



# Maulden Lower School Languages Curriculum Map

## Knowledge, skills and understanding - progression across the school

### 1.Key Knowledge

Years 3 & 4 Key Knowledge	Years 5 and 6 at Alameda Middle School Key Knowledge
<p>Pupils will be taught to communicate, share and understand ideas, facts and feelings in speech and writing, focusing on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study will be practical communication.</p> <p>As outlined by the National Curriculum, KS2 pupils will learn 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></ul>	

## 2. Key Skills

	Year 3 Key Skills	Year 4 Key Skills	Year 5 (Middle School) Key Skills
Speaking & Listening	<p>For instance:</p> <ul style="list-style-type: none"> <li>Respond to simple questions with support from a spoken model or visual clue</li> <li>Respond to spoken instructions</li> <li>Recognise numbers 1–10</li> <li>Discriminate sounds and identify meaning when items are repeated several times</li> <li>Greet others with confidence and reply to the questions</li> <li>Know a well-known children’s song in language studied</li> <li>Sing a song from memory, with clear pronunciation</li> <li>Identify common nouns</li> <li>Begin to know some key vocabulary e.g., colours, fruits &amp; vegetables</li> </ul>	<p>For instance:</p> <ul style="list-style-type: none"> <li>Identify and pronounce accurately the names of a wider range of nouns, eg. seasons, animals, body parts</li> <li>Sing a song from memory on a related topic</li> <li>Listen with care</li> <li>Listen to a story and select keywords and phrases from it</li> <li>Ask and answer simple questions with correct intonation</li> <li>Remember a sequence of spoken words</li> <li>Speak clearly and confidently</li> <li>Initiate a conversation when working with a partner</li> <li>Express opinions</li> </ul>	<p>For instance:</p> <ul style="list-style-type: none"> <li>Understand numbers in multiples of 10 up to 100</li> <li>Understand and give simple directions</li> <li>Say that they don’t understand and ask for something to be repeated</li> <li>Give information</li> <li>Use short sentences when asking and answering questions</li> <li>Prepare a short talking task alone or with a partner and present this with reasonable pronunciation</li> <li>Listen to a story or poem and identify key words and phrases</li> </ul>
Reading	<p>For instance:</p> <ul style="list-style-type: none"> <li>Sequence written instructions</li> <li>Recognise some familiar words in written form</li> <li>Recognise and read known sounds within words</li> <li>Read some key vocabulary</li> </ul>	<p>For instance:</p> <ul style="list-style-type: none"> <li>Understand words displayed in the classroom</li> <li>Research additional vocabulary using a dictionary</li> <li>Read familiar words and join in with a non-fiction text / story</li> </ul>	<p>For instance:</p> <ul style="list-style-type: none"> <li>Show understanding of a short text containing familiar and unfamiliar language</li> <li>Retrieve information from a text</li> <li>To make predictions based on existing knowledge</li> <li>Read aloud to a partner or small group</li> </ul>
Writing	<p>For instance:</p> <ul style="list-style-type: none"> <li>Start to write some of the numbers to 10 from memory</li> <li>Experiment with writing simple words</li> <li>Copy accurately in writing some key words</li> <li>Copy or label using single words or short phrases</li> </ul>	<p>For instance:</p> <ul style="list-style-type: none"> <li>Write familiar words and simple phrases from a model</li> <li>Understand and start to write a short message using structures learnt</li> </ul>	<p>For instance:</p> <ul style="list-style-type: none"> <li>Write a simple poem</li> <li>Write short sentences in a presentation or booklet</li> <li>Write simple instructions accurately</li> <li>Write sentences on a range of topics using a model</li> </ul>

	Year 3 Key Skills	Year 4 Key Skills	Year 5 (Middle School) Key Skills
Knowledge About Languages	For instance: Understand and start to use some basic core structures	For instance: Understand the main core structures and begin to use some actively. Identify phonemes that are the same as or different from English or other languages they know	For instance: Use agreements of adjectives Manipulate language by changing an element in a sentence
Knowledge About The Culture of the Countries	For instance: Start to understand cultural similarities and differences and how festivals are celebrated Understand the differences in social conventions when people greet each other	For instance: Identify other countries where selected language is spoken Investigate aspects of lifestyle in selected country e.g. food or leisure activities Investigate weather patterns of select country	For instance: Look at further aspects of everyday lives from the perspective of someone from another country Learn about places of interest/ importance within the county studied

### 3. Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Makaton Signing Stories & Makaton Signs of the Week - Learning signs to share with the whole school.					
KS1	Makaton Signing Stories & Makaton Signs of the Week - Learning signs to share with the whole school.					
Year 3	<b>J'apprends le français (I'm Learning French)</b>	<b>Salutations (Greetings)</b>	<b>Chansons &amp; Comptines (Songs &amp; Rhymes)</b>	<b>Les Couleurs et Nombres (Colours &amp; Numbers)</b>	<b>Les Légumes (Vegetables)</b>	<b>Les Fruits (Fruit)</b>
Unit Summary	Locating France, Paris & key cities. Saying our name and how we are feeling. Early introduction to basic colours & numbers.	Greeting formally & informally. Introducing ourselves. Asking how someone is feeling & replying. Saying goodbye & see you soon.	Actively participate and enjoy six traditional rhymes in French. Start to understand & decode more of the language we hear.	Learning to confidently identify, name and use 10 common colour words and count from 1-10 in French.	Recognising & naming 10 vegetables. Using the correct article/determiner. Learning to use the high frequency verb <b>je voudrais</b> to make a selection/request	Recognising & naming 10 fruits. Using the correct article/determiner. Asking if someone likes a particular fruit. Saying what we like or dislike.
Phonic focus	Phonics Focus Lesson 1 + introducing r, ou, on, oi.	Reviewing r, ou, on, oi.	Introducing ç and practising nasal sounds	Continued use of r, ou, on, oi.	Using ch, on & h aspiré	Revising oi & silent letters
Cultural Traditions				Celebrating Easter in France		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<b>Les Instruments (Musical Instruments)</b>	<b>Les Saisons (Seasons)</b>	<b>Les Animaux (Animals)</b>	<b>Je peux (I can ...)</b>	<b>Petit Chaperon Rouge (Little Red Riding Hood)</b>	<b>Les Glaces (Ice- Creams)</b>
Unit Summary	Naming 10 musical instruments and starting to spell some of these nouns with their correct article/ determiner. Learning to say 'I can play' in French.	Naming all 4 seasons, saying which is our favourite & why. Starting to recognize and use conjunctions <b>et</b> & <b>car</b> in spoken & written responses.	Naming & recognising 10 animals in French and starting to spell these nouns using the correct article. Pretending to be the animal using <b>je suis...</b>	Recognising, using and remembering 10 common French verbs/activities. Using these verbs to build a short sentence beginning <b>je peux</b> (I can...).	Listen to a familiar story being told in French. Using picture & word cards to help recognise & retain new language. Learning vocabulary for body parts	Learning and starting to spell 10 ice cream flavours. Using the verb structure <b>je voudrais ...</b> to make a request. Revising please & thank you in French
Phonic focus	Phonics Focus Lesson 1 + use of ou, on & nasal sounds	Continued use of on, ou, oi, silent letters & guttural 'r'.	Continued use of ch, ou, on, oi, silent letters & nasal sounds.	Phonics Focus Lesson 2 + continued use of ch, ou, oi, silent letters & nasal sounds.	Continued use of ch, ou, on, silent letters & liaison.	Continued use of ch, on, silent letters & guttural 'r'.
Cultural Traditions		Celebrating Christmas in France				