


## Foreign Languages Yearly Overview



Year	Curriculum Drivers		Disciplinary Knowledge	
	Innovation, equality, knowledge, partnership, legacy,		Understanding the world, speaking, listening, reading and writing,	
	Autumn	Spring	Summer	
3	Unit/outcome	<b>Introductions to the Language- Sentence Structures</b>  <b>Listening and Speaking</b> <ul style="list-style-type: none"> <li>Listen and respond during a simple conversation with others using accurate pronunciation to give personal details and great others.</li> <li>Accurately follow classroom commands.</li> </ul> <b>Reading and Writing</b> <ul style="list-style-type: none"> <li>Independently read and write the date.</li> <li>Accurately apply spelling rules when writing sentences about what items they have in the classroom.</li> </ul>	<b>Animals - Broadening vocabulary</b>  <b>Listening and Speaking</b> <ul style="list-style-type: none"> <li>Retrieve information from spoken target language countries about different animals.</li> <li>Independently describe numbers and colours of animals.</li> </ul> <b>Reading and Writing</b> <ul style="list-style-type: none"> <li>Extract information from animal descriptions written in target language.</li> <li>Compose sentences describing animals using adjectives.</li> </ul>	<b>Sports – Personal opinions and justifications</b>  <b>Listening and Speaking</b> <ul style="list-style-type: none"> <li>Retrieve information about likes and dislikes of sports and hobbies.</li> <li>Explain likes and dislikes about different sports/hobbies, responding to questions from others using opinions.</li> </ul> <b>Reading and Writing</b> <ul style="list-style-type: none"> <li>Construct sentences, using accurate sentence structure and word order.</li> <li>Use opinions to say what sport you like.</li> </ul>
	Key enquiry questions	Can I explore and start to use another language?	Can I add adjectives to my sentences to make them more interesting?	Can I say what I think about different sports?
	United Nations Sustainable Goals	 <p>Protect the cultural and natural heritage.</p>		



To overcome barriers to ensure an equal opportunity for all.

**Sticky knowledge**

- Communicate using simple sentences.
- Ask and answer basic questions
- Know key words for numbers, days and months.
- Use there is (**il y a / hay**) to name items in their pencil case.
- Follow instructions in the classroom.

- Know key words for animals and colours.
- Use there is (**il y a / hay**) to recall animals.
- Use correct article according to the gender of the noun and whether it is plural or singular.
- Know correct word order when using adjectives e.g. colours
- Write simple sentences using numbers and animals.

- Know key words for sports and hobbies.
- Know how to form simple opinions about sports in the present tense.
- Answer questions about whether they like a particular activity (**Tu aimes? / Te gusta?**).
- Say which sports they play and do using the present tense of **jouer / jugar** and **faire / hacer**.

**Language**

Sentence structures, articles (singular and plural) indefinite articles, definite articles, gender, masculine, feminine, plural nouns, present tense, adjectives, vocabulary, personal opinions, questions, word order.

**Progression**

**Sentence structures:**  
*Classroom basics, articles (singular/plural) and gender, introduction to the present tense.*

- Be able to say hello and goodbye.
- Know how to introduce themselves.
- Know how to say how they are when asked a question.
- Recognise the days and months of the year written down.
- Know how to say their age.
- Count confidently to 31.
- Write the date and recognise it written down.
- Write out their birthday.



**Broadening vocabulary:**  
*Animals and adjectives (word order).*

- Confidently recall 10 animals with the correct article.
- Know the difference between masculine, feminine and plural nouns and articles.
- Know when to add an 's' when talking about plural nouns.
- Use there are (**il y a / hay**) to say how many animals there are.
- Know how to spot the difference between definite and indefinite articles.
- Explore how to add an adjective (colour) to their sentences, changing the word order.



**Personal opinions and justification:**  
*Sports and hobbies (adding opinions).*

- Name 10 different sports/ hobbies.
- Know how to form simple opinions in the present tense to say what sports I like, (**j'aime / me gusta**).
- Develop confidence in answering questions about whether they like a particular activity (**Tu aimes? / Te gusta?**).
- Start to use a negative opinion (**Je n'aime pas / no me gusta**) when talking about a sports and hobbies.
- Recognise other opinion phrases (such as **j'adore, je déteste / me encanta, odio**) to talk about hobbies.



		<ul style="list-style-type: none"> <li>Use <b>there is (il y a / hay)</b> to say what items they have in their pencil case.</li> <li>Recognise a singular and plural noun and use the article.</li> <li>Follow classroom commands.</li> <li>Listen to the alphabet and spot the differences in pronunciation</li> </ul> <p>SG 11: Protect the cultural and natural heritage. SG 10: To overcome barriers to ensure an equal opportunity for all.</p>	<ul style="list-style-type: none"> <li>Begin to write sentences to describe an animal using colours.</li> </ul> <p>SG 11: Protect the cultural and natural heritage. SG 10: To overcome barriers to ensure an equal opportunity for all.</p>	<ul style="list-style-type: none"> <li>Say which sports you play using the present tense of <b>jouer / jugar</b>.</li> <li>Say which sports you do using the present tense of <b>faire / hacer</b>.</li> <li>Develop confidence in writing in full sentences using the correct verb and word order.</li> <li>Research a traditional French / Spanish sport.</li> </ul> <p>SG 11: Protect the cultural and natural heritage. SG 10: To overcome barriers to ensure an equal opportunity for all.</p>
<b>4</b>	<b>Unit/outcome</b>	<p><b>Weather - Sentence Structures</b></p> <p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>Present the weather to their peers in a confident and accurate manner.</li> <li>To be able to listen and respond to spoken questions about what weather it is.</li> </ul> <p><b>Reading and Writing</b></p> <ul style="list-style-type: none"> <li>Read for gist picking out key phrases and being language detectives to understand target language in written form.</li> <li>Compose simple sentences about the weather, using the correct form of the present tense.</li> </ul>	<p><b>Physical appearance - Broadening vocabulary</b></p> <p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>Listen and respond to descriptions of people, using adjectives.</li> <li>Describe themselves and another person using third person present tense.</li> </ul> <p><b>Reading and Writing</b></p> <ul style="list-style-type: none"> <li>Read for gist picking out new vocabulary.</li> <li>Write a description of someone including eye and hair colour with additional details (e.g. adjectives - height) in a wanted poster.</li> </ul>	<p><b>Food - Personal opinions and justifications</b></p> <p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>Order a meal, expressing likes and dislikes.</li> <li>Answer questions about whether you like or dislike something.</li> </ul> <p><b>Reading and Writing</b></p> <ul style="list-style-type: none"> <li>Confidently identify foods on a menu.</li> <li>Follow simple cooking instructions.</li> </ul>
	<b>Key enquiry questions</b>	Can I apply the key phrases when talking about the weather to others?	Can I apply adjectival agreements to my sentences to make them more interesting?	Can I give my opinion on different foods with justifications?

<p><b>United Nations Sustainable Goals</b></p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 20px;">  <div style="margin-left: 10px;"> <p>Protect the cultural and natural heritage.</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>To overcome barriers to ensure an equal opportunity for all.</p> </div> </div> </div>		
<p><b>Sticky knowledge</b></p>	<ul style="list-style-type: none"> <li>• Use full sentences; basic verbs in the present tense to describe the weather.</li> <li>• Know cardinal points to say what the weather is like in different areas.</li> <li>• Say what the 4 seasons are.</li> <li>• Recognise written words of multiples of ten to 100.</li> <li>• Use connectives and quantifiers.</li> <li>• Name some countries and say what the weather is like there.</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>j'ai / tengo</b> to describe hair and colour in a full sentence.</li> <li>• Use <b>j'ai / tengo</b> to describe eye and colour in a full sentence.</li> <li>• Know how to change the verb to the 3<sup>rd</sup> person (<b>il a, elle a / tiene</b>).</li> <li>• Know the correct word order.</li> <li>• Use adjectival agreement according to the noun.</li> </ul>	<ul style="list-style-type: none"> <li>• Name food items on a menu.</li> <li>• Order a meal using the conditional tense <b>je voudrais/ me gustaría</b>.</li> <li>• Follow cooking instructions using commands.</li> <li>• Use opinions to say if you like / dislike a food item <b>j'aime / me gusta/ Je n'aime pas / no me gusta</b>.</li> <li>• Use a subordination to say why you like / dislike something <b>car, porque</b>.</li> <li>• Use it is <b>c'est, es</b> to give a justification.</li> </ul>
<p><b>Language</b></p>	<p>Articles (singular and plural), indefinite articles, definite articles, gender, masculine, feminine, plural nouns, present tense, conditional tense, adjectives, adjectival agreement, vocabulary, personal opinions, questions, justification, subordination, quantifiers.</p>		
<p><b>Progression</b></p>	<p><b>Sentence structures:</b> <i>Weather (practicing different verbs in present tense, using cardinal points and adding quantifiers).</i></p> <ul style="list-style-type: none"> <li>• Be able to ask the question 'what is the weather' in target language.</li> <li>• Describe basic weather types using the present tense.</li> </ul>	<p><b>Broadening vocabulary:</b> <i>Hair and Eye descriptions (adjectives and agreement and word order).</i></p> <ul style="list-style-type: none"> <li>• Describe their eye colour using <b>j'ai / tengo</b> and the correct adjectival agreement.</li> <li>• Describe hair colour and style taking note of adjectival agreements.</li> <li>• Accurately describe somebody else</li> </ul>	<p><b>Personal opinions and justification:</b> <i>Food and menus (giving opinions and word order).</i></p> <ul style="list-style-type: none"> <li>• Name items on a menu (breakfast, lunch, dinner).</li> <li>• Identify foods on a menu and translate the dishes, or flavours.</li> <li>• Be able order a meal using <b>je voudrais/ me gustaría</b>.</li> </ul>

		<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary to describe the weather.</li> <li>• Listen and read phrases in a weather forecast using cardinal points.</li> <li>• Identify weather in different seasons.</li> <li>• Identify weather vocabulary when talking about other countries.</li> <li>• Say what the temperature is.</li> <li>• Write and rehearse my own weather forecast.</li> <li>• Present the weather to their peers in a confident and accurate manner.</li> <li>• Evaluate the work of my peers through listening and responding.</li> </ul> <p>SG 11: Protect the cultural and natural heritage. SG 10: To overcome barriers to ensure an equal opportunity for all.</p>	<p>changing the verb to third person (<b>il a, elle a / tiene</b>)</p> <ul style="list-style-type: none"> <li>• Distinguish between singular and plural nouns, an 's'.</li> <li>• Develop confidence in spelling accurately.</li> <li>• Write a full description using connectives and additional information (height).</li> </ul> <p>SG 11: Protect the cultural and natural heritage. SG 10: To overcome barriers to ensure an equal opportunity for all.</p>	<ul style="list-style-type: none"> <li>• To be able to name common foods.</li> <li>• Experiment with expressing likes/ dislikes when talking about foods.</li> <li>• Say why you like / dislike something using simple justifications (<b>car, porque</b>).</li> <li>• Follow a recipe and instructions of a traditional dish from the target language country.</li> </ul> <p>SG 11: Protect the cultural and natural heritage. SG 10: To overcome barriers to ensure an equal opportunity for all.</p>
5	Unit	<p><b>House - Sentence Structures</b></p> <p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Listen to a conversation with others about what there is and isn't in a house.</li> <li>• Answer questions about what is in a house and ensure pronunciation is accurate and fluent when speaking to others.</li> </ul> <p><b>Reading and Writing</b></p> <ul style="list-style-type: none"> <li>• Read short descriptions of a house that is for sale, taking note of new adjectives and word order.</li> <li>• Write short descriptions of a house that is for sale, applying spelling rules and word order of adjectives.</li> </ul>	<p><b>Clothes - Broadening vocabulary</b></p> <p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Independently describe items of clothing paying attention to word order and adjectives.</li> <li>• Perform a presentation about an outfit in a confident manner.</li> </ul> <p><b>Reading and Writing</b></p> <ul style="list-style-type: none"> <li>• Translate short sentences that describe clothing.</li> <li>• Write a description of what someone is wearing with additional details (uniform, seasonal) and using the correct adjectival agreement and word order.</li> </ul>	<p><b>Holidays - Personal opinions and justifications</b></p> <p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Know names of the continents and several countries using the language you are studying.</li> <li>• Participate in conversations about holiday locations and opinions about where you like to go.</li> </ul> <p><b>Reading and Writing</b></p> <ul style="list-style-type: none"> <li>• Understand short texts about where people are travelling to.</li> <li>• Be able to say where they like going and why; give a justification using subordinate sentences (because).</li> </ul>

<b>Key enquiry question</b>	Can I apply the key phrases to describe my house?	Can I apply adjectival agreements to sentences about clothing to make them more interesting?	Can I give my opinion on visiting different countries and saying why I like them?
<b>United Nations Sustainable Goals</b>	 <p>Protect the cultural and natural heritage.</p>  <p>To overcome barriers to ensure an equal opportunity for all.</p>		
<b>Sticky knowledge</b>	<ul style="list-style-type: none"> <li>• Use <b>j'habite / vivo</b> to say where I live</li> <li>• Use <b>je suis dans/ estoy en</b> to say where you are in the house.</li> <li>• Use full sentences to say what there is and is not in the house: <b>il y a/ hay / il n'y a pas / no hay.</b></li> <li>• Use ordinal numbers to name floors of a building.</li> <li>• Use adjectives and change word order where the adjective follows the noun.</li> </ul>	<ul style="list-style-type: none"> <li>• Know words for items of clothing with the correct article.</li> <li>• Use the present tense to say I am wearing <b>je porte / llevo.</b></li> <li>• Use the correct word order.</li> <li>• Know the adjectival agreement rule in sentences according to the gender of the noun.</li> </ul>	<ul style="list-style-type: none"> <li>• Name continents and countries with the correct article using <b>il y a / hay.</b></li> <li>• Use the <b>present tense</b> to say which countries you like/love <b>j'aime, j'adore / me gusta, me encanta.</b></li> <li>• Use the present tense and the infinitive (<b>aller / ir</b>)</li> <li>• Use the correct preposition for each country (<i>French rule only</i> en, au, aux).</li> <li>• Use a subordination to say why you like / dislike going somewhere <b>car, porque.</b></li> <li>• Use it is <b>c'est, es</b> and a simple adjective to give a justification.</li> </ul>
<b>Language</b>	Articles (singular and plural), indefinite articles, definite articles, gender, masculine, feminine, plural nouns, present tense, conditional tense, adjectives, adjectival agreement, vocabulary, personal opinions, questions, justification, subordination, quantifiers.		
<b>Progression</b>	<b>House and Home:</b> (use of verbs, adjectives and word order including the negative).	<b>Broadening vocabulary:</b> <i>Clothing word order and adjectival agreement.</i>  • Recall 10 items of clothing and correctly	<b>Personal opinions and justification:</b> <i>Holidays (giving and justifying opinions).</i>  • Identify the continents with the article

		<ul style="list-style-type: none"> <li>• Be able to answer the question where do you live?</li> <li>• Use <b>Je suis / soy</b> to say where they are in the house.</li> <li>• Label rooms in the house, remembering the correct definite article.</li> <li>• Know how to name floors using ordinal numbers.</li> <li>• Use there is (<b>il y a/il n’y a pas de, hay/no hay</b>) to say what there is and isn’t).</li> <li>• Develop fluency in reading descriptions of houses for sale, taking note of adjectives and word order.</li> <li>• Confidently use their language detective skills to look for cognates and near cognates to understand longer texts.</li> <li>• Write a short description of a house that is for sale.</li> </ul> <p>SG 11: Protect the cultural and natural heritage. SG 10: To overcome barriers to ensure an equal opportunity for all.</p>	<p>identify if they are masculine, feminine or plural.</p> <ul style="list-style-type: none"> <li>• Independently use the present tense, first person to say <b>je porte / llevo</b>.</li> <li>• Translate and understand short sentences that describe clothing.</li> <li>• Experiment in writing a short accurate sentence that describes clothing.</li> <li>• Select an adjective (colours from year 3) and put the adjective in the correct place.</li> <li>• Know how to find different ways to present these ideas to their peers.</li> <li>• Be able to identify that the adjective needs to agree with the noun.</li> <li>• Develop their use of the adjectival agreement rule confidently in writing their own sentences.</li> </ul> <p>SG 11: Protect the cultural and natural heritage. SG 10: To overcome barriers to ensure an equal opportunity for all.</p>	<p>using (<b>il y a / hay</b>).</p> <ul style="list-style-type: none"> <li>• Name several countries using the correct article.</li> <li>• Say which country they like to visit using the present tense (<b>je vais/ voy</b>).</li> <li>• Understand short texts about where people are travelling to.</li> <li>• Develop fluency to ask others where they like to go on holiday <b>J’aime, j’adore / me gusta, me encanta</b>).</li> <li>• Add justification and use subordinations: <b>car, porque</b> to say why they like a country.</li> <li>• Use simple adjectives to justify an opinion using <b>c’est, es</b>.</li> </ul> <p>SG 11: Protect the cultural and natural heritage. SG 10: To overcome barriers to ensure an equal opportunity for all.</p>
6	Unit	<p><b>Sentence Structures</b></p> <p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Describe locations and places of interest in towns and cities.</li> <li>• Instruct and follow simple directions around a town.</li> </ul> <p><b>Reading and Writing</b></p> <ul style="list-style-type: none"> <li>• Read for gist and pick out main details about towns and cities in chosen countries.</li> <li>• Independently write descriptions of towns and cities in chosen countries.</li> </ul>	<p><b>Broadening vocabulary</b></p> <p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• When listening to target language, identify family members, including correct articles and possessive pronouns.</li> <li>• Talk confidently about different family members, distinguishing differences between m/f/plurals.</li> </ul> <p><b>Reading and Writing</b></p> <ul style="list-style-type: none"> <li>• Translate a text and respond to questions in spoken and written form.</li> </ul>	<p><b>Personal opinions and justifications</b></p> <p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in accurate conversations about opinions on school subjects.</li> <li>• Recognise key phrases when listening to timetables.</li> </ul> <p><b>Reading and Writing</b></p> <ul style="list-style-type: none"> <li>• Read school timetables.</li> <li>• Independently compose texts using opinions on school subjects.</li> <li>• Justify your opinion by giving a reason.</li> </ul>

		<ul style="list-style-type: none"> <li>Independently respond to questions using full sentences.</li> </ul>	
<b>Key enquiry question</b>	Can I apply the key phrases when talking about where I live?	Can I use possessive pronouns in my sentences about families to make them more interesting?	Can I give my opinion on different school subjects with justifications?
<b>United Nations Sustainable Goals</b>	 <p>Protect the cultural and natural heritage.</p>  <p>To overcome barriers to ensure an equal opportunity for all.</p>		
<b>Sticky knowledge</b>	<ul style="list-style-type: none"> <li>Use cardinal and ordinal points to locate towns.</li> <li>Use <b>c'est situé / está</b> to locate towns in a region.</li> <li>Use there is/ there isn't <b>il y a / hay /il n'y a pas de / no hay</b> to say what is in a town.</li> <li>Use commands to follow and give directions.</li> <li>Use the conditional <b>je voudrais/ me gustaría</b> to say what you would like to buy in a shop.</li> </ul>	<ul style="list-style-type: none"> <li>Name family members with the correct article.</li> <li>Use <b>Dans ma famille / en mi familia</b> and <b>il y a / hay</b> to say who is in a family.</li> <li><b>Know</b> which possessive pronoun to use <b>mon, ma, mes / mi, mis.</b></li> </ul>	<ul style="list-style-type: none"> <li>Know the school subjects with the correct article.</li> <li>Give your opinion using <b>J'aime / Je n'aime pas / je déteste / j'adore / je préfère / Me gusta/ No me gusta/ me encanta / odio / prefiero</b></li> <li>Know adjectives and how they change word order.</li> <li>Apply adjectival agreement according to the gender of the noun.</li> <li>Use a subordination to say why you like / dislike a subject <b>car, porque.</b></li> <li>Use it is <b>c'est, es,</b> to give a justification about why you like / dislike a subject.</li> </ul>

	<p><b>Language</b></p>	<p>Articles (singular and plural): indefinite articles, definite articles, gender, masculine, feminine, plural nouns, present tense, conditional tense, adjectives, adjectival agreement, vocabulary, personal opinions, questions, justification, subordination, quantifiers. Negatives. Commands.</p>		
	<p><b>Progression</b></p>	<p><b>Sentence Structures:</b>  <i>Towns (Present tense, using negatives, using commands and the conditional tense).</i></p> <ul style="list-style-type: none"> <li>• Locate different towns on a map (target language country) using cardinal points.</li> <li>• Name surrounding countries.</li> <li>• Identify towns (target language) from descriptions.</li> <li>• Describe locations using articles and nouns in the correct order, NSEW.</li> <li>• Develop use of “it is” (<i>c’est / se trouve</i>) to say where a town is.</li> <li>• Name places of interest in a town using <b>il y a / hay</b> with the correct article.</li> <li>• Use <b>il n’y a pas de / no hay</b> to say what a town hasn’t got.</li> <li>• Name shops.</li> <li>• Practice using <b>je voudrais/ me gustaría</b> to say what you would like to buy.</li> <li>• Give simple directions around a town.</li> <li>• Follow directions correctly around a town.</li> </ul> <p>SG 11: Protect the cultural and natural heritage.  SG 10: To overcome barriers to ensure an equal opportunity for all.</p>	<p><b>Broadening vocabulary:</b>  <i>Family (possessive pronouns).</i></p> <ul style="list-style-type: none"> <li>• Recognise the differences of masculine / feminine and plural articles to discuss family members.</li> <li>• Accurately name different members of a family.</li> <li>• Know how to say who is in a family (<b>Dans</b> and <b>il y a / En mi familia</b>).</li> <li>• Develop the use of possessive pronouns (<b>Mon, ma, mes / mi, mis</b> for my).</li> <li>• Read a short text and answer questions about a French / Spanish family.</li> <li>• Select the appropriate connectives correctly to be able to talk about a family.</li> </ul> <p>SG 11: Protect the cultural and natural heritage.  SG 10: To overcome barriers to ensure an equal opportunity for all.</p>	<p><b>Personal opinions and justification:</b>  <i>School subjects (with opinions and adjectives).</i></p> <ul style="list-style-type: none"> <li>• Confidently name school subjects with the correct article.</li> <li>• Give their opinion to say which subjects they like or dislike (<b>J’aime / Je n’aime pas / Me gusta/ No me gusta</b>).</li> <li>• Justify their opinion by giving a reason and using the subordination <b>car, c’est / porque es</b>.</li> <li>• Use the correct adjective that agrees with the noun (Masculine, feminine and plural nouns).</li> <li>• Explain how schools are different around the world and how the school day looks different to theirs.</li> <li>• Recognise key phrases when listening to and reading details about a timetable.</li> </ul> <p>SG 11: Protect the cultural and natural heritage.  SG 10: To overcome barriers to ensure an equal opportunity for all.</p>