

## Languages Progression

**Vision: To teach children to love, learn and live as a global citizen in an ever-changing world.**

**To develop a greater understanding of the global world and different cultures whilst building a fascination with exploring and learning new words.**

**We aim to inspire our budding linguists to develop self-confidence and be brave enough to communicate in another language, respect and understand other cultures and celebrate diversity.**

**Throughout the Language curriculum pupils will learn to:**

Appreciate the structure of a new language, making comparisons to their own. Be **innovative** in communicating to others.



Explore grammar in order to express themselves confidently in a different language and apply these grammar rules to ensure accuracy in speaking and writing.

Gain the **knowledge**, confidence, proficiency and skill to communicate in a different language.

Look at how other cultures have left a **legacy** for us to be able to explore different lifestyles, beliefs and social norms.

Discover and interpret how different cultures live around the world to appreciate **equality, inequality, inclusion, sustainability and global citizenship**.

Study authentic materials to appreciate **cultural diversity** and, in turn, leave our learners with a **legacy** for the future in an ever-changing world.

	Lower Key Stage 2	Upper Key Stage 2		
<b>National curriculum</b>	Pupils should be taught to: <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> <li>• understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>			
<b>United Development Goal and links:</b>		Overcome barriers to ensure an equal opportunity for all.		
		Protect the world's cultural and natural heritage.		
	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Communication</b> <b>(Underpins every unit of work and point of reference in</b>	<ul style="list-style-type: none"> <li>• Listen and respond to familiar spoken words and phrases.</li> <li>• Know how to use a gesture, hold up a picture to identify specific words when listening</li> </ul>	<ul style="list-style-type: none"> <li>• Listen for specific phonemes, words and phrases.</li> <li>• Develop communication by asking and answering a wider range of questions and</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively and understand more complex phrases and sentences.</li> <li>• Be confident in taking part in short conversations using familiar structures and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the main points and simple opinions in spoken sources e.g., story, song or passage.</li> <li>• Understand longer and more</li> </ul>

<p><b>planning)</b></p>	<p>to songs, poems, simple stories from different languages and cultures.</p> <ul style="list-style-type: none"> <li>• Communicate with others using simple words, phrases and short sentences.</li> <li>• Know how to use conventions such as taking turns.</li> <li>• Develop how to communicate with others using words, phrases and short sentences.</li> <li>• Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</li> <li>• Begin to imitate correct pronunciation with some success.</li> <li>• Know how to pronounce some single letter sounds.</li> </ul>	<p>presenting short pieces of information. e.g., basic phrases concerning themselves, their family and school.</p> <ul style="list-style-type: none"> <li>• Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</li> <li>• Know how to listen to and identify words and short phrases.</li> <li>• Experiment with responding to a clear model of language.</li> <li>• Know how to talk about personal interests.</li> <li>• Take part in short conversations using familiar structures and vocabulary.</li> <li>• Explore the different patterns and sounds of language to help develop accurate pronunciation and intonation and make links other languages.</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple conjunctions to build more complex sentences and present information to others.</li> <li>• Understand the main points from a spoken passage made up of familiar language.</li> <li>• Listen attentively and understand more complex phrases and sentences.</li> <li>• Substitute items of vocabulary to vary questions or statements.</li> <li>• Begin to understand how accents change letter sounds.</li> <li>• Recognise and select detail from short spoken passages.</li> <li>• Converse briefly without prompts.</li> <li>• Enjoy listening and speaking confidently.</li> <li>• Use spoken language to initiate &amp; sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience.</li> <li>• Understand and begin to use the past tense to describe events.</li> <li>• Confidently present to an audience e.g., role-play, presentation, performance.</li> </ul>	<p>complex phrases or sentences e.g., descriptions, information, instructions.</p> <ul style="list-style-type: none"> <li>• Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience.</li> <li>• Understand and begin to use the past or future tense or to describe events.</li> <li>• Present to an audience e.g., role-play, presentation, performance.</li> <li>• Listen to and understand the main points and give some detail from a short, spoken passage.</li> <li>• Know the correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud.</li> </ul>
<p><b>Sentence structures</b></p> <p><b>Link to own language - spot articles (definite/indefinite), nouns (singular and plural) and verbs in the present tense</b></p>	<p><i>Classroom basics, articles (singular/plural) and gender, introduction to the present tense.</i></p> <ul style="list-style-type: none"> <li>• Be able to say hello and goodbye.</li> <li>• Know how to introduce themselves.</li> <li>• Know how to say how they are when asked a question.</li> <li>• Recognise the days and months of the year written down.</li> <li>• Know how to say their age.</li> <li>• Count confidently to 31.</li> <li>• Write the date and recognise it written down.</li> </ul>	<p><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> <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> </ul>	<p><i>House and Home (use of verbs, adjectives and word order including the negative).</i></p> <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> </ul>	<p><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” (c’est /se trouve) 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</li> </ul>

	<ul style="list-style-type: none"> <li>Write out their birthday.</li> <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>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>what a town hasn't got.</li> <li>Name shops.</li> <li>Practice using <b>je voudrais/ me gustaríam</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>
<b>Outcomes</b>	<p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>Listen and respond during a simple conversation with others using accurate pronunciation to give personal details and greet others.</li> <li>Accurately follow classroom commands.</li> </ul> <p><b>Reading and Writing</b></p> <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>	<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>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>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>
<b>Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>Communicate using simple sentences.</li> <li>Ask and answer basic questions</li> <li>Know key words for numbers, days and months.</li> <li>Use there is (<b>il y a / hay</b>) to name items in their pencil case.</li> <li>Follow instructions in the classroom</li> </ul>	<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'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>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>

<p><b>Broadening vocabulary</b></p> <p><b>Link to own language – adjectives, present tense, possessive pronouns and indefinite / definite articles.</b></p>	<p><i>Animals and adjectives (word order and saying what there is).</i></p> <ul style="list-style-type: none"> <li>Confidently recall 10 animals with the correct article.</li> <li>Know the difference between masculine, feminine and plural nouns and articles.</li> <li>Know when to add an 's' when talking about plural nouns.</li> <li>Use there are (<b>il y a / hay</b>) to say how many animals there are.</li> <li>Know how to spot the difference between definite and indefinite articles.</li> <li>Explore how to add an adjective (colour) to their sentences, changing the word order.</li> <li>Begin to write sentences to describe an animal using colours.</li> </ul>	<p><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 changing the verb to third person (<b>il a, elle a / tiene</b>).</li> <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><i>Clothing word order and adjectival agreement.</i></p> <ul style="list-style-type: none"> <li>Recall 10 items of clothing and correctly identify if they are masculine, feminine or plural.</li> <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>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><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 and il y a / En mi familia</b>).</li> <li>Develop the use 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><b>Outcomes</b></p>	<p><b>Listening and Speaking</b></p> <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> <p><b>Reading and Writing</b></p> <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>	<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>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>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> <li>Independently respond to questions using full sentences.</li> </ul>
<p><b>Sticky Knowledge</b></p>	<ul style="list-style-type: none"> <li>Know key words for animals and colours.</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> </ul>	<ul style="list-style-type: none"> <li>Know words for items of clothing with the correct article.</li> </ul>	<ul style="list-style-type: none"> <li>Name family members with the correct article.</li> </ul>

	<ul style="list-style-type: none"> <li>Use there is (<b>il y a / hay</b>) to recall animals.</li> <li>Use correct article according to the gender of the noun and whether it is plural or singular.</li> <li>Know correct word order when using adjectives e.g. colours</li> <li>Write simple sentences using numbers and animals.</li> </ul>	<ul style="list-style-type: none"> <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>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>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>Know which possessive pronoun to use <b>mon, ma, mes / mi, mis</b>.</li> </ul>
<p><b>Personal opinions and justification.</b></p> <p><b>Link to own language – opinions, questions, conditional tense, subordinations and justifications.</b></p>	<p><i>Sports and hobbies (adding opinions).</i></p> <ul style="list-style-type: none"> <li>Name 10 different sports/hobbies.</li> <li>Know how to form simple opinions in the present tense to say what sports I like, (<b>j'aime / me gusta</b>).</li> <li>Develop confidence in answering questions about whether they like a particular activity (<b>Tu aimes?/ Te gusta?</b>).</li> <li>Start to use a negative opinion (<b>Je n'aime pas / no me gusta</b>) when talking about sports and hobbies.</li> <li>Recognise other opinion phrases (such as <b>j'adore, je déteste / me encanta, odio</b>) to talk about hobbies.</li> <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>Choose correctly between <b>jouer / jugar</b> and <b>faire / hacer</b></li> <li>Research a traditional French / Spanish sport</li> </ul>	<p><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, drinks).</li> <li>Identify traditional foods on a menu and translate the dishes, or flavours.</li> <li>Experiment with expressing likes/dislikes when talking about foods using <b>j'aime / me gusta</b>.</li> <li>Say why you like / dislike something using simple justifications (<b>car, porque</b>).</li> <li>Order a meal using <b>je voudrais/ me gustaría</b></li> <li>Ask how much something is and understand how to use the Euro to pay for items.</li> <li>Follow a recipe and instructions of a traditional dish from the target language country.</li> </ul>	<p><i>Holidays (giving and justifying opinions).</i></p> <ul style="list-style-type: none"> <li>Identify the continents with the correct article M, F or Plural using (<b>il y a / hay</b>).</li> <li>Name several countries using the correct article.</li> <li>Say which country they like using the present tense (<b>j'aime / me gusta</b>).</li> <li>Understand short texts about where people are travelling to.</li> <li>Use the <b>present tense</b> plus the infinitive (<b>j'aime aller / me gusta ir</b>) to say where they like to go on holiday.</li> <li>Select the correct preposition in front of the country word.</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><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 listen to and read details about a timetable.</li> </ul>
<p><b>Outcomes</b></p>	<p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>Retrieve information about likes and dislikes of sports and hobbies.</li> </ul>	<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</li> </ul>	<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</li> </ul>	<p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in accurate conversations about opinions on school subjects.</li> </ul>

	<ul style="list-style-type: none"> <li>Explain likes and dislikes about different sports/hobbies, responding to questions from others using opinions.</li> </ul> <p><b>Reading and Writing</b></p> <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>	<p>you like or dislike something.</p> <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>	<p>are studying.</p> <ul style="list-style-type: none"> <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>Say where they like going and why; give a justification using subordinate sentences (because).</li> </ul>	<ul style="list-style-type: none"> <li>Recognise key phrases when listening to details of a school day.</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 their opinion by giving a reason.</li> </ul>
<b>Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>Know key words for sports and hobbies.</li> <li>Know how to form simple opinions about sports in the present tense.</li> <li>Answer questions about whether they like a particular activity (<b>Tu aimes?/ Te gusta?</b>).</li> <li>Say which sports they play and do using the present tense of <b>jouer / jugar</b> and <b>faire / hacer</b>.</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>	<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>	<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>
<b>Cultural diversity</b>  <b>(This unit of work is flexible when it is delivered according to language studied and timescale)</b>	<ul style="list-style-type: none"> <li>Appreciate the diversity of languages spoken within their school.</li> <li>EAL pupils to introduce their home country and discuss some phrases from language.</li> <li>Similarities and differences of social conventions between</li> </ul>	<ul style="list-style-type: none"> <li>Talk about celebrations of which they have experienced.</li> <li>Know about similar celebrations in other cultures and identify how they are celebrated, and objects/food associated with them.</li> <li>Compare aspects of everyday life at home and abroad and identify differences.</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences in contrasting localities.</li> <li>Know that other cultures/countries have different ideas and respect these.</li> <li>Recognise how symbols, products and objects can represent the culture(s) of a country.</li> <li>Recognise how aspects of the culture of different countries become incorporated</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding and respect for cultural diversity.</li> <li>Understand that the opinions, ideas and values of others may be different but should be respected.</li> <li>Present information about an aspect of another country and identify similarities and differences</li> </ul>

	<p>different cultures.</p> <ul style="list-style-type: none"> <li>• Know that different cultures have different traditions/practices/behave differently.</li> <li>• Recognise a children's song, rhyme or poem well known to native speakers.</li> <li>• Be familiar with songs in different languages.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify similarities in traditional stories.</li> <li>• Know and be able to join in with a range of familiar stories in a different language.</li> </ul>	<p>into the daily life of others.</p> <ul style="list-style-type: none"> <li>• Explore the cultures and lifestyles of others.</li> <li>• Develop links with other pupils abroad.</li> </ul>	<p>to own.</p> <ul style="list-style-type: none"> <li>• Begin to understand more complex issues which affect countries in the world today for example poverty, famine religion, black lives matter.</li> <li>• Empower and promote the social, economic and political inclusion of all.</li> </ul>
<b>Outcome:</b>	<b>Create a mini fact file of a specific country: cultural appreciation; identify similarities and differences</b>	<b>Create a meal /recipe/mask/costume. Celebrations: study celebration - Mardi Gras; Día de los Muertos, etc.</b>	<b>Design school uniform or model/puppet of traditional clothing. Symbols: explore lifestyle, cultures of others</b>	<b>Cultural country focus of target language Link to historical reasons of importance for that language</b>
<b>Sticky Knowledge</b>	<p>Compare &amp; contrast between own country and chosen one.</p> <p>Identify the similarities and differences of social conventions between different cultures.</p>	<p>Name celebrations which they have experienced.</p> <p>Identify how these are similar and different to those in other cultures.</p> <p>Identify items associated with similar celebrations in other cultures.</p>	<p>Name symbols, products and objects that can represent the culture(s) of a country.</p> <p>Identify similarities and differences in contrasting localities clothing-textiles; colours etc.</p> <p>Identify how the culture of different countries become incorporated into the daily life of others.</p>	<p>Explain how the chosen country is similar and different to their own.</p> <p>Identify how opinions and values contribute to other cultures.</p> <p>Explore and appreciate how complex issues impact on the daily lives of others.</p>