

Rosecroft Curriculum Intent for Primary Languages

At Rosecroft Primary School we want all pupils throughout the school to develop a genuine interest and positive curiosity about a foreign language, finding it enjoyable and stimulating. Learning a second language at school will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

From EYFS through to Year 6 our aim is to celebrate different languages and give the children in our care an opportunity to learn about diverse cultures ; their language, customs and traditions. We want the children in our school who already speak a second language to feel valued and proud of their own culture and language.

In Key Stage 2 Rosecroft Primary uses the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and foreign languages French Curriculum that will inspire and excite our KS2 pupils using a wide variety of topics and themes. We have adopted their Primary foreign language intent, implementation and impact statement, adapted to meet the needs of the school. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

Rosecroft Primary School - Languages Curriculum: Year 3 - Year 6 (2024 / 2025)

National Curriculum 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.

Rosecroft Primary School - Languages Curriculum: Year 3 - Year 6 (2024 / 2025)

YEAR 3 Key Stage 2 National Curriculum Objectives		
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 Languages • 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 		
Year 3 Key content knowledge. <i>What knowledge children will have at the end of each unit- these will also be used for assessment</i>		
Autumn Term 1	Spring Term 1	Summer Term 1
<p>Unit: J'apprends le Français</p> <p>By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where the foreign language is spoken</p>	<p>Unit: Les instruments</p> <p>In this unit pupils will learn 10 familiar instruments and be introduced to the 1st person singular high frequency verb 'I play' in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 instruments with their definite article. This is one of the first sentence building units where pupils will have the knowledge and skills to create short phrases with the verb 'I play' plus the instrument nouns and determiners.</p>	<p>Unit: Les fruits</p> <p>In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like.</p>

Rosecroft Primary School - Languages Curriculum: Year 3 - Year 6 (2024 / 2025)






































































<p>Key Question:</p> <ol style="list-style-type: none">1. Where is the francophone world?2. What are key greetings?3. What is your name?4.Can you count, read and write 0-10 ?5. Can you recognise and spell colours in French?6. Review – recall what we’ve learned so far.	<p>Key Question:</p> <ol style="list-style-type: none">1. Can you recall and spell 5 instruments?2. Can you recall and spell 5 further instruments?3. Review and recall 10 instruments with correct punctuation.4. What is the definite article for the 10 instruments we’ve learned?5. The verb “to play”6. Revise and consolidate unit language	<p>Key Question:</p> <ol style="list-style-type: none">1.Recall and spell 5 different fruits2. Recall and spell 5 new fruits3. Ten fruits in the plural form4. Expressing an opinion of fruits I like5. Expressing an opinion of fruits I don’t like.6. Consolidating unit vocabulary																																																																																																																																																					
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<p style="text-align: center;">Autumn Term 2</p> <p>Unit: Les animaux Animals</p> <p>In this unit pupils will learn 10 familiar animals and be introduced to the 1st person singular high frequency verb ‘I am’ in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 animals with their indefinite article. This is</p>	<p style="text-align: center;">Spring Term 2</p> <p>Unit Je peux</p> <p>I am able. In this unit pupils will learn 10 familiar activities that they are able or are not able to do in French. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.</p>	<p style="text-align: center;">Summer Term 2</p> <p>Unit: Les glaces Ice-cream</p> <p>In this unit pupils will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or pot of ice-cream in the</p>																																																																																																																																																					

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<p>one of the first sentence building units where pupils will have the knowledge and skills to be able create short phrases with the verb 'I am' plus the animal nouns and determiners.</p> <p>Key Question:</p> <ol style="list-style-type: none"> 1. Recognise, review and spell 5 animals 2. Recognise, review and spell 5 new animals 3. Consolidate the pronunciation and spelling of all ten animals 4. Consolidate all ten animals in the foreign language with a particular focus on the indefinite article/determiner. 5. High- frequency irregular verb 'to be' in the first person singular, 6. End of unit assessment 	<p>Key Question:</p> <ol style="list-style-type: none"> 1. Recognise, recall and spell five different verbs in the foreign language. 2. Recognise, recall and spell a further five verbs in the foreign language. 3. How to use the verb 'je peux' (I am able) 4. use the negative structure so they are able to say what they can do as well as what they cannot do in the foreign language. 5. Introduced to the conjunctions 'and' and 'but' 6. End of unit assessment 	<p>flavour(s) of their choice, specifying how many scoops of each they would like.</p> <p>Key Question:</p> <ol style="list-style-type: none"> 1. Recognise, recall and spell five different ice-cream flavours 2. recall and spell a further five different ice-cream flavours 3. 'I would like' along with the conjunction 'and' 4. like their ice-cream in a cone or a small pot/tub in the foreign language. 5. Vocabulary thus far and transactional vocabulary. 6. End of unit assessment
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Key Vocabulary

All children to know the meaning of these words by the end of the unit

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French	English																																																																																																																							
une glace	an ice-cream																																																																																																																							
..à la vanille	vanilla flavour																																																																																																																							
..à la fraise	strawberry flavour																																																																																																																							
..à la banane	banana flavour																																																																																																																							
..à la menthe	mint flavour																																																																																																																							
..à la pistache	pistachio flavour																																																																																																																							
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..au café	coffee flavour																																																																																																																							
..au citron	lemon flavour																																																																																																																							
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..au cassis	blackcurrant flavour																																																																																																																							
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et	and																																																																																																																							
French	English																																																																																																																							
un cornet	a cone																																																																																																																							
un petit pot	a small tub/pot																																																																																																																							
une boule	one scoop																																																																																																																							
deux boules	two scoops																																																																																																																							
trois boules	three scoops																																																																																																																							
s'il vous plaît	please																																																																																																																							
Bonjour !	Hello!																																																																																																																							
Quel parfum ?	Which flavour																																																																																																																							
Combien de boules ?	How many scoops?																																																																																																																							
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Rosecroft Primary School - Languages Curriculum: Year 3 - Year 6 (2024 / 2025)






































































YEAR 4 Key Stage 2 National Curriculum Objectives		
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 Languages • 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 		
Year 4 Key content knowledge. <i>What knowledge children will have at the end of each unit- these will also be used for assessment</i>		
Autumn Term 1	Spring Term 1	Summer Term 1
<p>Unit: Unit Je peux I am able. In this unit pupils will learn 10 familiar activities that they are able or are not able to do in French. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.</p> <p>Key Question:</p>	<p>Unit: Les legumes Vegetables In this unit pupils will learn 10 common vegetables in their plural form with their definite articles. They will learn the basic transactional language required take part in a role-play activity based on buying different quantities of vegetables from a market stall. Key Question:</p>	<p>Unit: Ma famille My family By the end of this unit pupils will have the knowledge and skills to make a presentation about their own / a fictitious family in both spoken and written form in French. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in French to manipulate language,</p>

Rosecroft Primary School - Languages Curriculum: Year 3 - Year 6 (2024 / 2025)

<p>1. Recognise, recall and spell five different verbs in the foreign language.</p> <p>2. Recognise, recall and spell a further five verbs in the foreign language.</p> <p>3. How to use the verb 'je peux' (I am able)</p> <p>4. use the negative structure so they are able to say what they can do as well as what they cannot do in the foreign language.</p> <p>5. Introduced to the conjunctions 'and' and 'but'</p> <p>6. End of unit assessment</p>	<p>1. Recognise, recall and spell five different vegetables with the plural</p> <p>2. Recognise, recall and spell a further five different vegetables</p> <p>3. Consolidate all ten vegetables plus how to say 'a kilo of' plus a vegetable</p> <p>4. How to formulate a short phrase in the foreign language</p> <p>5. Introduced to the conjunction 'and'</p> <p>6. End of unit assessment</p>	<p>thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular.</p> <p>Key Question:</p> <p>1. Recognise, recall and spell different family members</p> <p>2. Nouns and definite articles/determiners for family members plus possessive article "my"</p> <p>3. Ask and answer the question 'do you have any siblings?'</p> <p>4. 1st person singular 'I am called' to 3rd person singular 'he/she is called'.</p> <p>5. Numbers 1-70 in the foreign language</p> <p>6. End of unit assessment</p>
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Key Vocabulary

All children to know the meaning of these words by the end of the unit

<table><tr><th>English</th><th>French</th></tr><tr><td>transmurtani na b'loq of</td><td>transmurtani nu'b' r'auu </td></tr><tr><td>atoka-eci of</td><td>ranitaf </td></tr><tr><td>worb of</td><td>ranisizab </td></tr><tr><td>miwz of</td><td>ragon </td></tr><tr><td>aknara-kaseq of</td><td>ziqonra raihaq </td></tr><tr><td>bna</td><td>ts</td></tr><tr><td>tud</td><td>ziom</td></tr></table>	English	French	transmurtani na b'loq of	transmurtani nu'b' r'auu 	atoka-eci of	ranitaf 	worb of	ranisizab 	miwz of	ragon 	aknara-kaseq of	ziqonra raihaq 	bna	ts	tud	ziom	<table><tr><th>English</th><th>French</th></tr><tr><td>aldo mo I</td><td>xuq aq</td></tr><tr><td>aldo ton mo I</td><td>zoq xuq an a </td></tr><tr><td>aconab of</td><td>ronab </td></tr><tr><td>gniz of</td><td>ratnora </td></tr><tr><td>qmuq of</td><td>ratuaz </td></tr><tr><td>klaoq of</td><td>ranisizuo </td></tr><tr><td>axid a abin of</td><td>olav ub ariat </td></tr></table>	English	French	aldo mo I	xuq aq	aldo ton mo I	zoq xuq an a 	aconab of	ronab 	gniz of	ratnora 	qmuq of	ratuaz 	klaoq of	ranisizuo 	axid a abin of	olav ub ariat 	<table><tr><th>French</th><th>English</th></tr><tr><td> les aubergines</td><td>the aubergines</td></tr><tr><td> les épinards</td><td>the spinach</td></tr><tr><td> les oignons</td><td>the onions</td></tr><tr><td> les courgettes</td><td>the courgettes</td></tr><tr><td> les tomates</td><td>the tomatoes</td></tr><tr><td> les haricots verts</td><td>the green beans</td></tr><tr><td> les petits pois</td><td>the peas</td></tr><tr><td> les champignons</td><td>the mushrooms</td></tr><tr><td> les carottes</td><td>the carrots</td></tr><tr><td> les pommes de terre</td><td>the potatoes</td></tr></table>	French	English	 les aubergines	the aubergines	 les épinards	the spinach	 les oignons	the onions	 les courgettes	the courgettes	 les tomates	the tomatoes	 les haricots verts	the green beans	 les petits pois	the peas	 les champignons	the mushrooms	 les carottes	the carrots	 les pommes de terre	the potatoes	<table><tr><th>French</th><th>English</th></tr><tr><td> un kilo de... / d'...</td><td>one kilo of...</td></tr><tr><td> un demi kilo de... / d'...</td><td>half a kilo of...</td></tr><tr><td>Je voudrais...</td><td>I would like...</td></tr><tr><td>s'il vous plaît</td><td>please</td></tr><tr><td>et</td><td>and</td></tr><tr><td>bonjour</td><td>hello</td></tr><tr><td>Je peux vous aider ?</td><td>Can I help you?</td></tr><tr><td>C'est tout ?</td><td>Is that all/Anything else?</td></tr><tr><td>C'est combien ?</td><td>How much is that?</td></tr><tr><td>merci</td><td>thank you</td></tr><tr><td>au revoir</td><td>goodbye</td></tr><tr><td>Dans mon panier j'ai...</td><td>In my basket I have...</td></tr></table>	French	English	 un kilo de... / d'...	one kilo of...	 un demi kilo de... / d'...	half a kilo of...	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























































Enrichment Opportunities

Trips / visitors/ WOW moments

Rosecroft Primary School - Languages Curriculum: Year 3 - Year 6 (2024 / 2025)

Year 4 Key content knowledge. <i>What knowledge children will have at the end of each unit- these will also be used for assessment</i>		
Autumn Term 2	Spring Term 2	Summer Term 2
Unit: Les fruits Fruit In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like. Key Question: <ol style="list-style-type: none"> 1. I can recognise, recall and spell five different fruits 2. I can recognise, recall and spell five new fruits 3. I can say ten fruits and in plural form. 4. 'I like...' 5. 'I do not like...' 6. End of unit assessment. 	Unit: Je me presente Presenting myself By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in French. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality. Key Question: <ol style="list-style-type: none"> 1. 'How are you?' 2. 'What is your name?' 3. Numbers 1-10 and will progress to numbers 11-20 4. 1-20 and to be able to say how old they are. 5. 'Where do you live?' 6. End of unit assessment 	Unit: En classe In the class By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in French. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality. Key Question: <ol style="list-style-type: none"> 1. recognise, recall and spell seven different classroom items 2. recall and spell a further five different classroom items 3. 'what is in your pencil case?' 4. possessive adjectives 5. negative structures to say what they do not have in their pencil cases. 6. End of unit assessment
Key Vocabulary All children to know the meaning of these words by the end of the unit		

Rosecroft Primary School - Languages Curriculum: Year 3 - Year 6 (2024 / 2025)

	French	English		French	English		French	English		French	English		French	English		French	English
	une pomme	an apple		les pommes	the apples		Bonjour !	hello!		bonsoir	evening		bonjour	hello!		bonjour	hello!
	une fraise	a strawberry		les fraises	the strawberries		Salut !	hi!		francois/françoise	French		je n'ai pas de	I do not have		je n'ai pas de	I do not have
	une pêche	a peach		les pêches	the peaches		Ça va ?	How are you?		anglais/anglaise	English		Ça va bien ?	What do you have in		Ça va bien ?	What do you have in
	une banane	a banana		les bananes	the bananas		Ça va bien.	I am fine.		galleis/galleise	Welsh		français / française	French		français / française	French
	une cerise	a cherry		les cerises	the cherries		Ça va mal.	I am not great.		irlandais/irlandaise	Irish		français / française	French		français / française	French
	une orange	an orange		les oranges	the oranges		Comment ça, comment ça.	How are you?		écossais/écossaise	Scottish		français / française	French		français / française	French
	une prune	a plum		les prunes	the plums		Ça va très bien.	I am great.		écossais/écossaise	Scottish		français / française	French		français / française	French
	une poire	a pear		les poires	the pears		Ça va très mal.	I am really not great.		écossais/écossaise	Scottish		français / française	French		français / française	French
	un kiwi	a kiwi		les kiwis	the kiwis		très	very		écossais/écossaise	Scottish		français / française	French		français / française	French
	un abricot	an apricot		les abricots	the apricots		Accroché !	Goodbye!		écossais/écossaise	Scottish		français / française	French		français / française	French
	J'aime...	I like...		les abricots	the apricots		A plus tard !	See you later!		écossais/écossaise	Scottish		français / française	French		français / française	French
	Je n'aime pas...	I do not like...		les abricots	the apricots		Comment t'appelles-tu ?	What is your name?		écossais/écossaise	Scottish		français / française	French		français / française	French

Rosecroft Primary School - Languages Curriculum: Year 3 - Year 6 (2024 / 2025)

YEAR 5 Key Stage 2 National Curriculum Objectives		
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 Languages • 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 		
Year 5 Key content knowledge. <i>What knowledge children will have at the end of each unit- these will also be used for assessment</i>		
Autumn Term 1	Spring Term 1	Summer Term 1
<p>Unit: Les Saisons Seasons</p> <p>In this unit pupils will learn the 4 seasons of the year along with a key feature for each season in French. By the end of the unit pupils will have the skills and knowledge to say which is their favourite season and why.</p> <p>Key Question: 1. Recognise, recall and spell the four different seasons 2. What happens in winter</p>	<p>Unit: Je me presente Presenting myself</p> <p>By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in French. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding</p>	<p>Unit: Au salon de thé (At the Tea Room)</p> <p>By the end of this unit pupils will have the knowledge and skills necessary to perform a short role-play in a French tea room.</p> <p><u>Key Question:</u></p>

Rosecroft Primary School - Languages Curriculum: Year 3 - Year 6 (2024 / 2025)

<p>3. What happens in spring</p> <p>4. What happens in summer</p> <p>5. What happens in autumn and ‘what is your favourite season?’ in</p> <p>6. End of unit assessment</p>	<p>of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.</p> <p>Key Question:</p> <p>1. ‘How are you?’</p> <p>2. ‘What is your name?’</p> <p>3. Numbers 1-10 and will progress to numbers 11-20</p> <p>4. 1-20 and to be able to say how old they are.</p> <p>5. ‘Where do you live?’</p> <p>6. End of unit assessment</p>	<p>1. Do I know the eleven masculine nouns with the indefinite article/determiner for popular food and drink typically offered in a French salon de thé?</p> <p>2. Do I know a further nine feminine nouns with the indefinite article/determiner for popular food and drink typically offered in a French salon de thé?</p> <p>3. Can I revise and consolidate all the foods/snacks and drinks and learn the transactional language required to order what you would like to eat and drink in a salon de thé.</p> <p>4. Can I consolidate the previously learnt vocabulary and expand by learning how to ask for the bill and how to say thank you and goodbye in French.</p> <p>5. Can I understand French currency better, improving cultural understanding, and using mathematical knowledge to calculate a bill in a French salon de thé?</p> <p>6. Can I revise all language covered so far and complete assessment for the unit?</p>
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Key Vocabulary

All children to know the meaning of these words by the end of the unit

French	English	French	English	French	English	French	English	French	English	French	English	French	English	French	English
Bonjour !	Hello!	Salut !	Hi!	Je salue...	I am...	once	seven	agora o	agora anu	treasoro o	treasoro anu	agora o	agora anu	treasoro o	treasoro anu
Qu va ?	How are you?	Ça va bien.	I am fine.	anglais/anglaise	English	trois	thirteen	table o	table anu	table o	table anu	table o	table anu	table o	table anu
Ça va mal.	I am not great.	Ça va très bien.	I am really not great.	galles/galloise	Welsh	quatre	fourteen	attable o	attable anu	attable o	attable anu	attable o	attable anu	attable o	attable anu
Comment ça, comme ça.	So-so.	très	very	irlandais/irlandaise	Irish	cinque	fifteen	trattoria o	trattoria anu	trattoria o	trattoria anu	trattoria o	trattoria anu	trattoria o	trattoria anu
À plus tard !	See you later!	À plus tard !	See you later!	écossais/écossaise	Scottish	six	sixteen	abbot o	abbot anu	abbot o	abbot anu	abbot o	abbot anu	abbot o	abbot anu
Comment ? appeler-le ?	What is your name?	Je m'appelle...	My name is...	un	one	dix-sept	seventeen	ambrosia o	ambrosia anu	ambrosia o	ambrosia anu	ambrosia o	ambrosia anu	ambrosia o	ambrosia anu
Quel âge as-tu ?	How old are you?	I'ai ... ans.	I am ... years old.	deux	two	dix-huit	eighteen	ambrosia o	ambrosia anu	ambrosia o	ambrosia anu	ambrosia o	ambrosia anu	ambrosia o	ambrosia anu
Où habites-tu ?	Where do you live?	J'habite là.	I live in...	trois	three	dix-neuf	nineteen	ambrosia o	ambrosia anu	ambrosia o	ambrosia anu	ambrosia o	ambrosia anu	ambrosia o	ambrosia anu
				quatre	four	vingt	twenty	ambrosia o	ambrosia anu	ambrosia o	ambrosia anu	ambrosia o	ambrosia anu	ambrosia o	ambrosia anu
				cinq	five			ambrosia o	ambrosia anu	ambrosia o	ambrosia anu	ambrosia o	ambrosia anu	ambrosia o	ambrosia anu
				six	six			ambrosia o	ambrosia anu	ambrosia o	ambrosia anu	ambrosia o	ambrosia anu	ambrosia o	ambrosia anu
				sept	seven			ambrosia o	ambrosia anu	ambrosia o	ambrosia anu	ambrosia o	ambrosia anu	ambrosia o	ambrosia anu
				huit	eight			ambrosia o	ambrosia anu	ambrosia o	ambrosia anu	ambrosia o	ambrosia anu	ambrosia o	ambrosia anu
				neuf	nine			ambrosia o	ambrosia anu	ambrosia o	ambrosia anu	ambrosia o	ambrosia anu	ambrosia o	ambrosia anu
				dix	ten			ambrosia o	ambrosia anu	ambrosia o	ambrosia anu	ambrosia o	ambrosia anu	ambrosia o	ambrosia anu

Enrichment Opportunities

Trips / visitors/ WOW moments

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<p>Year 5 Key content knowledge. <i>What knowledge children will have at the end of each unit- these will also be used for assessment</i></p>		
Autumn Term 2	Spring Term 2	Summer Term 2
<p>Unit Les glaces Ice-cream In this unit pupils will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or pot of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.</p> <p>Key Question: 1. Recognise, recall and spell five different ice-cream flavours 2. recall and spell a further five different ice-cream flavours 3. 'I would like' along with the conjunction 'and' 4. like their ice-cream in a cone or a small pot/tub in the foreign language. 5. Vocabulary thus far and transactional vocabulary. 6. End of unit assessment</p>	<p>Unit: Ma famille My family By the end of this unit pupils will have the knowledge and skills to make a presentation about their own / a fictitious family in both spoken and written form in French. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in French to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular Key Question: 1. Recognise, recall and spell different family members 2. Nouns and definite articles/determiners for family members plus possessive article "my" 3. Ask and answer the question 'do you have any siblings?' 4. 1st person singular 'I am called' to 3rd person singular 'he/she is called'. 5. Numbers 1-70 in the foreign language 6. End of unit assessment</p>	<p>Unit: Chez moi My home By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses. Key Question: 1. where they live based on a choice of five different locations. 2. recognise, recall and spell five different rooms in the house 3. recognise, recall and spell a further five different rooms in the house 4. negative structures to say which rooms they do not have in their houses. 5. put all their new language into context by integrating it with previously learnt language including personal details. 6. end of unit assessment.</p>

All children to know the meaning of these words by the end of the unit

French	English
Cher moi ! n'y a pas de	I'm sorry there is not a
Cher bien ! y a	I'm very glad there is
donc au village	in a village
au bord de la mer	by the sea
à la montagne	in the mountains
à la campagne	in the countryside
en ville	now in
un appartement	an apartment
une maison	a house
3 appartements dans	I live in ...
50 appartements	Where do you live
French	English

Trips / visitors/ WOW moments

Rosecroft Primary School - Languages Curriculum: Year 3 - Year 6 (2024 / 2025)

YEAR 6 Key Stage 2 National Curriculum Objectives		
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 Languages • 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 		
Year 6 Key content knowledge. <i>What knowledge children will have at the end of each unit- these will also be used for assessment</i>		
Autumn Term 1	Spring Term 1	Summer Term 1
<p>Unit: je me presente Presenting myself</p> <p>By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in French. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a</p>	<p>Unit: La date The date</p> <p>Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in French.</p>	<p>Unit: Chez moi My home</p> <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.</p>

1. 'How are you?'
2. 'What is your name?'
3. Numbers 1-10 and will progress to numbers 11-20
4. 1-20 and to be able to say how old they are.
5. 'Where do you live?'
6. End of unit assessment

1. recognise, recall and spell the seven days of the week
2. recognise, recall and spell the twelve months of the year
3. recognise, recall and spell numbers 1-31
4. to say the date in the foreign language.
5. to say when their birthday is
6. End of unit assessment

1. where they live based on a choice of five different locations.
2. recognise, recall and spell five different rooms in the house
3. recognise, recall and spell a further five different rooms in the house
4. negative structures to say which rooms they do not have in their houses.
5. put all their new language into context by integrating it with previously learnt language including personal details.
6. End of unit assessment.

All children to know the meaning of these words by the end of the unit

French	English
onze	eleven
douze	twelve
treize	thirteen
quatorze	fourteen
quinze	fifteen
seize	sixteen
dix-sept	seventeen
dix-huit	eighteen
dix-neuf	nineteen
vingt	twenty

French	English	French	English	French	English
la date	the date	avril	April	14	quatorze
les jours de la semaine	the days of the week	mai	May	15	quinze
lundi	Monday	juin	June	16	seize
mardi	Tuesday	juillet	July	17	dix-sept
mercredi	Wednesday	août	August	18	dix-huit
jeudi	Thursday	septembre	September	19	dix-neuf
vendredi	Friday	octobre	October	20	vingt
samedi	Saturday	novembre	November	21	vingt-et-un
dimanche	Sunday	décembre	December	22	vingt-deux
Agenda ?	What day is it today?	janvier	January	23	vingt-trois
aujourd'hui c'est quel jour ?	Today is it...	février	February	24	vingt-quatre
jeune	January	mars	March	25	vingt-cinq
février	February	avril	April	26	vingt-six
mars	March	mai	May	27	vingt-sept
avril	April	juin	June	28	vingt-huit
mai	May	juillet	July	29	vingt-neuf
juin	June	août	August	30	trois-vingts
juillet	July	septembre	September	31	trois-vingt-et-un

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Trips / visitors/ WOW moments










































































































Key content knowledge.

What knowledge children will have at the end of each unit- these will also be used for assessment

Rosecroft Primary School - Languages Curriculum: Year 3 - Year 6 (2024 / 2025)

Autumn Term 2	Spring Term 2	Summer Term 2
<p>Unit: Ma famille My family</p> <p>By the end of this unit pupils will have the knowledge and skills to make a presentation about their own / a fictitious family in both spoken and written form in French. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in French to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular</p> <p>Key Question:</p> <ol style="list-style-type: none"> 11. Recognise, recall and spell different family members 2. Nouns and definite articles/determiners for family members plus possessive article "my" 3. Ask and answer the question 'do you have any siblings?' 4. 1st person singular 'I am called' to 3rd person singular 'he/she is called'. 5. Numbers 1-70 in the foreign language 6. End of unit assessment 	<p>Unit: As-tu un animal? Do you have a pet.</p> <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in French. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.</p> <p>Key Question:</p> <ol style="list-style-type: none"> 1. To learn the 8 different pets in French with their corresponding indefinite article/determiner? 2. To express which pets I have in French? J'ai (I have) 3. Can I expand my descriptions of my pets by introducing their names? 4. To use the negative structure Je n'ai pas de... (I do not have...)? 5. To combine both positive and negative sentence forms expressing which pets I have and do not have in French? 6. Consolidate all knowledge from the unit and complete the end of unit assessment? 	<p>Unit: Le vêtements Clothes</p> <p>By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing in French. This is a unit that brings together much of the grammar covered in our Intermediate teaching type (nouns, gender, determiners, plurality, possessives, adjectival agreement, 1st person conjugation) so that pupils can say and write what they are packing in their suitcase for a holiday.</p> <p>Key Question:</p> <ol style="list-style-type: none"> 1. learn ten new nouns and articles for items of Clothing? 2. learn the next eleven items of clothing? 3. Use the verb structure 'I wear' - <i>je porte?</i> 4. To describe clothes in terms of colour? 5. To use possessive adjectives in French? 6. Revise all language covered so far and complete assessment for the unit?
<p>Key Vocabulary</p> <p>All children to know the meaning of these words by the end of the unit</p>		

Rosecroft Primary School - Languages Curriculum: Year 3 - Year 6 (2024 / 2025)

<table><tr><th>French</th><th>English</th></tr><tr><td>la famille</td><td>the family</td></tr><tr><td>le frère</td><td>the brother</td></tr><tr><td>le grand frère</td><td>the grandfather</td></tr><tr><td>le frère</td><td>the aunt</td></tr><tr><td>la fille</td><td>the daughter</td></tr><tr><td>le sœur</td><td>the sister</td></tr><tr><td>le fils</td><td>the son</td></tr><tr><td>le frère</td><td>the brother</td></tr><tr><td>l'oncle</td><td>the uncle</td></tr><tr><td>le père</td><td>the father</td></tr><tr><td>le grand père</td><td>the grandfather</td></tr><tr><td>les parents</td><td>the parents</td></tr><tr><td>les grands parents</td><td>the grandparents</td></tr><tr><td>Comment s'appelle ton (ta) family member? / le (the) family member? ></td><td>What is it or your (family member)'s name?</td></tr><tr><td>Il s'appelle...</td><td>He is called...</td></tr><tr><td>Elle s'appelle...</td><td>She is called...</td></tr><tr><td>mon/ ma/ mes</td><td>my</td></tr><tr><td>des frères et sœurs</td><td>siblings/ brothers and sisters</td></tr></table>	French	English	la famille	the family	le frère	the brother	le grand frère	the grandfather	le frère	the aunt	la fille	the daughter	le sœur	the sister	le fils	the son	le frère	the brother	l'oncle	the uncle	le père	the father	le grand père	the grandfather	les parents	the parents	les grands parents	the grandparents	Comment s'appelle ton (ta) family member? / le (the) family member? >	What is it or your (family member)'s name?	Il s'appelle...	He is called...	Elle s'appelle...	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