

## Horn's Mill Languages Curriculum

*'A language is not just words. It's a culture, a tradition, a unification of a community, a whole history that creates what a community is. It's all embodied in a language'* Noam Chomsky

### Curriculum Intent

At Horn's Mill, our aim is to foster a love of languages; a curiosity about how languages work; the skills for practical communication and a sense of exploration and enquiry about other cultures. Learning a language provides a cultural experience for our children, which allows them to deepen their understanding of the world. We develop and extend children's knowledge of how languages work, providing them with tools that enable pupils to express their ideas and thoughts in another language and to understand and respond, both in speech and in writing. This enables pupils to understand and communicate ideas, facts and feelings using their knowledge of phonology, grammatical structures and vocabulary.

Across the school, we primarily teach French, as this is the most common language studied at our feeder high school, however we also encourage wider opportunities for other language learning and the celebration of other cultures around the world.

At Horn's Mill, we lay the foundations for future learning and begin this when children join us in the Early Years. Throughout EY and KS1, our developing linguists learn that different languages are spoken around the world and are introduced to basic phrases that they then build upon throughout KS2. Children leave Horn's Mill as confident and enthusiastic linguists, equipped to broaden their understanding of the world and ready for their future learning in high school.

### Early Learning Goals

### EYFS

#### Understanding the World:

##### People, culture and communities

- Explain some similarities and differences between life in this country and life in other countries

#### Learning Objectives

- Begin to be aware of some of the sounds of a new language.
- Begin to explore our listening skills to help hear sounds and words in a new language.
- Explore how to listen and join in with rhymes, songs and stories.
- Explore how to join in with games, played in a different language.
- Explore how to say some of the new sounds and words we hear in a different language

#### Key Vocabulary

Hello

Goodbye

Numbers : 1,2,3,4,5

### Primary Languages Resources

#### Let's Begin:

Let's Sing, Listen and Join in, Goldilocks, Teddy Bears' Picnic, Jack and the Beanstalk, Holiday Time

### End Points: EYFS

Children will know that different languages are spoken

National Curriculum Knowledge	Year 1	Year 2
<ul style="list-style-type: none"> <li>I can continue to listen attentively to spoken language and show understanding by joining in and responding</li> <li>I can appreciate songs and rhymes in the language</li> </ul>	<p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Practise how to make the sounds we hear in a different language.</li> <li>Practise using listening skills to help hear sounds, words and phrases in a new language.</li> <li>Practise and experiment with skills in listening and joining in with rhymes, songs and stories.</li> <li>Join in with games, played in a different language.</li> <li>Explore how to say the new sounds, words and simple phrases we know in the target language.</li> <li>Explore how to participate in spoken performances of rhymes, songs and simple performances in the target language.</li> <li>Explore some simple written words in the target language.</li> <li></li> </ul> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Numbers: 1,2,3,4,5,6,7,8,9,10</li> <li>Hello</li> <li>Good Night</li> <li>Colours – yellow, pink, blue, orange, green, purple, red, brown</li> <li>Month of the child’s own birthday</li> </ul>	<p><b>Key Vocabulary</b></p> <p>All of Year 1 vocab plus:</p> <ul style="list-style-type: none"> <li>Days of the week</li> <li>Body parts – head, arms, tummy, legs</li> <li>My name is...</li> <li>What is your name?</li> </ul>
<p><b>Primary Languages Resources</b></p>	<p><b>Let’s Explore A&amp;B:</b>          Greetings and Numbers, Dinosaurs, Plant Pot Story, Autumn Walk and Harvest, Birthday Party, Over the Rainbow</p>	<p><b>Let’s Explore A&amp;B</b>          Playground Games, Mini Beasts, Mr Biscuit, At the farm, Me and My Puppy, Pirate Personalities</p>
<p><b>End Points: KS1</b>          Children will respond to French language spoken by their teachers and say some French words. They will be able to play games and sing songs using key vocabulary.</p>		

## Key stage 2

Key vocabulary in KS2 is planned in the Primary Languages Network Scheme. Teachers will use this vocabulary to undertake the identified learning objectives below. The end points identified are the key skills and knowledge we want the children to remember.

National Curriculum Knowledge	Year 3	Year 4
<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>• ask and answer questions</li> <li>• seek clarification and help</li> <li>• speak in short sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation so that others understand when they are using familiar words and phrases</li> <li>• present ideas and information orally</li> <li>• broaden vocabulary</li> <li>• read carefully and show understanding of words and phrases</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> </ul>	<p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>To say a greeting</li> <li>To remember numbers 1-15</li> <li>To say at least four colours</li> <li>To respond to a question about name or feelings</li> <li>To attempt a question – name or feeling</li> <li>To read and say some adjectives of colour</li> <li>To recognise, say and attempt to copywrite a day of the week</li> <li>To recognise and say most months and attempt to write accurately an important month of year</li> <li>To remember and say animal nouns</li> <li>Write a simple sentence about a favourite animal</li> <li>To recognise a noun in a sentence</li> <li>To attempt to say and write the date</li> <li>To say age</li> <li>To understand and say fruit/veg nouns</li> </ul>	<p><b>Learning Objectives</b></p> <ul style="list-style-type: none"> <li>To answer several questions about themselves and a friend</li> <li>To understand and respond to classroom instructions</li> <li>To say and write some nouns for places in school</li> <li>To say and write some nouns for classroom objects</li> <li>Listen and respond accurately to sequence of commands</li> <li>Communicate simple instructions</li> <li>Recognise and read places in town nouns</li> <li>Ask and respond appropriately to where something is</li> <li>Remember and say nouns for members of family</li> <li>Recognise, understand and say parts of face nouns</li> <li>Write a simple sentence with a part of face and a colour.</li> <li>Recognise and use accurately body part nouns</li> <li>Understand simple descriptive sentence about body parts with colour adjectives and size adjectives</li> <li>Say and write simple sentence about for a physical description</li> <li>Follow a simple sequence of physical movement commands</li> <li>Communicate a simple sequence of physical movement commands</li> <li>Recall body part nouns</li> <li>Explain what hurts and how feeling</li> <li>Identify and remember jungle animal nouns</li> <li>Identify and find meaning of unfamiliar adjectives</li> <li>Understand and join in with a story.</li> <li>Say/write a simple sentence – noun, adjective, conjunction about jungle animals</li> <li>Read, understand, say and write 3 simple sentences about the weather</li> <li>Understand some ice cream flavours</li> </ul>

<ul style="list-style-type: none"> <li>Begin to understand basic grammar- feminine and masculine forms (le, la, les, l'); key features and patterns of the language (recognise the pattern of negatives – <i>ne</i> and <i>pas</i>, adjective after the noun); and how these differ from English</li> <li>Express opinions (Year 4)</li> <li>write phrases from memory (Year 4)</li> <li>describe things orally and in writing (Year 4)</li> </ul>	<p><b>Phonics</b>  <i>Silent Letters – ç/é/h/t/s/e</i>  <i>Sound spelling</i>  <i>oi/ix/eu/ou/di/eux/ez/in/est/qui/ch/eau/qu/omme/an</i>  <i>e/ais/j'h/ou</i>  <b>Pronunciation</b>  i/é</p>	Describe a favourite ice cream	
	<p><b>Phonics</b>  <i>Silent Letters – p/x/d</i>  <i>Sound spelling</i>  z/ngt/ze/ez/on/an/ille/suis/ai/eille/ge/en/erre/un/au/at/ette  /ace  <b>Pronunciation</b>  e/h/è/ç</p>	<p><b>Phonics</b>  <i>Silent Letters – p/x/d</i>  <i>Sound spelling</i>  z/ngt/ze/ez/on/an/ille/suis/ai/eille/ge/en/erre/un/au/at/ette  /ace  <b>Pronunciation</b>  e/h/è/ç</p>	<p><b>Phonics</b>  <i>Silent Letters – p/x/d</i>  <i>Sound spelling</i>  z/ngt/ze/ez/on/an/ille/suis/ai/eille/ge/en/erre/un/au/at/ette  /ace  <b>Pronunciation</b>  e/h/è/ç</p>
	<p><b>Grammar</b>  Intonation when asking a question  Identify a noun  Aware of plural nouns "a" (un/une)  Nouns using indefinite article  Forming a question in French and asking accurately  Forming the date in French  Polite requests  Singular and Plural nouns</p>	<p><b>Grammar</b>  Masculine and feminine singular nouns  Plural nouns with adjectives  First person singular of verbs to have and to be  Ask a question accurately  French verbs as commands  Use colours as adjectives with nouns  Use adjectives to describe a noun  Ask for an item politely</p>	<p><b>Grammar</b>  Masculine and feminine singular nouns  Plural nouns with adjectives  First person singular of verbs to have and to be  Ask a question accurately  French verbs as commands  Use colours as adjectives with nouns  Use adjectives to describe a noun  Ask for an item politely</p>
<p><b>Culture</b>  Christmas  Easter  Carnival  Map and places - in France Where do you live?  (I live in ...)</p>	<p><b>Culture</b>  School in France  Shops and typical town in France  Christmas in France  Epiphany  Map and places - in France and weather forecasts</p>	<p><b>Culture</b>  School in France  Shops and typical town in France  Christmas in France  Epiphany  Map and places - in France and weather forecasts</p>	
<p><b>Primary Languages Resources</b></p>	<p><b>Stage 1</b>  A New Start, Calendar and Celebrations, Animals I like and don't like, Carnival and Using Numbers, Fruits and Vegetables, Hungry Giant, Going on a Picnic, Aliens in France, Language Puzzle</p>	<p><b>Stage 2</b>  Welcome to School, My town your town, Family Tree and faces, Face and Body Parts, Feeling Unwell/Jungle Animals, The Weather, Ice Creams, Language Puzzle</p>	
<p><b>End Points - Year 3</b></p> <ul style="list-style-type: none"> <li><i>Listening:</i> Can understand a few familiar spoken words and phrases</li> <li><i>Speaking:</i> Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker</li> </ul>		<p><b>End Points - Year 4</b></p> <ul style="list-style-type: none"> <li><i>Listening:</i> Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases</li> <li><i>Speaking:</i> Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately</li> </ul>	

<ul style="list-style-type: none"> <li>• <i>Reading:</i> Can recognise and read out a few familiar words and phrases.</li> <li>• <i>Writing:</i> Can write or copy a few simple words or symbols as an emergent writer of the target language.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Reading:</i> Can understand simple written phrases. Can match sounds to familiar written words</li> <li>• <i>Writing:</i> Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.</li> </ul>
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National Curriculum Knowledge	Year 5	Year 6
<p><b>BOLD – builds on LKS2 NC objectives</b></p> <ul style="list-style-type: none"> <li>• engage in conversations</li> <li>• express opinions and respond to those of other</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and <b>intonation (for questions)</b> so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• read carefully and show understanding of words, phrases and <b>simple writing</b></li> <li>• broaden their vocabulary and <b>develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</b></li> </ul>	<p><b>Learning Objectives</b></p> <p>Say an extended sentence about how feeling with a reason</p> <p>Say a 3rd person singular sentence with details about someone else</p> <p>To recognise and say at least 5 school subjects</p> <p>To say and write an extended opinion about a school subject using a like/dislike verb</p> <p>Understand at least 5 places in the city/town nouns</p> <p>Say and write a simple sentence to describe what is in a town/city</p> <p>To say and write the nouns for presents on a charity stall.</p> <p>To ask and answer politely to purchase an item To participate in a simple shopping dialogue To write a simple descriptive sentence about a festive jumper.</p> <p>Remember and say familiar fruit/veg nouns</p> <p>Identify cognates and semi cognates (fruit/veg nouns)</p> <p>Say some numbers between 0 and 100</p> <p>Extend knowledge of fruits and vegetables Follow simple instructions for a recipe</p> <p>Give simple instructions for a recipe</p> <p>Identify and understand clothes nouns</p> <p>Can say nouns for clothes accurately</p> <p>Can read and understand descriptive sentences about clothes</p> <p>Can use nouns and adjectives accurately to create</p>	<p><b>Learning Objectives</b></p> <p>Participate in brief conversations about themselves and others.</p> <p>Understand and say several o'clock time phrases</p> <p>Say, write and answer questions about a sequence of daily routine sentences</p> <p>Use a sequence of simple sentences with nouns and adjectives to describe a house</p> <p>Ask and answer where something is, using prepositions of place.</p> <p>Say and write nouns and description for sport – express a like /dislike</p> <p>Identify cognates and semi-cognates</p> <p>Identify and attempt to use parts of the present tense of 'jouer'</p> <p>Give an opinion</p> <p>Understand information about a theme park</p> <p>Describe funfair rides in simple sentences.</p> <p>Express opinions of rides in extended sentences using conjunctions and adjectival phrases.</p> <p>Say and write a simple statement about favourite things</p> <p>Understand a target language menu.</p> <p>Ask for 3 drinks, breakfast items and snacks politely</p> <p>Ask for 3 snacks politely</p> <p>Understand a simple short sketch</p> <p>Develop, remember, adapt and participate in a simple short sketch</p>

<ul style="list-style-type: none"> <li>• write phrases from memory, <b>and adapt these to create new sentences, to express ideas clearly</b></li> <li>• describe <b>people, places</b>, things <b>and actions</b> 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>	<p>descriptive sentences Can use parts of the verb 'to wear' to write simple clothes descriptions Understand information on a simple ID card Ask and answer details about identity Recognise planets in target language Use adjectives accurately to describe planets Read and understand simple facts about the planets. Recall and use prior learning to create a simple imaginary planet description. Understand and say nouns for beach bag items Use sentence starters to create a sequence of sentences Use "you can" + infinitive of a verb to create a persuasive sentence Say/write extended sentences to describe a day at the seaside.</p>	<p>Use a word reference tool and comprehension strategies to access unfamiliar language Compile over time and write a sequence of short texts to describe themselves and the things they like.</p>
	<p><b>Phonics</b> <i>Silent Letters – s/e/d/h/x/t/</i> <i>Sound spelling</i> <i>us/gué/ai/ei/on/i/ou/is/an/en/oi/ch/gn/oi/gue/</i> <i>in/as/ez /uit/ou/ent/eau/ail</i></p> <p><b>Pronunciation</b> é</p>	<p><b>Phonics</b> <i>Silent Letters –</i> <i>Sound spelling</i> <i>ingt/ille/illes/eize/ce/ze/qu/eau/able/ile/ans/oo/all/</i> <i>er/isme/ôme/ûche/gne/use/aut/ait/ou/a</i></p> <p><b>Pronunciation</b> o/q/x/e</p>
	<p><b>Grammar</b> Conjunctions Extended sentences Verbs of opinion – 1st/2nd person singular Begin to explore 3rd person singular Write simple present tense descriptive sentences using nouns and adjectives To understand masculine and feminine nouns, singular and plural Commands</p>	<p><b>Grammar</b> Time phrases – for o'clock time 1st /2nd person singular questions and answers about daily routine Consolidate: adjectives of colour and size - agreement and position with nouns Consolidate – singular and plural nouns Prepositions of place Use of jouer and faire with sports Regular present tense conjugation of verb: 'jouer'</p>

	<p>To use question words and forming a question          To understand position and agreement of familiar adjectives with nouns in French          Present tense conjugation of the verb "to wear"          Use of verb "to be" in present tense descriptions          Conjunctions to extend sentences          Explore and understand sentence structure in French: nouns, verbs, adjectives, personal pronouns.          Conjunctions          Explore use of modal verb + infinitive for persuasive sentences</p>	<p>Sentences to express likes, dislikes and preference with conjunctions, verbs and opinions          Identifying cognates/semi cognates          Consolidate use of adjectives with nouns Conjunctions to extend sentence          Building sentences and short texts with present tense verbs/nouns. adjectives and conjunctions</p>
	<p><b>Culture</b>          School in France and school timetable          visiting Paris and getting to know a city in France          Culture: A charity stall Culture: a festive jumper competition (for Xmas)          explore fruits and vegetables grown in France Likes, dislikes and preferences Recall numbers 0-100 Weights and quantities At the market roleplays Recipe instructions          fruit salad          Map and places - in France to go on holiday Beach culture in France</p>	<p><b>Culture</b>          Daily life          Mondrian's house and furniture          Houses in France          Castles in France          A festive elf on the shelf lesson (for Xmas)          Handball in France          Theme park in France          April fool – 'poisson d'avri'          Café culture in France          Traditional French breakfast foods</p>
<p><b>Primary Languages Resources</b></p>	<p><b>Stage 3</b>          Talking about us/School Subjects, Time in the City, Healthy Eating, Going to Market, Clothes, Out of this World, Going to the seaside, Language Puzzle</p>	<p><b>Stage 4</b>          Revisiting me/Telling the time/Everyday Life, Homes and Houses, Playing and Enjoying Sport, Funfair and Favourites, Cafe Culture, Performance Time, Language Puzzle</p>
<p><b>End Points - Year 5</b></p> <ul style="list-style-type: none"> <li>• <i>Listening:</i>              Can understand the main points from a series of spoken sentences (including questions) may require some repetition</li> <li>• <i>Speaking:</i>              Can ask and answer simple questions on several topics and can express opinions.</li> </ul>	<p><b>End Points - Year 6</b></p> <ul style="list-style-type: none"> <li>• <i>Listening:</i>              Can understand the main points and some detail from a short spoken passage</li> <li>• <i>Speaking:</i>              Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation.</li> </ul>	

Can take part in brief pre-prepared tasks such as short presentations and role plays

- *Reading:*

Can understand the main point(s) from a short written passage in clear printed script.

Can use bi-lingual dictionaries independently.

Can apply phonic knowledge to find and/or write word

- *Writing:*

Can write two or three short sentences as a personal response, using reference materials / with support.

Attempts to use accurately nouns and adjectives and shows awareness of the use of verbs.

- *Reading:*

Can understand the main points and simple opinions of a longer written passage (e.g. short simple letter/recipe/poem/story).

Can use a bilingual dictionary.

- *Writing:*

Can write a short text attempting to use accurately nouns, verbs and adjectives on a familiar topic using reference materials as support