









French components and Assessment checkpoints

YEAR B (2024-2025)

If you have faith as small as a mustard seed, you can say to this mountain, move from here to there and it will move; nothing would be impossible. Matthew 17:20







EYFS sticky knowledge	
Overview	Although there is no requirement to teach a modern language in EYFS, children will learn about other cultures through themed learning experiences. Children in EYFS can enjoy hearing different languages, listening to the flow and alternative sounds to those they hear in English, and they can be fascinated by learning vocabulary for everyday items, including colours and numbers We frequently explore saying greetings in French, in addition to other languages, including other European languages and languages spoken by children in our school.
What French might look like in our classroom?	Languages within the classroom are fun and engaging. Children will practise saying words and listen to simple songs. Home languages will be celebrated and encouraged within the classroom. Children will learn that people come from different countries and may speak different languages. They will understand that people living in our country also speak a variety of languages.
Sticky knowledge & skills in EYFS	<ul style="list-style-type: none"> -Understand that people speak different languages in different places and in our country. - Begin to develop an awareness of listening to and replicating the sounds of a new language. - Join in with songs and games. - Begin to investigate and appreciate similarities and differences of other cultures and their celebrations.
Reception Year	Autumn 1 – Let’s sing Autumn 2 – Listen and join in Spring 1 – Storytime Goldilocks Spring 2 – Teddy Bears’ picnic Summer 1 – Storytime – Jack and the beanstalk Summer 2 – Holidays
Early Learning Goal:	<ol style="list-style-type: none"> 1 Begin to be aware of some of the sounds of a new language. 2 Begin to explore our listening skills to help hear sounds and words in a new language. 3 Explore how to listen and join in with rhymes, songs and stories. 4 Explore how to join in with games, played in a different language.

<p>Understanding the World – People and Communities.</p>	<p>5 Explore how to say some of the new sounds and words we hear in a different language.</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries. • Know some similarities and differences between different religious and cultural communities in this country. <p>Know some similarities and differences between different religious and cultural communities in this country.</p>
<p>EYFS: Understanding the world</p>	

Year 1 & 2	Autumn 1 & 2		Spring 1 & 2		Summer 1 & 2	
<p>Christian Values</p>	<p>Perseverance</p> 	<p>Compassion</p> 	<p>Respect</p> 	<p>Forgiveness</p> 	<p>Trust</p> 	<p>Courage</p> 
<p>Lead enquiry question. (Composite Outcome)</p>	<p>Greetings and numbers</p>	<p>Playground games</p>	<p>Minibeasts</p>	<p>Dinosaurs</p>	<p>Plant pot story</p>	<p>Mr Biscuits</p>
<p>Golden Threads</p>	<p>Belonging & Believing</p>		<p>Aspiring & Achieving</p>		<p>Belonging & Achieving</p>	
<p>Disciplinary knowledge</p>	<p>To educate the ear to new sounds and meaning. To engage with how to listen to be able to hear new sounds and words. To repeat and imitate and begin to form utterances independently. To engage in turn-taking as a precursor to conversation. To attempt to copywrite single words in the target language. To explore and begin to memorise language</p>					

	through song and rhyme. To use actions and gesture to aid memorisation. To begin to develop cultural understanding and empathy as a global citizen					
Learning Objectives (Components)	<ol style="list-style-type: none"> 1. I can say and write a greeting. 2. I can say a name phrase. 3. I can say how I'm feeling. 4. I can count from 1-5. 5. I can count on from 6-10. 6. I can identify and count numbers 1-10. 	<ol style="list-style-type: none"> 1. I can listen and join in with a playground game and numbers. 2. I can listen and understand sea creature nouns. 3. I can listen and identify days of the week. 4. I can listen and join in with a playground game and days of the week. 5. I understand some facts about a target language breakfast. 	<ol style="list-style-type: none"> 1. I can identify minibeasts. 2. I can attempt to read outloud minibeast nouns. 3. I can count from 1-10. 4. I can identify and name some familiar colours. 5. I can listen and join in with a story. 6. I can listen and join in with a butterfly circle rhyme. 	<ol style="list-style-type: none"> 1. I can identify dinosaurs. 2. I can say 'my name is'. 3. I can count from 1-10. 4. I can identify and name some familiar colours. 5. I can identify and name 3 habitats. 6. I can listen to a story. 	<ol style="list-style-type: none"> 1. I can listen and understand a simple story sequence. 2. I can listen to and respond to commands. 3. I can practice and perform a sequence of simple actions. 4. I can listen to and understand a simple action rhyme. 5. I can practice and perform a simple rhyme. 	<ol style="list-style-type: none"> 1. I can join in a game about parts of the body. 2. I can join in with words and actions in a rhyme. 3. I can understand numbers between 1-10. 4. I can identify familiar colours. 5. I can respond to random numbers between 1-10. 6. I can recall some body parts.
Assessment checkpoints	There is no statutory requirement to teach or assess at EYFS and KS1. The language teaching at this stage is simply about fostering a love of learning a different language and having fun with it.					
Cradle to Career links. KS3 and KS4 units are taught at Newquay Tretherras	<p>EYFS: Numbers, colours & greetings. KS3: Getting to know you (Y7) KS4: Who am I? (Y10)</p> <p>Language teacher, tour guide, interpreter, translator, immigration paralegal, liaison officer, international property, international policing,</p>	<p>EYFS: Numbers, colours & greetings. KS3: Getting to know you (Y7) KS4: Who am I? (Y10)</p> <p>Language teacher, tour guide, interpreter, translator, immigration paralegal, liaison officer, international</p>	<p>EYFS: Numbers, colours & greetings. KS3: Getting to know you (Y7) KS4: Who am I? (Y10)</p> <p>Language teacher, tour guide, interpreter, translator, immigration paralegal, liaison officer,</p>			

	copywriter, product localisation officer, bilingual customer service representative.	property, international policing, copywriter, product localisation officer, bilingual customer service representative.	international property, international policing, copywriter, product localisation officer, bilingual customer service representative.
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Years 3/4/ 5 & 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Values	Perseverance 	Compassion 	Respect 	Forgiveness 	Trust 	Courage 
Lead enquiry question. (Composite Outcome)	Welcome to school	My town	Family tree and faces	Face and body parts	Feeling unwell/jungle animals	The weather/ice creams
Golden Threads	Belonging & Believing		Aspiring & Achieving		Belonging & Achieving	
Disciplinary knowledge	To understand and use the terms ‘cognate’ and ‘semi-cognate’ (words that are the same or similar to English) as a way in to understanding a foreign language. To begin to form educated guesses based on the context of the language. To begin to use memory hooks to help remember. To begin to understand what helps make me a better language learner. To engage with opportunities to practise to aid long-term memory. To develop confidence to ‘have a go’ and learn from any mistakes. To write single words and set phrases with support. To begin to improve independent pronunciation and intonation through an understanding of phonemes and graphemes in the target language. To begin to practise bilingual dictionary skills. To develop as global citizens through broadening the understanding of the target language and culture.					
Vocabulary	Sentences to describe myself (je m’appelle, j’ai...ans, j’habite à, Ça va bien/mal/comme çi comme ça	Classroom commands <i>levez-vous, asseyez-vous...</i> Names of shops and places in a town.	Members of the family (<i>la mère, le père...</i>) Asking the question <i>qui est tu?</i> (who are you?) and <i>je suis</i> Parts of the face	Parts of the body Simple sentences to describe the body. A few simple verbs as commands.	Giving simple ailments in French & asking what’s wrong <i>qu’est ce qu’il y a?</i> je ne me	Asking about the weather and answering. Asking for ice creams.. <i>je voudrais une glace au citron/au chocolat...</i>

	Names of rooms in a school. Classroom objects.	Asking 'where is?' (<i>Où est?</i>)	Simple sentences to describe the face		sens pas bien, j'ai mal... Jungle animals Adjectives of colour and size	
Phonics	Silent letters t & p. Pronunciation of letters x/é/h. Sound spelling z/ngt/ze/ez/on	Silent letters t & e. Pronunciation i. Sound spelling ou/on/eu/oi/an/ch/ez.	Silent letters t/s. Pronunciation é/è/ç. Sound spelling an/ille/oi/qui/suis/ai,eux/ez.	Silent letters t/s/x. Pronunciation é. Sound spelling ez/eux/eille/ge.	Silent letters t/s/h. Pronunciation i. Sound spelling en/in/erre/un/oi.	Silent letters e/s/t/d. Sound spelling ch/oi/au/ai/ille/at/ette/ace.
Grammar	Masculine and feminine singular nouns (definite and indefinite article <i>le/la, un/une/des</i>)	Classify masculine and feminine singular nouns.	Practise masculine and feminine nouns, singular and plural. Explore plural nouns with adjectives in French. Practise/use first person singular of verbs to have and to be. Practise asking a question.	Practise French verbs as commands. Explore use of plural nouns. Explore use of singular nouns, Practise using colours as adjectives with nouns in French.	Revisit intonation when asking a question. Using adjectives to describe a noun in French.	Can ask for an item politely. Asking a question accurately.
Intercultural	I know some facts about a French speaking country.		I know some facts about Epiphany celebrations in France.		I can create a video to give a weather report in my class's twinned country.	I can sing a French song as part of the celebrations for <i>La Fête de la Musique</i>
Learning Objectives (Components)	1. I can ask and answer questions about myself in the target language. 2. I can listen, recall and respond to classroom instructions in the target language. 3. To say and write the name of rooms in school in the target language.	1. To say and recognise some places in a town in the target language. 2.To give simple directions to places in a town in the target language. 3. To read and understand some simple directions in the target language.	1.To know some important facts about Epiphany in the target language country. 2. To say some family nouns. 3. To write personal information sentences in the 1 st person singular about a family member. 4.To understand the nouns for face parts.	1.To understand and respond to body part nouns and commands. 2.To understand and take part in yoga sequences including body part nouns and commands. 3. To identify singular and plural body parts.	1.To understand and say phrases to describe feeling unwell, aches and pains. 2. To remember some jungle animal nouns. 3. To understand some adjectives to describe jungle animals.	1.To say different types of weather phrases. 2. To name the seasons. 3. To write a simple sentence to describe the weather. 4. To say ice cream flavours and spot sounds in the flavours in the target language. 5. To say an ice cream order.

	4. To say and write some nouns for classroom objects in the target language.	4. To copy some names of places in a town: church, shop, pharmacy. 5. To write a sentence using nouns of shops in a town.	5. To write a simple descriptive sentence to describe a face.	4. To write some body parts. 5. To write a simple descriptive sentence or sequence of sentences using verb, noun, adjective.	4. To write a simple sentence or sequence of sentences to describe a jungle animal.	6. To apply my language skills to learn a different language.
<p>Assessment checkpoints (Listening, Reading, Writing, Speaking)</p> <p>Red colour coding means that the skill will have a summative assessment. The other skills will be assessed formatively.</p>	<p>Children who are secure will be able to:</p> <p>L - Can identify five classroom objects. L - Can understand four pieces of personal information (name, age, where live, feelings). L - Can understand and respond to four classroom instructions. S - Can say four sentences to describe myself (e.g. name/ age/ where live/ feelings/a like). R - Can read and understand nouns for school rooms and classroom objects. W - Can spell accurately four classroom objects. W - Can write four nouns for</p>	<p>Children who are secure will be able to:</p> <p>L - Can understand the question "Where is ...?" used with four shops in town. L - Can understand and respond to three directions. S - Can ask the question "Where is...?" + four shops in town. S - Can give directions to three places. R - Can read and recognise four nouns for places in a town. W - Can write accurately the names of three shops from memory.</p>	<p>Children who are secure will be able to:</p> <p>L - Can recognise and understand four family member nouns. S - Can describe with colours (adjective and a noun not necessarily in correct order) three face parts. R - Can read and understand a simple description of a face. W - Can write a simple sentence including a face part noun and colour adjective.</p>	<p>Children who are secure will be able to:</p> <p>L - Can recognise body part nouns L - Can listen and respond to a simple sequence of physical movement commands. S - Can name five body part nouns. S - Can communicate a simple sequence of physical movement commands. R - Can read and understand a simple descriptive sentence with body part nouns and colour/ size adjectives. W - Can write a simple sentence using a noun followed by a verb</p>	<p>Children who are secure will be able to:</p> <p>L - Can identify three jungle animals and their colour from a selection of the three coloured jungle animals by listening to simple sentences describing an animal. S - Can explain what hurts in a simple sentence, as part of doctors' roleplay. S - Can say a full sentence using a noun, verb , adjective to describe a jungle animal. S - Can explain what hurts in a simple sentence, as part of doctors' roleplay. S - Can say a full sentence using a noun, verb , adjective to describe a jungle animal. R - Can read two sentences describing two jungle animals and find the matching pictures. W - Can write a simple sentence using a noun followed by a verb followed by an adjective to describe a jungle animal. Spelling of most words is accurate.</p>	<p>Children who are secure will be able to:</p> <p>L - Can identify three jungle animals and their colour from a selection of the three coloured jungle animals by listening to simple sentences describing an animal. S - Can explain what hurts in a simple sentence, as part of doctors' roleplay. S - Can say a full sentence using a noun, verb , adjective to describe a jungle animal. R - Can read two sentences describing two jungle animals and find the matching pictures. W - Can write a simple sentence using a noun followed by a verb followed by an adjective to describe a jungle animal. Spelling of most words is accurate.</p>

	areas/rooms in a school.			followed by an adjective (size or colour) to describe an alien. Spelling of most words is accurate.	find the matching pictures. W - Can write a simple sentence using a noun followed by a verb followed by an adjective to describe a jungle animal. Spelling of most words is accurate.	
When do Assessment checkpoints happen?	Reading and listening at the end of Autumn 1 (half term) in the form of a paper assessment (puzzle).	Speaking and writing at the end of Autumn 2 (Christmas). Writing can be done on whiteboards and speaking in small groups with peer assessment and formative assessment by the teacher.	Reading and listening at the end of Spring 1 (Feb half term) in the form of a paper assessment (puzzle).	Speaking and writing at the end of Spring 2 (Easter). Writing can be done on whiteboards and speaking in small groups with peer assessment and formative assessment by the teacher.	Reading and listening at the end of Summer 1 (May half term) in the form of a paper assessment (puzzle).	Speaking and writing at the end of Summer 2. Writing can be done on whiteboards and speaking in small groups with peer assessment and formative assessment by the teacher.
<p>Cradle to Career links. KS3 and KS4 units are taught at Newquay Tretherras</p> <p><u>Future Pathways:</u></p>	<p>EYFS: Numbers, colours & greetings. KS3: My school (Y7) My city/town (Y7) KS4: Education (Y11) Home, town, neighbourhood and region (Y10)</p> <p>Language teacher, tour guide, interpreter, translator, immigration paralegal, liaison officer, international property, international policing, copywriter, product localisation officer, bilingual customer service representative.</p>	<p>EYFS: Numbers, colours & greetings. KS3: Getting to know you ((Y7) Keeping fit (Y8) KS4: Who am I? (Y10) Explain illnesses and injuries (Y11)</p> <p>Language teacher, tour guide, interpreter, translator, immigration paralegal, liaison officer, international property, international policing, copywriter, product localisation officer, bilingual customer service representative.</p>	<p>EYFS: Numbers, colours & greetings. KS3: On holiday in France (Y7) KS4: Travel and tourism (Y11) Explain illnesses and injuries (Y11) Food and eating out (Y10)</p> <p>Language teacher, tour guide, interpreter, translator, immigration paralegal, liaison officer, international property, international policing, copywriter, product localisation officer, bilingual customer service representative.</p>			

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