extend students' capacity to express their likes, dislikes and preferences.</p> <p><b>Sequences of learning:</b></p> <ol style="list-style-type: none"> <li>Talking sports</li> <li>Enjoying the outdoors</li> <li>Healthy eating</li> <li>Keeping fit</li> <li>Unhealthy living</li> <li>Comparative and superlatives</li> </ol> <p><b>Vocabulary</b> 60 words and phrases per unit. See appendix.</p>	<p><b>Clothes and shopping</b> <b>Intent:</b> This unit uses the topic of clothes and shopping to introduce new vocabulary and extend learners' grasp of changes to adjective endings to reflect masculine, feminine or plural in languages where this applies. The verb to get dressed is revised and the following new verbs are included: to get undressed, to wear, to try on, to hang up (clothes), to fold, to put away Students are also introduced to demonstrative pronouns in both their singular and plural forms: This, that, those, these.</p> <p><b>Sequences of learning:</b></p> <ol style="list-style-type: none"> <li>Clothes</li> <li>More clothes</li> <li>Getting dressed</li> <li>Talking about clothes</li> <li>Going shopping</li> <li>My Wardrobe</li> </ol> <p><b>Vocabulary</b> 60 words and phrases per unit. See appendix.</p>	<p><b>Weather</b> <b>Intent:</b> Through the topic of weather, students are introduced to more question formats using the pronoun what. They are provided with a scaffold to answer questions about weather conditions and temperatures and are also presented with more numbers (31-40).</p> <p><b>Sequence of learning:</b></p> <ol style="list-style-type: none"> <li>What's the weather like?</li> <li>Numbers 31-40</li> <li>Temperature</li> <li>Dressing for the weather</li> <li>Weather reports</li> <li>Extreme weather</li> </ol> <p><b>Vocabulary</b> 60 words and phrases per unit. See appendix.</p> <p><b>Sentences</b> What's the weather like? - It is cold. - What's the temperature? - It is 25 degrees. - It is sunny. - There is a storm. - I wear sunglasses. - Here is the</p>



	<p><b>Sentences</b> I ride my bike. - I like vegetables. - I do not like junk food. - Fruit is better than sweets. - Junk food is worse than salad. - That is unhealthy. - She is good at football. - I eat vegetables once a week. - He goes for a walk outdoors. - She is not lazy</p> <p><b>Composite</b> Using assessment tools on the languagenut application pupils demonstrate that they are secure in the knowledge covered in this unit. They record conversations in writing and hold short conversations.</p>	<p><b>Sentences</b> I get dressed. - I prefer these blue shorts. - Do you like that skirt? - I put away my t-shirts. - These large clothes are uncomfortable. - I wear a coat. - His size is medium. - He puts his clothes in the wardrobe. - You like those trousers. - She wears a black belt.</p> <p><b>Composite</b> Using assessment tools on the languagenut application pupils demonstrate that they are secure in the knowledge covered in this unit. They record conversations in writing and hold short conversations.</p>	<p>weather report. - You put on a scarf. - Today is not cloudy.</p> <p><b>Composite</b> Pupils take part in an annual French day, during which they demonstrate their spoken and written skills developed throughout the year. There will also be competitions and awards for achievement using the testing area of the languagenut application.</p>
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## Appendix

### Vocabulary

#### Year 3 unit 1 – All about me

Unit 1 - About me					
1.1 Me	1.2 Greetings	1.3 Numbers 1-10	1.4 How old are you?	1.5 Family members	1.6 Languages
Hello	Hello	one	birthday	mother	I am
My name is	Good afternoon	two	age	father	I speak
What's your name?	How are you?	three	year	sister	English
I am a boy	I am fine	four	day	brother	French
I am a girl	I am ok	five	month	grandmother	German
I am tall	I am very well	six	child	grandfather	Spanish
I am short	handshake	seven	young	family	Italian
I am happy	wave	eight	How old are you?	pet	Dutch
I am seven years old	Goodbye	nine	I am seven years old	to have	Swedish
Goodbye	See you soon	ten	And you?	I have a brother	Russian

#### Year 3 unit 2 – Hobbies and Pets



### Unit 2 - Hobbies and pets

2.1 Useful phrases	2.2 Numbers 11-20	2.3 I like to play	2.4 In the playground	2.5 Hobbies	2.6 Pets
I understand	eleven	to like	in the playground	football	cat
I don't understand	twelve	to play	on the field	dancing	dog
No thank you	thirteen	with my friends	I run	swimming	hamster
Yes please	fourteen	alone	I walk	playing on a tablet	guinea pig
Good morning	fifteen	together	I jump	reading comics	rabbit
Good evening	sixteen	indoors	I skip	watching television	bird
Good day	seventeen	outdoors	I play hide and seek	listening to music	horse
Good night	eighteen	in the playground	I play catch	going to the park	I have a pet
Thanks a lot	nineteen	after school	We play	going to the beach	I do not have pets
See you later	twenty	at break time	They play	going to the shops	I love my pet

### Year 3 Unit 3 - Where I live

#### Unit 3 - Where I live

3.1 Where I live 1	3.2 Where I live 2	3.3 My house	3.4 In the kitchen	3.5 In the lounge	3.6 In my bedroom
I live in	I live in a town	bedroom	to eat	television	bed
England	I live in a city	bathroom	breakfast	video	pillow
France	I live in a village	kitchen	lunch	table	blanket
Germany	I live in the countryside	lounge	dinner	chairs	wardrobe
Spain	I live near the sea	dining room	food	armchair	desk
Turkey	It is big	playroom	drink	sofa	bookcase
The Netherlands	It is small	garden	snack	I watch television	computer
Indonesia	It is interesting	I live in a house	I eat breakfast in the kitchen	I watch cartoons	television
America	I like living here	I live in an apartment	I eat lunch in the kitchen	I watch a film	toybox
Australia	I do not like living here	There are five rooms	I eat dinner in the kitchen	I do my homework	In my bedroom there is a

### Year 4 unit 1 - How I look



**Unit 4 - How I look**

4.1 Body parts	4.2 My face	4.3 Describing myself	4.4 Describing other people	4.5 More body parts	4.6 Days of the week
head	face	I am tall	You have	wrist	Monday
neck	eyes	I am short	She has	finger	Tuesday
shoulders	ears	I have big feet	He has	fingernail	Wednesday
arms	nose	I have a small nose	You are	thighs	Thursday
hands	cheeks	I have curly hair	She is	knee	Friday
stomach	mouth	I have straight hair	He is	ankle	Saturday
back	chin	I have blonde hair	my	toes	Sunday
bottom	hair	I have long hair	your	toenail	today
legs	lips	I have short hair	his	throat	tomorrow
feet	teeth	I wear glasses	hers	chest	yesterday

**Year 4 unit 2 – Animals, colours and sizes**

**Unit 5 - Animals, colours and sizes**

5.1 More about pets	5.2 Farm animals	5.3 Zoo animals	5.4 Animals in nature	5.5 Colours	5.6 Sizes
rabbit	horse	lion	bird	brown	big
guinea pig	sheep	tiger	worm	black	small
hamster	rabbit	elephant	hare	red	fat
mouse	hen	gorilla	fox	white	thin
pony	cow	zebra	badger	blue	long
fish	lamb	giraffe	insect	green	short
kitten	goat	bear	spider	orange	heavy
puppy	chicken	penguin	fly	grey	light
I have a pet	duck	crocodile	snake	light	They are
I have a	donkey	dolphin	frog	dark	It is

**Year 4 unit 3 – Food and drink**



**Unit 6 - Food and drink**

6.1 Food and drink	6.2 Meals	6.3 Talking about food and drink	6.4 Vegetables	6.5 Fruits	6.6 Buying groceries
cereal	breakfast	I'm hungry	vegetables	fruits	groceries
fruit	lunch	I'm thirsty	potato	apple	shopping
sandwich	dinner	I'm full	cabbage	orange	market
meat	meal	I am a vegetarian	garlic	papaya	supermarket
vegetables	snack	My favourite food is	carrot	banana	to buy
water	I like cereal for breakfast	My least favourite food is	peas	grapes	money
milk	I like fruit for lunch	I do not like carrots	mushroom	pineapple	please
tea	I like vegetables for dinner	I hate peas	broccoli	strawberry	thank you
coffee	I drink	I love apples	sweetcorn	lemon	I would like
juice	I eat	I like sandwiches	onion	lime	How much is?

**Year 5 unit 1 – Going to school**

**Unit 7 - Going to school**

7.1 Morning routine	7.2 Getting to school	7.3 Other forms of transport	7.4 My school day	7.5 In the classroom	7.6 Opinions about school
I get up	I go on foot	coach	to learn	classroom	to prefer
I brush my teeth	I go by car	motorbike	maths	teacher	to like
I brush my hair	I catch the bus	train	English	board	boring
I have a shower	My school is	aeroplane	science	pen	interesting
I get dressed	near	bicycle	history	pencil	because
I eat breakfast	far	to travel	geography	books	I like maths lessons
I pack my bag	around the corner	to go	art	paper	I do not like science
I walk to school	down the road	road	break time	tables	I prefer history
I see my friends	in town	street	lunch time	chairs	Break time is fun
I go to my classroom	two kilometres away	path	I like learning	computer	My favourite lesson is

**Year 5 unit 2 – Going to work**



**Unit 8 - Going to work**

8.1 Jobs and professions	8.2 Where people work	8.3 Earning money	8.4 Spending money	8.5 Numbers 21 - 30	8.6 Telling the time
to work	office	to earn money	to spend	twenty-one	It is 10am
job	school	to save	to buy	twenty-two	It is 9am
shop assistant	shop	salary	toys	twenty-three	It is 7pm
mechanic	hospital	weekly	books	twenty-four	In the morning
doctor	building site	monthly	comics	twenty-five	In the afternoon
hairdresser	petrol station	bank	clothes	twenty-six	At lunchtime
builder	restaurant	pocket money	computer games	twenty-seven	At bedtime
chef	hotel	I go to work	sweets	twenty-eight	I wake up at 6am
manager	garage	I earn money	I like to buy	twenty-nine	I go to bed at 8pm
He is a	She works in a	I earn \$10 per week	I spend money on	thirty	I go to sleep at 9pm

**Year 5 unit 3 – Around the world**

**Unit 9 - Around the world**

9.1 More countries	9.2 Compass points and navigation	9.3 Other languages	9.4 At the airport	9.5 Packing for a holiday	9.6 Holiday locations
I come from	North	I speak	to fly	holiday	seaside
Wales	South	Welsh	airport	passport	beach
Scotland	East	Arabic	aeroplane	tickets	hotel
Ireland	West	Norwegian	pilot	sunglasses	campsite
Norway	map	Mandarin	check-in desk	suncream	tent
Sweden	globe	Danish	security	suitcase	caravan
China	in the South	Portuguese	runway	rucksack	playground
New Zealand	in the North	Polish	take-off	flip flops	I go to the beach
Japan	I live in the south	Urdu	landing	beach towel	I stay in a hotel
Russia	I live in the north	Hindi	I am travelling to	swimming costume	I sleep in a tent

**Year 6 unit 1 – Healthy Lifestyle**



**Unit 10 - Healthy lifestyle**

10.1 Talking sports	10.2 Enjoying the outdoors	10.3 Healthy eating	10.4 Keeping fit	10.5 Unhealthy living	10.6 Comparatives and superlatives
football	playing field	food	to exercise	unhealthy	good
tennis	pitch	drink	to jog	to be lazy	better
karate	woods	I eat fruit	yoga	sugary	best
judo	outdoors	I like vegetables	I am sporty	fatty	bad
swimming	to explore	I prefer salad	I keep fit	Sweets are bad for me	worse
horse riding	to run	I eat healthy food	I do not eat snacks	Fizzy drinks are sugary	worst
hockey	I ride my bike	I drink water	I like walking	Junk food is fatty	That is good
table tennis	I go for a walk	It is good for me	I do not like junk food	I do not exercise	I am better
golf	I go for a jog	fresh	I exercise every day	I do not like sport	She is best
badminton	I go to the park	healthy	I eat vegetables once a week	I sit on the sofa	He is worse

**Year 6 unit 2 – Clothes and shopping**

**Unit 11 - Clothes and shopping**

11.1 Clothes	11.2 More clothes	11.3 Getting dressed	11.4 Talking about clothes	11.5 Going shopping 1	11.6 My wardrobe
clothes	blouse	to get dressed	loose	to try on	to hang up
underwear	shirt	to get changed	baggy	small	to fold
socks	vest	to wear	tight	large	to put away
t-shirt	shoes	buttons	smart	medium	laundry
dress	coat	zip	casual	fitting room	wardrobe
skirt	jacket	laces	scruffy	My size is	drawer
trousers	hat	belt	fashionable	I like this skirt	hanger
shorts	scarf	I wear a coat	unfashionable	I like that dress	I fold my trousers
jeans	tracksuit	I wear shorts	comfortable	I like those trousers	I put away my socks
jumper	school uniform	I prefer skirts	uncomfortable	I like these shoes	I put my clothes in

**Year 6 unit 3 - Weather**



### Unit 12 - Weather

12.1 What's the weather like?	12.2 Numbers 31 - 40	12.3 Temperature	12.4 Dressing for the weather	12.5 Weather reports	12.6 Extreme weather
weather	thirty-one	temperature	scarf	today	tornado
What's the weather like?	thirty-two	degrees	gloves	sun	storm
It is cold	thirty-three	minus	boots	rain	thunder
It is foggy	thirty-four	Is it hot?	waterproof jacket	wind	lightning
It is hot	thirty-five	What's the temperature?	wellington boots	cloud	hurricane
It is sunny	thirty-six	It is 25 degrees	sunhat	fog	earthquake
It is windy	thirty-seven	It is minus 5 degrees	umbrella	Here is the weather report	flood
It is rainy	thirty-eight	It is below 10 degrees	fan	It is wet	heatwave
It is snowy	thirty-nine	It is very hot	I wear sunglasses	It is dry	hail
It is freezing	forty	It is very cold	I put on a hat	It is cloudy	icy