

National Curriculum Links	As Linguists we are getting better at:	Success criteria (differentiated)	Activities to develop this learning	Cross curricular – including school values
Foundation Stage		40-60 months Children sing songs, make music & dance	Children to join in songs and single phrases Can we say Bonjour? Can we say Je m'appelle...	EAD PD
KS1		<p>As a Y1/2 speaker I can:</p> <p><u>Spoken language</u></p> <ul style="list-style-type: none"> • I can join in with songs and rhymes. • I can respond to a simple command. • I can answer with a single word. • I can answer with a short phrase. • I can ask a question. • I can name people. • I can name places. • I can name objects. • I can use set phrases. • I can choose the right word to complete a phrase. • I can choose the right word to complete a short sentence. <p><u>Reading</u></p> <ul style="list-style-type: none"> • I can read and understand single words. • I can read and understand short phrases. • I can use simple dictionaries to find the meaning of words. <p><u>Writing</u></p> <ul style="list-style-type: none"> • I can write single words correctly. • I can label a picture. <p>I can copy a simple word or phrase</p>	<p><u>Songs</u>- J'aime Chanter:</p> <p>Je m'appelle</p> <p><u>Comptons jusqu'à 20</u>- counting to 20 T show number- children read French number name to 10 and say number</p> <p><u>Quel age as tu?</u> – 5 little monkeys song Reading- can you find where it says I am 8? Etc Writing: Can you write I am years old in French? Use poster as prompt/ IWB model.</p> <p>Children can say age in response to quel age as -tu?</p> <p><u>Ma famille</u>- children to learn ma soeur, ma grand mere, ma tante, ma mere, mon oncle, mon cousin, mon pere, mon frere, mon grand pere Children to read song and translate- can you point to my aunt in French etc Children to record own poster of family and label key words using poster as prompt</p>	R.E

			<p>Les parties du corps- head, shoulders, knees and toes La tete, les genoux, les pied, les yeux, la bouche, le nez Reading: Corners with pics- can you move to la bouche, le nez etc can you point to eyes, mouth, Poster- can you point to le nez in the text? La bouche? Writing: Can you draw a poster of yourself and label?</p>	
Lower KS2		<p><u>As a Year 3/4 French speaker I can:</u> <u>Spoken language</u></p> <ul style="list-style-type: none"> • I can name and describe people. • I can name and describe a place. • I can name and describe an object. • I can have a short conversation saying 3-4 things. • I can give a response using a short phrase. • I am starting to speak in sentences. <p><u>Reading</u></p> <ul style="list-style-type: none"> • I can read and understand a short passage using familiar language. • I can explain the main points in a short passage. • I can read a passage independently. • I can use a bilingual dictionary or glossary to look up new words. <p><u>Writing</u></p> <ul style="list-style-type: none"> • I can write phrases from memory. • I can write 2-3 short sentences on a familiar topic. • I can say what I like/dislike about a familiar topic. 	<p>Lesson1 Moi! Recap number names to 10/20. Use number posters- can children read number names in isolation to 10?</p> <p>Recap “Comment t’appelles tu?” and response in French. Invite a child to the front and ask them to hold a picture of a birthday balloon, card or cake. Introduce the question Quel âge as-tu? (How old are you?) Model the sentence J’ai sept ans (I am seven). Ask the question to the class and they chorus the reply. Ask individual children. Repeat with J’ai huit ans.</p> <p>Paired dialogue- ask name and age/ partner answer.</p> <p>Reading Challenge- translate simple sentences about characters in French Writing Challenge- record simple sentences about name and age. Posters with written sentence starters to refer to / IWB</p> <p>Lesson 2</p> <p>My Family T could show pic of family and model speaking introducing family... eg Je m’appelle..... Voici ma mère, voici mon père, voici ma soeur, voici mon frère.</p>	

			<p>Children to make a poster of their family. Label mon pere, ma soeur etc. ½ class- remain in place whilst other children move around- intro family in French. Swap over.</p> <p>Lesson 3 All about me! Show body parts posters. Can we say and read? Play games... simon says/ corners. Partner game- read out body part and partner touches correct place etc. Reading challenge- using poster, partner record body part and partner translates Writing Challenge- draw around each other on playground with chalks. Label body parts.</p> <p>Lesson 4 Record poster about self and label body parts</p> <p>Lesson 5 Recap colours. Recap adjectives big and small. Show monster PPT. Can we translate sentences? Can we play I spy in class linked to colours? " C' rouge/ noir/ blanc etc Reading game- children have simple phrases , partner translates</p> <p>Lesson 6 Can we design our own monster using simple phrases, body parts, adjectives and colours?</p> <p>Lesson 7: Can we draw our favourite action hero, cartoon character and label?</p> <p>Lesson 8: Where we live. Can we learn names of school, café and church in French? Can we describe Scorton ? A scorton, il y a Show basic labelled map. Can we make a map of Scorton?</p>	
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<p>Upper KS2</p>		<p>As a Year 5/6 speaker I can:</p> <p><u>Spoken language</u></p> <ul style="list-style-type: none"> • I can hold a simple conversation with at least 4 exchanges. • I can use my knowledge of grammar to speak correctly. <p><u>Reading</u></p> <ul style="list-style-type: none"> • I can understand a factual text and note the main points. • I can use the context to work out unfamiliar words. <p><u>Writing</u></p> <ul style="list-style-type: none"> • I can write a paragraph of 4-5 sentences. • I can substitute words and phrases. 	<p>Lesson 1 Recap basic sentences about “me.” Children to practise saying name, age and where they live, favourite sports etc. Can children record sentences about themselves? Move around class and read peers to translate.</p> <p>Lesson 2 Recap describing “Moi.” Show PPT- can children remember creating own monsters? Do they want to draw new monster and describe? Y6- can you write paragraph describing yourself?</p> <p>Lesson 3 New topic- link to Who do we think we are... based on our village, local town and city. Show BBC video of children describing their town. http://www.bbc.co.uk/education/clips/z4xrktq</p> <p><u>Ou habites- tu?</u> <u>J’habite a Scorton/ Calder Vale. C’est un petit village.</u> <u>J’habite a Garstang- c’est une petite ville.</u></p> <p>Children could make their own video in similar style using ipads around Scorton- great evidence to upload to website! What is there in Scorton... park, post office, pub, café, churches... Teach children names in French. Voici le café! Voici le parc! Show children labelled map. Can we make one of Scorton?</p> <p>Lesson 4 Practise making video of Scorton/ cv- voila la parc, voila un restaurant, un hotel, un auberge, la poste, l’ecole, le supermarche</p> <p>Lesson 5 Make video of Scorton on ipads in groups</p> <p>Lesson 6 How is Garstang different to Scorton?</p>	<p>PE</p>

			<p>Warm up- label map of town. Does Garstang have any of these amenities? Make a map of Garstang high street. Un lycee, un supermarche,</p> <p>Y6 HA- record from memory Grammar: A garstang, Il y a un/ une/ des Il n'y a pas de</p> <p>Lesson 7 How is Lancaster different? Cathedral, cinema, train stations, castle. Il y a une cathedrale, un chateau, un cinema... Children research names and make leaflet of Lancaster for French pupils with translations.</p> <p>Lesson 8 Reading translation Challenge – translate Minecraft characters sentences about towns and cities. Writing challenge- can children record sentences for final character? Choose town/ city.</p> <p>Lesson 9: Word search Core skills – can we count to 100 in French?</p>	
Diversity:		Environment: Link to our local villages and towns	Enterprise:	