

# Stanley Grove Primary and Nursery School

## Scheme of work for Languages



We are trusted with Parents' most precious possessions...  
... treasure them.

## What our children say about Languages.

I like doing French because you get to learn a foreign language. ( year 4)

I like French because I learned animal names in French. ( year 3)

I like learning about the days of the week in French. ( Year 3)

I like doing French because it is fun. ( year 6)

## Stanley Grove's essentials for this subject:

We want our children to:

Have the confidence to 'have a go' at speaking in French.

Hear French being spoken in class.

Develop accurate pronunciation.

Learn French through songs, stories, poem and rhymes.

Learn how French is structured differently to English.

# Languages Year 3

| • Statutory requirements ( National curriculum)  | Key Vocabulary  |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Pupils should be taught to:</li> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• present ideas and information orally to a range of audiences*</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing</li> <li>• 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.</li> <li>• The starred (*) content above will not be applicable to ancient languages.</li> </ul> | <p>In Year 3 children will learn:</p> <p>Greetings and responding to greetings:</p> <p>Oui – yes<br/>           Non - no<br/>           Bonjour – hello<br/>           Au revoir – goodbye<br/>           Comment ca va? –how are you?<br/>           Ca va...bien – I am fine<br/>           Tres bien, mal – great, poorly<br/>           Come ci, comme ca –so so/ok</p> <p>Expressing thanks</p> <p>Merci – thank you<br/>           Merci beaucoup – thank you very much</p> <p>Giving personal details</p> <p>Comment t'appelles-tu? –What's your name?<br/>           Je m'appelle – I'm called?<br/>           Monsieur – Mr.<br/>           Madame – Mrs.<br/>           Mademoiselle – Miss<br/>           Quel age as-tu? – how old are you?<br/>           J'ai...ans – I'm ...years old.</p> | <p>Counting and numbers to twenty</p> <p>Giving and following simple instructions.</p> <p>Salut! – hi<br/>           Un(e) – a<br/>           Ecoutez – listen<br/>           Regardez – look<br/>           Asseyez – vous - sit down<br/>           Levez vous – stand up<br/>           Repetez – repeat<br/>           Silence! – quiet<br/>           Venez ici – come here.</p> <p>Days of the week<br/>           Colours<br/>           Animals<br/>           Food</p> |

# Languages Year 4

| Statutory requirements ( National curriculum)  | Key Vocabulary   |  |
|--|--|--|
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>present ideas and information orally to a range of audiences*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally* and in writing</li> <li>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.</li> <li>The starred (*) content above will not be applicable to ancient languages.</li> </ul> | <p>In Year 4 children will learn:</p> <p>Consolidation of Year 3 plus:</p> <p>Numbers to 50</p> <p>The weather</p> <p>Months of the year</p> <p>Expressing likes and dislikes</p> <p>J'aime – I like</p> <p>Je n'aime pas – I don't like</p> <p>Describing people and Parts of the body.</p> <p>Une tete – a head</p> <p>Un nez – a nose</p> <p>Des dents – some teeth</p> <p>Des yeux – some hair</p> <p>Des cheveux – some hair</p> <p>Une bouche – a mouth</p> <p>Des oreilles- some ears</p> <p>La jambe- the leg</p> <p>Le pied – the foot</p> <p>Le bras – the arm</p> <p>Le main the hand</p> <p>Grand/grande – big</p> <p>Petit/petite – small</p> <p>Long/longue – long</p> <p>Gros/gross – fat</p> | <p>Une un</p> <p>Clothes</p> <p>Family</p> |

# Languages Year 5

| Statutory requirements ( National curriculum)  | Key Vocabulary   |
|--|--|
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• present ideas and information orally to a range of audiences*</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing</li> <li>• 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.</li> <li>• The starred (*) content above will not be applicable to ancient languages.</li> </ul> | <p>In Year 5 children will learn:</p> <p>Consolidation of Year 4 plus:</p> <p>Numbers to 100<br/>Common adjectives e.g.<br/>Grand/ grande – big<br/>Petit/petite – small</p> <p>Food and drink<br/>Places ( shops, cinema, beach etc)<br/>Following and giving simple instructions (directions)<br/>En route – on the way<br/>Il y a - there is<br/>A gauche – on the left<br/>A droite – on the right.</p> <p>Names of sports<br/>Seasons</p> |

# Languages Year 6

| Statutory requirements ( National curriculum)  | Key Vocabulary   |
|--|--|
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>present ideas and information orally to a range of audiences*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally* and in writing</li> <li>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.</li> <li>The starred (*) content above will not be applicable to ancient languages.</li> </ul> | <p>In Year 6 children will learn:</p> <p>Consolidation of Year 5 plus:</p> <p>Expressing opinions<br/>           J'aime – I like<br/>           J'adore – I love<br/>           Je n'aime pas – I don't like<br/>           Je deteste – I hate<br/>           C'est super – It's great<br/>           C'est Joli – It's pretty<br/>           C'est moche – It's horrible<br/>           C'est laid – It's ugly.</p> <p>Basic prepositions of place<br/>           Sur – on<br/>           Sous - under</p> <p>Classroom objects<br/>           Un stylo – a pen<br/>           Un crayon – a pencil<br/>           Une gomme – a rubber<br/>           Un taille – crayon – a pencil sharpner<br/>           Un cahier – an exercise book<br/>           Un sac – a school bag</p> <p>Clothes<br/>           Ways of travelling<br/>           The home<br/>           Occupations</p> |