

**GREENFIELDS COMMUNITY PRIMARY SCHOOL VALUES:**

**Be Amazed** - Stay curious and follow your dreams. Never lose your sense of wonder.

**Be Brave** - Confront your fears and take a chance. Mistakes are the best lessons.

**Be Original** - Never stop asking questions. Seek out the answers.

**Be Bold** - You are capable of changing a situation. Become the explorer of tomorrow.

**GREENFIELDS COMMUNITY PRIMARY SCHOOL INTENT:**

The Greenfields curriculum is driven by our school values. There are clear links between what we say the ambition for our children is and how we intend to achieve it. It is our aim to enable our children to stand on the shoulders of those that have gone before and create things which may well help them fuel solutions to society's problems. In selecting specific content, staff celebrates and embraces the different backgrounds, heritage, language and traditions of all the children living in this country as well as introducing them to the best that has been thought and said in the past and present. Over the course of the academic year, children will have the opportunity to explore more deeply each of our school values in a planned and progressive way.

**GREENFIELDS COMMUNITY PRIMARY SCHOOL IMPLEMENTATION:**

**How the Greenfields curriculum works:** Our curriculum is unique to our school and our children. Our values underpin the curriculum at Greenfields which allows our children to understand in explicit detail our ambition for them; what it means to be a part of our school. Teachers use the national curriculum objectives as a starting point to design the curriculum for their year groups, all the while thinking about how best to connect different content and skills in a meaningful way. This enables teachers to use the very best examples from across each subject discipline to foster the curiosity and fire ambition within our children.

**Making meaningful links:** Teachers use the overarching value for that term to link children's learning. Staff use our values as the starting point when making decisions about the lens through which very deliberate and specific content is viewed in individual subjects, ensuring that our children have the opportunity to develop progressive knowledge, skills and behaviours, and that these assimilate over time through many different experiences and opportunities offered across school; we are building schemas.

**The extended Greenfields curriculum:** Across the school, from Pre-school to Year 6, embedded within the Greenfields curriculum is the understanding that 'real life' experiences and outdoor learning are vital to children achieving their best. Experiences and visits are planned in a progressive way across school, ensuring that there is a core offer across children's career at Greenfields.

## ... be amazed...

This value in our curriculum is all about fostering a sense of curiosity by introducing our children to the widest of worlds including the most spectacular that the human and natural world has to offer. In the Early Years, this begins by looking at finding wonder in the everyday; changing of the seasons, a growing plant, simple cause and effect. With our eldest children, we expose children to the finest examples of academia, the creative arts, science, sports, society and exploration; giving our children the very best and varied examples from which to aspire.

Subjects are linked in progressively and conceptually through our 'be amazed' value in the following way:

EYFS	KS1	LKS2	UKS2	AMAZED (Autumn 1)	
love, dreams, beauty	love, dreams, beauty	love, dreams, beauty	love, dreams, beauty		
	passion, creativity,	passion, creativity	passion, creativity		
		diversity, belief	diversity, belief		diversity, belief
			equality, values		equality, values

## ...be brave...

This value in our curriculum is to instil in our children the confidence to take a chance. Our children know that making mistakes are fundamental to learning. Resilience is not taught; it is a retrospective skill that is developed over time. Our curriculum gives our children the opportunity to build resilience by being confident to take the first step. In the Early Years, this begins by being willing to have a go at something new. In our eldest children, we prepare our children for the pressures of life beyond our school, both academic, social and personal, equipping them with skills to become strong and mentally healthy young adults with high self-esteem.

Subjects are linked progressively and conceptually through our 'be brave' value in the following way:

EYFS	KS1	LKS2	UKS2	BRAVE (Autumn 2)
empathy, fears	empathy, fears	empathy, fears	empathy, fears	
	consequence, mistake, strength	consequence, mistake, strength	consequence, mistake, strength	
		power, conflict	power, conflict	

			adversity, protest	
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### ...be original...

This value in our curriculum is all about fostering our children to be questioning and evaluative of all they see and hear. Our children are encouraged to think originally about what they have learnt and how to apply their learning between different situations. In the Early Years, this begins by establishing a voice for children who feel undaunted by sharing what they know, as only by developing what you know can you begin to question. In our eldest children, we look for opportunities to think of solutions that might not always be obvious; being selective and having the skills to prioritise information so that they can be effective in their efforts.

Subjects are linked progressively and conceptually through our 'be original' value in the following way:

EYFS	KS1	LKS2	UKS2	ORIGINAL (Spring)
change, identity	change, identity	change, identity	change, identity	
	individuality, freedom	individuality, freedom	individuality, freedom	
		wisdom, reform	wisdom, reform	
			morality, truth, faith	

### ...be bold...

This value in our curriculum encourages the skills of reflection to ensure children understand how they have gained the knowledge they have. Our children know that their learning is not defined by content but by developing the skill of using what they know. It is a combination of confidence and caution in the right measures and at the right time. In the Early Years, this begins by children initiating their own learning. In our eldest children, it is developing subtlety in their opinions and thoughts; understanding that others may hold different viewpoints, but that they are able to act with respect and tolerance.

Subjects are linked progressively and conceptually through our 'be bold' value in the following way:

EYFS	KS1	LKS2	UKS2	BOLD (Summer)
choice, responsibility	choice, responsibility	choice, responsibility	choice, responsibility	

	fairness, loyalty	fairness, loyalty	fairness, loyalty
		influence, democracy	influence, democracy
			justice, opportunity

Across the school year, we have grouped together subjects that form the focus for the term or half term. We know that by giving children the time to immerse themselves in a subject in an experiential way which allows them to make purposeful connections and associations with prior knowledge, allows them to learn better. In essence, children who are given the opportunity to live and breath a subject as they are learning it, remember more. The children are given the opportunity to consolidate their learning over multiple sessions, rather than concentrating the same amount of practice into one session. We ensure that children are given the opportunity to recall information from previous lessons, previous weeks and terms, all which together helps to support rich, deep learning embedded with a child's longer term memory.

AUTUMN 1	AUTUMN 2	SPRING	SUMMER
...be amazed	...be brave	...be original	...be bold
<b>FOCUS SUBJECTS</b> ~ Art, D&T	<b>FOCUS SUBJECTS</b> ~ Geography & History	<b>FOCUS SUBJECTS</b> ~ Geography, D&T, Music	<b>FOCUS SUBJECTS</b> ~ History, Art, Music
<b>ONGOING SUBJECTS</b> ~ English, Maths, Science, PSHE & RSE, MfL, RE, PE, Computing	<b>ONGOING SUBJECTS</b> ~ English, Maths, Science, PSHE & RSE, MfL, RE, PE, Computing	<b>ONGOING SUBJECTS</b> ~ English, Maths, Science, PSHE & RSE, MfL, RE, PE, Computing	<b>ONGOING SUBJECTS</b> ~ English, Maths, Science, PSHE & RSE, MfL, RE, PE, Computing

#### **GREENFIELDS COMMUNITY PRIMARY SCHOOL:**

**The expectation of the Greenfields curriculum:** The content of the Greenfields curriculum is rooted in the National Curriculum. By the time children reach the end of each year group, our children will have developed a rich body of knowledge in all subjects and had the opportunity to practise skills that will enable them to enter the next stage of their education successfully. It is our expectation that children will have broad and wide ranging knowledge, understanding and examples from which to begin to form opinions about their preferences and aspirations into adulthood. It is our fierce determination that regardless of a child's background, they will have had the same opportunities and exposed to the best examples from all subject disciplines, capturing their desire to continue learning as they become adults.

All learning leads towards an end point. The Greenfields curriculum has been designed both to offer progression from year to year, but also across a year. The content of each subject has been deliberately ordered to best support children's understanding.

#### **MFL CURRICULUM :**

Pupils will be inspired to use different languages throughout the day in different situations. They will be confident in their acquisition of basic terminology learnt in their year groups. Year groups will have inspirational and enthusiastic teaching involving song and games to build confidence and create a love for languages.

The aim of our MFL curriculum is to ensure that all pupils:

- listen to spoken language and show understanding
- engage in conversations
- speak in sentences
- develop accurate pronunciation
- read carefully and show understanding
- broaden their vocabulary
- write phrases from memory
- describe people, places, things and actions orally and in writing
- understand basic grammar including: feminine, masculine and plural

At Greenfields, we ensure that children are given every opportunity to be exposed to different languages everyday in preparation for transition to other year groups. This starts with our youngest children, who begin by developing their language acquisition and as they progress throughout key stage 1 they become confident with their phonetic knowledge. We aim to build upon basic terminology and drive this towards a more extensive understanding and appreciation of different languages.

**MFL:**

At Greenfields, we teach MFL through our Greenfields curriculum. Each subject stands alone in it's own right allowing teachers to select the very best examples of the subject discipline. Subjects are linked by our overarching school value for that term, allowing breadth and depth of subject content to be explored. Where natural links can be made, teachers can group teaching of specific content to allow children the context for the content.

**Languages - Year 3/4**

**consequence, mistake, strength**

<p><b>Describing</b> (What do I need to know? What are the facts? What is the context?)</p>	<p><b>Name and describe people, a place and an object</b></p>	<p>Free resources can be found at:  <a href="https://www.lightbulblanguages.co.uk/resources-pr-fr-resources.htm#sch">https://www.lightbulblanguages.co.uk/resources-pr-fr-resources.htm#sch</a>                      by the end of year 4 (introduced in year 3 through given topic booklets in cupboards), children will:</p> <ol style="list-style-type: none"> <li>1. Understand French words for body parts, places and common objects such as, table, chair, pencil, etc. They will be able to identify the word and its meaning. Teachers will break the vocabulary up into topics (units given in booklets in cupboards) and</li> </ol>
	<p><b>Use a bilingual</b></p>	

dictionary or glossary  
to look up new words

they will introduce the words through games and songs (see links below).

2. Use a French dictionary to look up given words that link to the topics. As part of learning the new vocabulary, teachers will say the word or give the children a list of new vocabulary and the children will have to search for the word in the dictionary to find the translation and meaning. (dictionary practice will be needed prior to this).

Teacher can use <https://forvo.com/languages/fr/> to help with pronunciation of specific words that they do not know. They will use this with the children so that they can get used to the correct way to pronounce greetings to one another.

Vocabulary:

Body parts -

<https://www.youtube.com/watch?v=eVbbLXPdJKQ>

- Tete - head
- Bouche - mouth
- Bras - arms
- Cou - neck
- Doigtes - fingers
- Main - hand
- Nez - nose
- Oeil - eye
- Orielle - ear
- Pied - foot
- Jambe - leg
- Epauls - shoulders
- Genoux - knee

Places -

<https://www.bbc.co.uk/bitesize/topics/zjcbrij6/articles/z3kgn9q>

- L'ecole - school
- Maison - home
- Cinema - cinema
- Restaurant - restaurant
- Riviere - river
- Montagne - mountain
- Club omnisports - sports centre
- Toilettes - toilets
- Piscine - swimming pool
- Plage - beach
- Boulangerie - bakery
- Boucherie - butchers
- Hospital - hospital
- Aeroport - airport

Common objects -

<https://www.french-games.net/frenchlessons?topic=School%20-%20classroom%20objects&level=primary> (scroll down and there is a list as well as the game)

		<ul style="list-style-type: none"> <li>• Crayon - pencil</li> <li>• Stylo - pen</li> <li>• Papier - paper</li> <li>• Regle - ruler</li> <li>• Trousse - pencil case</li> <li>• Taille-crayon - pencil sharpener</li> <li>• Gomme - rubber</li> <li>• Livre - book</li> <li>• Chaise - chair</li> <li>• Bureau - table</li> </ul> <p>By the end, children will grasp most of the new vocabulary and will be able to recall them through memory.</p>
<p><b>Analysing</b> (to study or examine something in detail, in order to discover more about it)</p>	<p><b>Give response using a short phrase</b></p> <hr/> <p><b>Read and understand a short passage using familiar language</b></p> <hr/> <p><b>Have a short conversation, saying 3 to 4 things</b></p> <hr/> <p><b>Explain the main points in a short passage</b></p> <hr/> <p><b>Write what they like/dislike about a familiar topic</b></p> <hr/> <p><b>Write phrases from memory</b></p>	<p>Free resources can be found at:  <a href="https://www.lightbulblanguages.co.uk/resources-pr-fr-resources.htm#sch">https://www.lightbulblanguages.co.uk/resources-pr-fr-resources.htm#sch</a></p> <p>By the end of year 4 (introduced in year 3 through given topic booklets in cupboards), children will:</p> <ol style="list-style-type: none"> <li>1. be able to respond to greetings or questions using a short phrase, pronouncing the words correctly. The teacher will recap greetings:  vocabulary: <ul style="list-style-type: none"> <li>• Bonjour = hello</li> <li>• Salut = hi</li> <li>• Au revoir = goodbye</li> <li>• Merci = thank you</li> <li>• Entre = enter</li> <li>• Ca va bien = Well</li> <li>• Com ci com ca = OK</li> <li>• Ca va mal = bad</li> </ul> </li> </ol> <p>Children will recall the vocabulary and be able to have short greetings conversations with peers around the room.</p> <ol style="list-style-type: none"> <li>2. be able to read a short passage with known/taught vocabulary and they will be able to depict the meaning of the full passage.</li> </ol> <p>Children will be given a short text with some of the vocabulary include from the given topics (see above for vocabulary). They will be able to depict what the text says through picking out the vocabulary they have been taught. For example, J'aime alle l'ecole - I like to go to school.  Children will be able to recognise 'school' and guess or figure out what the full sentence means. This can be done collaboratively or as a class in discussion.</p> <ol style="list-style-type: none"> <li>3. be able to talk to another in a short conversation (greeting, question and answer). they will be able to pronounce correctly with little difference.</li> </ol> <p>(see 1.) This will be done with more precise pronunciation (see link below) and can be introduced to 'what is your name?' and 'my name is...'.  Children will have conversations with peers in the class greeting each other and asking each other their names with the correct responses and pronunciation.  Vocabulary: <ul style="list-style-type: none"> <li>• Comment t'appelle tu? = What is your name?</li> <li>• Je m'appelle = my name is...</li> </ul> </p> <ol style="list-style-type: none"> <li>4. be able to read a short passage and explain what is happening or what information it is giving.</li> </ol>

		<p>(see 2.) This will have more vocabulary and will be a slightly longer passage. This can be done as a class or collaboratively.</p> <p>5. understand the phrase i like and i dislike (J'aime and Je n'aime pas). they will be able to use this in conversation when answering a question e.g. J'aime le foot (I like football.)</p> <p>Children will be introduced to the phrases and the teacher will model the pronunciation or use the pronunciation help (see below) to demonstrate how the phrases are spoken. After that, using previous vocabulary taught children can write and say short sentences saying what they like and dislike. For example:  J'aime le cinema.  Je n'aime pas le cinema.  (explaining the 'le' is 'the')</p> <p>vocabulary:</p> <ul style="list-style-type: none"> <li>• J'aime = I like</li> <li>• Je n'aime pas = I don't like</li> <li>• Le/la/' = the (Year 4 - mention masculine and feminine words le=masculine and la=feminine)</li> </ul> <p>6. Recall familiar phrases in French and be able to say these from memory.</p> <p>Children will be able to use and recall the vocabulary taught and put them into a sentence. They will be given other words to help them with these sentences such as:</p> <ul style="list-style-type: none"> <li>• Je vais = I am going</li> <li>• A = to</li> <li>• Avec = with</li> <li>• Mon/ma/mes = my (mes meaning more than 1)</li> <li>• Ami = friend (amies for more than 1)</li> </ul> <p>Children will be able to say sentences like:  Je vais le cinema avec mes amies.</p> <p>Teacher can use <a href="https://forvo.com/languages/fr/">https://forvo.com/languages/fr/</a> to help with pronunciation of specific words that they do not know. They will use this with the children so that the they can get used to the correct way to pronounce greetings to one another.</p>
<p><b>Concluding</b>  (What can I say now that I have thought carefully and what are my reasons?)</p>	<p><b>Start to speak, using a full sentence</b></p> <hr/> <p><b>Read a passage independently</b></p> <hr/> <p><b>Write 2-3 short sentences on a familiar topic</b></p>	<p>1. children will begin to use what they know and speak in full sentences e.g. Je m'appelle Mr. Irving et J'aime le foot.</p> <p>Children will use prior and current vocabulary to form extended sentences. They will use these in conversation with peers around the classroom. These sentences would be in a conversation such as:</p> <p>Person 1 - Bonjour  Person 2 - Bonjour  Person 1 - Comment t'appelle tu et Qu'est-ce que tu aimes? (What do you like?)  Person 2 - Je m'appelle _____ et j'aime _____. et toi?  Person 1 - Je m'appelle _____ et j'aime _____.  Person 2 - Au revoir  Person 1 - Au revoir</p> <p>2. children will be able to read and understand a passage in French. If they do not know all the words, they will be able to depict from other words the meanings of the unknown words.</p> <p>Children will be given a text with taught vocabulary include from the given topics (see above for vocabulary). They will be able to depict what the text says through picking out the vocabulary they have been taught. For example,  Je m'appelle James et j'aime alle l'ecole mais Je n'aime pas alle la piscine par ce que je n'aime pas eau. - I am called James and I like to go to school but I don't like going to the swimming pool because I don't like water.</p> <p>Children will be able to recognise 'school', 'piscine', 'my name is...', 'j'aime' and 'je n'aime pas' and guess or figure out what the full sentence means. This can be done collaboratively or as a class in discussion.</p>

3. children will be able to write what they say in conversations as sentences in books such as, 'Je m'appelle Mr. Irving et J'aime le foot'.  
 Children will be able to recall taught vocabulary and form full sentences with appropriate sense. (see 1.) They will write about what they like and dislike. This can be done through missing gaps if needed for LAs using previous text structures to aid.  
 LAs can focus on what they like only.

## Languages - Year 5/6

### consequence, mistake, strength

**Describing**  
 (What do I need to know? What are the facts? What is the context?)

Use knowledge of grammar to speak correctly

Substitute words and phrases

Free resources can be found at:

<https://www.lightbulblanguages.co.uk/resources-pr-fr-resources.htm#sch>

- children will have a basic understanding of the vocabulary and phrases taught in their topics (shopping, home, food and drink). they will be able to pronounce and speak fluently in parts with common phrases they know. they will also understand when to use pauses using their literacy knowledge of grammar.

Children will go through and recall all previous knowledge recapping vocabulary already taught in other topics. Children will be remind of masculine and feminine words e.g. le and la.

They will be introduced to the new vocabulary of each of there topics.

Vocabulary:

Shopping -

[https://www.youtube.com/watch?v=X1u\\_-FnG-XE](https://www.youtube.com/watch?v=X1u_-FnG-XE)

- boucherie - butchers
- boulangerie - bakers
- magasin de fruit et legumes - fruit and vegetable shop
- magasin de vetements - clothes shop
- pharmacie - pharmacy/chemist
- librairie - book shop
- poste - post office
- marche - market
- supermarche - super market

home -

[https://www.youtube.com/watch?v=ldp7KTe\\_qpc](https://www.youtube.com/watch?v=ldp7KTe_qpc)

- chambre - bedroom
- cuisine - kitchen
- salle a manger - dining room
- salon - living room
- salle de bain - bathroom
- toilettes - toilet
- salle de jeu - play room
- hall - hall
- grenier - attic

Food and drink -

<https://www.youtube.com/watch?v=hWpcs8-8IHs>

		<ul style="list-style-type: none"> <li>● coca - cola</li> <li>● jus de fruit - fruit juice</li> <li>● eau - water</li> <li>● the - tea (drink)</li> <li>● sandwich - sandwich</li> <li>● chips - chips</li> <li>● pizza - pizza</li> <li>● glace - ice cream</li> <li>● gateau - cake</li> </ul> <p>Learning these can be done through games such as French simon says (Jacque a di) or through song.</p> <ul style="list-style-type: none"> <li>● children will be able to change words or phrases with other French words e.g. 'fantastique' instead of 'très bon'. this will be in writing and in speaking.</li> </ul> <p>Children will be introduced to different adjectives in French that they can use in sentences when describing something. They can do this when recapping previous work such as 'j'aime l'ecole par ce que c'est fantastique.'</p> <p>Vocabulary: Adjectives -</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z6d98xs/articles/zqx6dp3">https://www.bbc.co.uk/bitesize/topics/z6d98xs/articles/zqx6dp3</a></p> <ul style="list-style-type: none"> <li>● fantastique - fantastic</li> <li>● magnifique - magnificent</li> <li>● bon - good (tres - very)</li> <li>● bien - well</li> <li>● grande - big</li> <li>● petite - small</li> </ul> <p>colours :-</p> <ul style="list-style-type: none"> <li>● Rouge = red</li> <li>● Verde = green</li> <li>● Noir = black</li> <li>● Bleu - blue</li> <li>● Blanc = white</li> <li>● Jaune = yellow</li> <li>● Marron = brown</li> <li>● Orange = orange</li> <li>● Gris = grey</li> <li>● Rose = pink</li> </ul> <p>Teacher can use <a href="https://forvo.com/languages/fr/">https://forvo.com/languages/fr/</a> to help with pronunciation of specific words that they do not know. They will use this with the children so that the they can get used to the correct way to pronounce greetings to one another.</p>
<p><b>Analysing</b> (to study or examine something in detail, in order to discover more about it)</p>	<p><b>Understand a short story or factual text and note the main points</b></p> <hr/> <p><b>Use the context to</b></p>	<p>Free resources can be found at: <a href="https://www.lightbulblanguages.co.uk/resources-pr-fr-resources.htm#sch">https://www.lightbulblanguages.co.uk/resources-pr-fr-resources.htm#sch</a></p> <ol style="list-style-type: none"> <li>1. children will be able to read a passage in relation to the topic taught. they will be able to depict meanings of words and phrases using prior knowledge and knowledge of words they already know. they will be able to understand the text and note down key points.</li> </ol>

	<p>work out unfamiliar words</p>	<p>Children will be given a longer passage of text including taught vocabulary (see above) and the children will use their knowledge of known vocabulary to figure out or depict which the other words mean in the context.</p> <p>Text example: Je suis alle a café et je mentionne je voudrais deux coca et deux pizza et chips par ce que c'est delicious. Je deteste l'eau et jus de fruit par ce que c'est mal.</p> <p>This can be extended with more of an order and discussion (based on a conversation in a shop by seller and buyer).</p> <p>2. children will be able to use their prior knowledge of different words and phrases to depict meanings of unknown words in given texts.</p> <p>(see 1.) The texts will gradually be more extensive and with more unfamiliar words meaning that the children need to depict more vague words to figure out the context given to them.</p> <p>Teacher can use <a href="https://forvo.com/languages/fr/">https://forvo.com/languages/fr/</a> to help with pronunciation of specific words that they do not know. They will use this with the children so that the they can get used to the correct way to pronounce greetings to one another.</p>
<p><b>Concluding</b> (What can I say now that I have thought carefully and what are my reasons?)</p>	<p>Hold a simple conversation with at least 4 exchanges</p>	<p>Free resources can be found at: <a href="https://www.lightbulblanguages.co.uk/resources-pr-fr-resources.htm#sch">https://www.lightbulblanguages.co.uk/resources-pr-fr-resources.htm#sch</a></p> <p>1. children will be able to have a conversation with another and hold this for 4 different exchanges. this could be greeting - question - answer - goodbye. HAs might be able to push for more than this using descriptive words (this can be used in all topics taught e.g. c'est grande (it is big), c'est magnifique (it is magnificent)).</p> <p>Children will be able to use all taught vocabulary and form sentences used in conversation around the classroom with peers. They will use correct pronunciation (see below). Children will be able to hold the conversation with some thought for response. LAs can have this written down for aid.</p> <p>2. children will be able to gather enough vocabulary and phrases to be able to write a paragraph in books about a given topic. they will be able to describe what they are talking about with French adjectives.</p> <p>Children will be able to use all taught vocabulary and form full written sentences. Children will be able to use appropriate sense and spelling of vocabulary used. LAs can have word mats to aid.</p> <p>Teacher can use <a href="https://forvo.com/languages/fr/">https://forvo.com/languages/fr/</a> to help with pronunciation of specific words that they do not know. They will use this with the children so that the they can get used to the correct way to pronounce greetings to one another.</p>
	<p>Write a paragraph of 4-5 sentences</p>	

## MFL CURRICULUM:

In MFL the end points for each year group are as follows:

MFL subject statement-

We aspire to give children every opportunity to build confidence and become inspired by new languages and gain the want to learn more.

Year 3	Year 4	READY FOR UKS2
<p>Children will be able to recall new terminology for each unit taught as well as be able to articulate and use the basics learnt previously too.</p> <p>Reading - children will be able to read a short passage using the vocabulary they know already to decode what other words mean in the text.</p> <p>Writing - children will be able to write new vocabulary taught and write responses spoken in conversations down. This will relate to the units taught.</p> <p>Speaking - children will be able to have a basic greeting with 1-2 responses.</p>	<p>Children will be able to recall new terminology and phrases for each unit taught as well as be able to articulate and use the basics learnt previously too.</p> <p>Reading - children will be able to read a short passage using the vocabulary they know already to decode what other words mean in the text.</p> <p>Writing - children will be able to write new vocabulary taught and write responses spoken in conversations down. This will relate to the units taught.</p> <p>Speaking - children will be able to ask a question about a relative topic in their unit and respond with an answer (1-2 responses).</p>	<p>Children will have a basic knowledge of relative topics such as school. They will have gained a bank of vocabulary and phrases that can be transferred into upper key stage 2.</p> <p>Reading - children will be able to understand a short passage that relates to the topic taught.</p> <p>Writing - children will be able to write what they have spoken.</p> <p>Speaking - children will be able to pronounce new vocabulary and phrases correctly and be able to hold a conversation with 1-2 responses.</p>

Year 5	Year 6	READY FOR NEXT STAGE
<p>Children will be able to recall terminology from year 3 and 4 as well as new terminology taught in in the units for year 5 and 6. They</p>	<p>Children will be able to recall old and new terminology and phrases for each unit taught as well as be able to articulate and use the</p>	<p>Children will have previous and new knowledge of relative and unrelated topics such as school and shopping. They will have gained a bank of</p>

<p>will be able to articulate and use the basics learnt previously too.</p> <p>Reading - children will be able to read a passage using the vocabulary they know already and been taught to decode what other words mean in the text.</p> <p>Writing - children will be able to write old and new vocabulary taught and write responses spoken in conversations down. This will relate to the units taught. They will also be able to describe a topic taught to them using French adjectives and 'c'est' (it is).</p> <p>Speaking - children will be able to have a conversation asking 2 questions and give 2 responses.</p>	<p>basics learnt previously too.</p> <p>Reading - children will be able to read a longer passage using the vocabulary they know already and vocabulary they have been taught to decode what other words mean in the text.</p> <p>Writing - children will be able to write old and new vocabulary taught and write responses spoken in conversations down. This will relate to the units taught. They will also be able to describe a topic taught to them, giving a reason why they like something.</p> <p>Speaking - children will be able to ask questions and give responses about unrelated topic in their unit (3-4 responses [sentences]).</p>	<p>vocabulary and phrases that can be transferred into high school.</p> <p>Reading - children will be able to read and understand a long passage that relates to the topic taught.</p> <p>Writing - children will be able to write what they have spoken and describe something using French adjectives in a full sentence. They will have a basic understanding of masculine and feminine words too.</p> <p>Speaking - children will be able to pronounce old new vocabulary and phrases correctly and be able to hold a conversation with 3-4 responses including 2 questions and 2 responses.</p>
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