

KEPs subjects and skills coverage
Modern Foreign Languages: French

(using La Jolie Ronde scheme <https://www.lajolieronde.co.uk/>)

Year Three	Year Four	Year Five
<p><u>Autumn</u> Numbers 1-20 Greetings Christmas- The Nativity & Letter to Santa</p> <p><u>Spring</u> Classroom commands Days of the week Easter in France- Making Pancakes Easter Rabbit</p> <p><u>Summer</u> Colours Months of the year Recap on above</p>	<p><u>Autumn</u> Revise colours Body parts Descriptions. Christmas- Snowman & Clothes Recite a poem Traditional Story- The Enormous Turnip</p> <p><u>Spring</u> Animals Pets Family Conversations about myself Easter- poem. Easter in France- egg rolling</p> <p><u>Summer</u> Using a Dictionary Hobbies- Verbs Numbers 12-31 Leisure activities Travelling abroad- clothing Geography Similarities/difference between the UK and France.</p>	<p><u>Autumn</u> The High Street: shops directions times of the day opinions Christmas- French Traditions</p> <p><u>Spring</u> Keeping Fit: (revision of days of the week, hobbies, likes & dislikes) Keeping Healthy: (Revision of sports/hobbies, 0 – 20 , 30) numbers 40, 50 comparisons food : likes/dislikes Life in France: food : a French breakfast preparing a traditional dessert</p> <p><u>Summer</u> Date Weather Seasons At school (Revise: register, date, weather) Equipment Houses and homes</p>

Knowledge

Year Three	Year Four	Year Five
<p>Learn about the different languages spoken by children in the school</p> <ul style="list-style-type: none"> increase awareness of linguistic and cultural diversity. <p>Locate country/countries where the language is spoken</p>	<p>Learn about festivals and celebrations in different cultures</p> <ul style="list-style-type: none"> learn how children of different cultures celebrate special days identify similarities and differences learn simple phrases to celebrate festivals. 	<p>Look at further aspects of their everyday lives from the perspective of someone from another country</p> <ul style="list-style-type: none"> consider aspects of everyday life of children in their own and different countries reflect on cultural issues using empathy and imagination to understand other people's experiences. <p>Recognise similarities and differences between places</p>

<ul style="list-style-type: none"> • identify some of the countries where the language is spoken. <p>Identify social conventions at home and in other cultures</p> <ul style="list-style-type: none"> • know some facts about one country, e.g. climate, main towns, famous landmarks, produce. <p>3.4 Make indirect or direct contact with the country/countries where the language is spoken</p> <ul style="list-style-type: none"> • have contact with a native speaker • view a video or media resource about the country • send an e-mail, letter or postcard to a partner school. 	<p>Know about some aspects of everyday life and compare them to their own</p> <ul style="list-style-type: none"> • compare pastimes of children of different cultures and countries • exchange information with a partner school, e.g. sports, hobbies. <p>Compare traditional stories</p> <ul style="list-style-type: none"> • compare characteristics of simple stories between cultures • look at the writing system of the language. <p>To learn about ways of travelling to the country/countries</p> <ul style="list-style-type: none"> • revise the location of country/countries where the language is spoken • identify a route from own locality to specified destination. 	<ul style="list-style-type: none"> • identify geographical features of contrasting locality • learn about buildings and places in different countries. <p>Compare symbols, objects or products which represent their own culture with those of another country</p> <ul style="list-style-type: none"> • learn about symbols representing their own country • learn about symbols and products from another.
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Vocabulary

Year Three	Year Four	Year Five
<p><u>Numbers 1-20</u> zéro un deux trois quatre cinq six sept huit neuf dix, onze, douze, trieze, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</p> <p><u>Colours</u> Rouge bleu blanc noir jaune vert orange rose violet marron gris</p> <p><u>Greetings</u> Bonjour, Au revoir, Ça va? Ça va...bien, super, mal, comme ci comme ça Comment t'appelles-tu? Je m'appelle, Monsieur, Madame, Mademoiselle</p> <p><u>Classroom commands</u> Ecoutez Regardez Asseyez-vous Levez-vous Répétez Silence! Venez ici oui, non</p> <p><u>Questions</u> Quel âge as-tu? J'ai – ans Ça va? Comment t'appelles-tu? Je m'appelle, Quelle est ta couleur préférée? Orange, c'est ma couleur préférée.</p> <p><u>Fruit</u></p>	<p><u>Numbers 12-31</u> douze, trieze, quatorze, quinze, seize, dix-spét, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un</p> <p><u>Revise Y3 colours</u> Rouge bleu blanc noir jaune vert orange rose violet marron gris</p> <p><u>Body parts</u> une tête, un nez, des dents, des cheveux, des yeux, une bouche, des oreilles, la jambe, le pied, le ventre, l'épaule, le genou, la main, le bras</p> <p><u>Adjectives</u> grand, petit, gros, long, pointu, enorme, assez, très, grand, petit, féroce, gentil, rigolo</p> <p><u>Facial Features</u> nez, bouche, yeux, oreilles,</p> <p><u>Family- introducing</u> le père, papa, la mère, maman, le frère, la soeur, le grand-père, la grand-mère, la petite fille mon, ma il s'appelle, elle s'appelle As-tu des frères ou des soeurs?, Je n'ai/ j'ai pas</p> <p><u>Christmas- Snowman & Clothes</u> Que'est-ce que c'est? un bonhomme de neige, un chapeau, une écharpe, des gants, un manteaux, il fait froid, il neige, à toi, à moi, le dé, Oh là là!, J'aime ça</p>	<p><u>Shops</u> il y a, un marché, un magasin, un supermarché, une poste, une banque, un café, une mairie, un magasin de confection, une bijouterie, une boulangerie</p> <p><u>Directions</u> à gauche, à droite, au centre, au coin il y a...? Il y a, ici, c'est</p> <p><u>Time</u> Matin, après-midi, soir à 10 heures, à 4 heures et demie</p> <p><u>Adjectives</u> Pollué(e), animé(e), calme, proper, sale, assez, très</p> <p><u>Opinions</u> Il y a trop de, Il n'y a pas de</p> <p><u>Christmas</u> la forêt, il neige, un sapin, je brille, une bougie (revision) Noir, blanc, joli, je suis, je ne suis pas, moi aussi</p> <p><u>Simple future tense:</u> Je vais encore</p> <p><u>Numbers</u> quarante, cinquante quarante-et-un, Comparisons <u>Faire du jogging</u> est plus énergique que <u>regarder la télé</u> - Qu'est ce que tu vas faire?</p>

<p>les oranges, les poires, les prunes, les fraises, les pommes, les tomates, les bananes</p> <p><u>Food</u></p> <p>les chips, le coca, les sucettes, le chocolat, les bonbons</p> <p><u>Christmas – The Nativity</u></p> <p>Marie, Joseph, Jésus, Les bergers, Les moutons, Les rois, Un ange, L'aubergiste Les enfants, Bethléem, Le Bébé, Un cadeau, Une étoile, Une écurie, Une chambre</p> <p><u>Christmas – Santa and Grifts</u></p> <p>un jeu, un livre, des vêtements, un dvd, un football, Cher, Je voudrais, Papa Noël</p> <p><u>Days of the week</u></p> <p>lundi mardi mercredi jeudi vendredi samedi dimanche</p> <p><u>Months of the year</u></p> <p>Janvier février mars avril mai juin juillet août septembre octobre novembre décembre</p> <p><u>Easter- making pancakes</u></p> <p>la farine, un oeuf, le lait, le sucre, le sel,, le jus de citron, mettez, ajoutez, mélangez</p> <p><u>Easter</u></p> <p>un oeuf de Pâques, un lapin de Pâques, un poussin, du chocolat, un bonnet de Pâques, les agneaux, les oiseaux, les fleurs</p> <p>Opinions</p> <p>C'est bon / c'est mauvais</p> <p><u>Miscellaneous</u></p> <p>est, c'est</p>	<p><u>Animals</u></p> <p>Le tigre, L'éléphant, L'ours, Le cochon, La souris, Le lion, La giraffe, Le singe, Le crocodile, Le pingouin, le lapin, le poulet, le chaton, le chat, la souris, tirer, tomber, un chien, un hamster, un lapin, un poisson, un cochon d'Inde</p> <p>un oiseau</p> <p><u>Hobbies- Verbs</u></p> <p>danser, nager, jouer au football, manger chez McDonalds, Pizza Hut, lire, regarder la télé, aller au parc</p> <p>Nos passetemps</p> <p>Qu'est-ce que tu aimes faire?</p> <p>Tu aimes?</p> <p><u>Vehicles</u></p> <p>en bateau, en voiture, en car, en train, en avion</p> <p><u>Clothes</u></p> <p>un pantalon, un short, une jupe, un pull, un T shirt, un chapeau,</p> <p>un maillot de bain, des lunettes de soleil</p> <p><u>Weather</u></p> <p>Il fait chaud, Il fait froid, très, un peu</p> <p><u>Letters of the alphabet</u></p> <p><u>Questions</u></p> <p>Comment dit-on en français?</p> <p>Qu'est-ce que c'est?</p> <p>Est-ce que c'est le père?</p> <p>As-tu des frères ou des soeurs?</p> <p>As-tu un animal?</p> <p>Qu'est-ce que tu aimes faire?</p> <p>Tu aimes?</p> <p>Où?</p> <p>Quand?</p> <p><u>Opinions</u></p> <p>J'aime ça</p> <p>J'adore, J'aime, Je n'aime pas</p> <p><u>Miscellaneous</u></p> <p>le, la, les, un, une, des</p> <p>il est/elle est</p> <p>mon, ma</p> <p>J'ai, Je n'ai pas de</p> <p>et, aussi</p> <p>Verb: avoir: j'ai and tu as</p> <p>Par ici, Par là</p>	<p>Revision of Je vais + verb</p> <p><u>Questions</u></p> <p>Qu'est ce que tu vas faire?</p> <p>Tu veux? Je voudrais</p> <p>Quel temps fait – il?</p> <p>Que lest la date?</p> <p>Ou habite tu?</p> <p>Il y a...?</p> <p><u>Food</u></p> <p>le pain, une baguette, le riz, les pâtes, les pommes de terre, la jambon, le poisson, le fromage, l'eau, le yaourt, le chocolat, la glace, le gateau, les biscuits, les chips, les frites, les carottes, les petits-pois, la salade</p> <p>un croissant, un pain au chocolat, un pain au raisin, une tartine, un chocolat chaud, un jus d'orange, le beurre, le sucre, des oeufs, le sel</p> <p><u>Opinions</u></p> <p>Tu aimes.....?</p> <p><u>Miscellaneous</u></p> <p>et, mais, aussi</p> <p>normalement, en general</p> <p>et alors, eh bien, mmm, voyons</p> <p><u>Date / Weather</u></p> <p>Quel temps fait – il?</p> <p>Que lest la date?</p> <p>Aujourd'hui c'est lundi 10 octobre</p> <p>(Revision of days of week / months of year)</p> <p>il fait froid, il fait chaud, il fait beau, il fait mauvais, il fait du soleil, il fait du vent, il fait du brouillard, il pleut, il neige</p> <p><u>Seasons</u></p> <p>en automne, en hiver, au printemps, en été</p> <p><u>Where you live</u></p> <p>Ou habite tu?</p> <p>J'habite à + town</p> <p>dans le nord, dans le sud, dans l'ouest, dans l'est, d'Angleterre</p> <p>At school:</p> <p>Je suis présent</p> <p>Il est absent</p> <p>Date: Aujourd'hui c'est...</p> <p>Weather from Yr5</p> <p><u>Equipment</u></p> <p>Un stylo, un crayon, une gomme, un taille-crayon, des ciseaux, un cahier, un sac, As-tu?</p> <p>Clothes</p> <p>Un pantalon, un pull, une chemise, une jupe, des chaussures, des chassettes, un sweat, une cravat</p> <p><u>Opinions</u></p> <p>C'est...laid, moche, super, joli</p> <p>J'aime, j'adore, je n'aime pas, je deteste</p> <p><u>Occupation</u></p>
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Reading

Year Three	Year Four	Year Five
<p>Recognise some familiar words in written form</p> <ul style="list-style-type: none"> • understand words displayed in the classroom • identify and read simple words • read and understand simple messages. <p>Make links between some phonemes, rhymes and spellings, and read aloud familiar words</p> <ul style="list-style-type: none"> • pronounce accurately the most commonly used characters, letters and letter strings • read aloud a familiar sentence, rhyme or poem. 	<p>Read and understand a range of familiar written phrases</p> <ul style="list-style-type: none"> • match phrases and short sentences to pictures or themes • identify non-fiction texts by their style and layout, eg a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement. <p>Follow a short familiar text, listening and reading at the same time</p> <ul style="list-style-type: none"> • make links between spoken and written words • identify common spelling patterns in letter strings. <p>Read some familiar words and phrases aloud and pronounce them accurately</p> <ul style="list-style-type: none"> • read aloud words which they use on a regular basis, e.g. numbers, days, weather • pronounce letter strings, words and phrases accurately with good pronunciation. 	<p>Re-read frequently a variety of short texts</p> <ul style="list-style-type: none"> • read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet. • give true or false responses to statements about a written passage • read descriptions of people in the school or class and identify who they are. <p>Make simple sentences and short texts</p> <ul style="list-style-type: none"> • understand that the order of words in a sentence influences the meaning • make a sentence using single word cards • make a short text using word and phrase cards.

Writing

Year Three	Year Four	Year Five
<p>Experiment with the writing of simple words</p> <ul style="list-style-type: none"> • write simple, familiar words using a model • write some single words from memory. 	<p>Write simple words and phrases using a model and some words from memory</p> <ul style="list-style-type: none"> • write labels for work on wall displays and in their books 	<p>Write words, phrases and short sentences, using a reference</p> <ul style="list-style-type: none"> • choose words, phrases and sentences and write them into a gapped text or as picture captions • use a bilingual dictionary to check the spelling of familiar words.

	<ul style="list-style-type: none"> • complete a semi-completed e-mail message to someone in a partner school. 	Write sentences on a range of topics using a model <ul style="list-style-type: none"> • apply most words correctly • construct a short text, e.g. create a powerpoint presentation to tell a story or give a description.
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Speaking

Year Three	Year Four	Year Five
Recognise and respond to sound patterns and words <ul style="list-style-type: none"> • speak clearly and confidently. Perform simple communicative tasks using single words, phrases and short sentences <ul style="list-style-type: none"> • recall, retain and use vocabulary • ask and answer questions. 	Memorise and present a short spoken text <ul style="list-style-type: none"> • learn finger rhymes, poems or a non-fiction text • learn and say several sentences on a topic. Ask and answer questions on several topics <ul style="list-style-type: none"> • practise asking and answering questions with a partner • devise and perform simple role-plays. 	Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts <ul style="list-style-type: none"> • focus on correct pronunciation and intonation • ask and answer questions • use tone of voice and gesture to help to convey meaning. Understand and express simple opinions <ul style="list-style-type: none"> • agree and disagree with statements • understand and express like and dislikes. Prepare a short presentation on a familiar topic <ul style="list-style-type: none"> • remember, retain and recall words, phrases and sentences • memorise and present a set of instructions. • recite a short piece of narrative either from memory or by reading aloud from text • develop a sketch, role-play or presentation and perform to the class or an assembly.

Listening

Year Three	Year Four	Year Five
Listen and respond to simple rhymes, stories and songs <ul style="list-style-type: none"> • identify rhyming words • perform finger rhymes and sing songs • join in with storytelling. Recognise and respond to sound patterns and words <ul style="list-style-type: none"> • listen with care • identify phonemes which are the same as or different from English and other known languages Listen attentively and understand instructions, everyday classroom language and praise words <ul style="list-style-type: none"> • repeat words and phrases modelled by the teacher • remember a sequence of spoken words • use physical response, mime and gesture to convey meaning and show understanding. 	Listen for specific words and phrases <ul style="list-style-type: none"> • listen with care • use physical response to show recognition and understanding of specific words and phrases. Listen for sounds, rhyme and rhythm <ul style="list-style-type: none"> • identify specific sounds e.g. rhymes, letters, phonemes, words • compare different sounds. 	Understand and express simple opinions <ul style="list-style-type: none"> • agree and disagree with statements • understand and express like and dislikes. Listen attentively and understand more complex phrases and sentences <ul style="list-style-type: none"> • understand the main points from speech which includes unfamiliar language. Prepare a short presentation on a familiar topic <ul style="list-style-type: none"> • remember, retain and recall words, phrases and sentences • memorise and present a set of instructions. Understand the main points and simple opinions in a spoken story, song or passage <ul style="list-style-type: none"> • listen attentively, re-tell and discuss the main ideas Use spoken language confidently to initiate and sustain conversations and to tell stories <ul style="list-style-type: none"> • participate in simple conversations on familiar topics • describe incidents or tell stories from their own experience, in an audible voice. • agree or disagree with statements made about a spoken passage.

Knowledge About Language

Year Three	Year Four	Year Five
<ul style="list-style-type: none"> • Identify specific sounds, phonemes and words. • Recognise commonly used rhyming sounds. • Imitate pronunciation of sounds. • Hear main word classes. • Recognise question forms and negatives. 	<ul style="list-style-type: none"> • Reinforce and extend recognition of word classes and understand their function. • Recognise and apply simple agreements, singular and plural. • Use question forms. 	<ul style="list-style-type: none"> • Recognise patterns in simple and complex sentences. • Manipulate language by changing an element in a sentence then to build simple spoken and written passages. • Apply knowledge of rules when building sentences. • Develop accuracy in pronunciation and intonation.

<ul style="list-style-type: none"> • Recognise how sounds are represented in written form. • Notice the spelling of familiar words. • Recognise that languages describe familiar things differently. • Recognise that many languages are spoken in the UK and across the world. • Recognise conventions of politeness. 	<ul style="list-style-type: none"> • Recognise that texts in different languages will often have the same conventions of style and layout. • Apply phonic knowledge of the language to support reading and writing. • Identify a different writing system. 	<ul style="list-style-type: none"> • Understand and use negatives. • Notice and match agreements. • Appreciate that different languages use different writing conventions. • Recognise the typical conventions of word order in the foreign language. • Understand that words will not always have a direct equivalent in the language. • Notice different text types and deal with authentic texts. • Use knowledge of word order and sentence construction to support the understanding of the written text. • Use knowledge of word and text conventions to build sentences and short texts. • Devise questions for authentic use.
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KEPs

Modern Foreign Languages: Spanish Year 6

(using Bloomsbury Teaching Primary Spanish and other resources)

Getting started

- Listen attentively to spoken language and show understanding by joining in and responding
- Read carefully and show understanding of words, phrases and simple writing

All about Spain and Spanish-speaking countries

- Provide an opening to other cultures
- Foster pupils' curiosity and deepen their understanding of the world

How are you?

- Engage in conversations; ask and answer questions; express opinions and respond to those of others
- Understand basic grammar appropriate to the language being studied, including feminine and masculine forms

One, two, three....

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases