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| **Dates** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 3** | Children will be learning about the key skills for language learning and developing these.SKILLS ASSESSMENT 1. | Children will be learning how to introduce themselves, repeat simple phrases and ask simple questions. They will learn a German christmas carol and follow a German recipe. | Continuing development of skills & expanding vocabulary – numbers, colours, age.Basic verbs,location of Germany in Europe. | As in Spring 1.Days of the Week,months followed by contextualising – Asking about birthdays etc.TOPIC ASSESSMENT | Children will follow a similar pattern of work but In Spanish. We will be developing an awareness of differences and similarities in sound systems & phonic blends etc | Developing neural pathways. Continuing topics as per Spring 1 but in Spanish. |
| **Y4**  | As per Year 3 Spring 2 but in Spanish | Christmas in Spain.Inter-cultural Understanding and Awareness.SKILLS RE-ASSESSMENT 2 | Children will follow a similar pattern of work, but in French. Children will be able to make more informed observations about linguistic similarities and differences. | Continuation of basic Q and A & base topics – number/colour.Location of France + other French speaking countries. | Classroom routine imperatives, days of the week, months and birthdays. | Using previously learnt structures in new contexts: finding out about family/pets etcTOPIC ASSESSMENT |
| **Y5** | Children will be building on their basic 2 term Taster. Expanded sentences, new structures in order to give an oral presentation about their family. | Continuation of A1.Third person, adjectives, extended vocabulary of family.Adaptation of previously learnt structures. ASSESSED ORAL PRESENTATION | Preparation for Easter Egg Hunt.Emphasis on READING and SPEAKING, places around school, furniture items and prepositions | Continuation of Spring 1Class Teacher:INFORMAL ORAL ASSESSMENT | Children will learn how to talk about Sheffield in French and what the city has to offer visitors. Talk will then be transformed to a written pamphlet. | Children will focus on vocabulary and structures needed for ordering food and drink in a café. Speaking and Reading skills will be put to the test at our end of year visit to Café Cres for a French Breakfast.TOPIC ASSESSMENT |
| **Y6** | Developing extended talk in order to sustain a conversation in French. Useful Classroom Questions, numbers up to 100 and time. Recall of past learning for the production of a French breakfast menu for Year 6 competition.Staff French Breakfast. | Introduction of Pancake Topic. ICU – families eating out in France. New topic learning: ingredients, measures, ‘some’, ‘of’, specific imperatives, equipment and the infinitive. | Continuation of Paired Q and A, continuation of work for Pancake Topic.Filming of Making pancakesASSESSED ORAL VIDEO | Children will develop their bi-lingual dictionary skills and become more familiar with ‘Word Reference’ assessing the difference between this online resource and google translate.Topics to include flavours, ice-cream, liking and disliking,TOPIC WRITTEN ASSESSMENT  | Developing work from Spring 2 children will recall and adapt structures to say what they like doing in their spare time . They will learn how to give reasons for liking and disliking.Children will be writing more this half term. The work will culminate with an ASSESSED WRITTEN AND READ SELF-PRESENTATION.  | Children will work independently in order to produce a Teacher fashion portfolio in French.Sessions (TBC) will be devoted to transition preparation. |