



## Modern Foreign Languages WHOLE SCHOOL OVERVIEW

At Reddal Hill we use a 'Salut' scheme of work to teach French. The units are progressive and are followed in consecutive order.

### Key Stage I (KSI)

In Key Stage I, pupils are not required to learn a modern foreign language in isolation, however all KSI pupils take part in an annual language day. This introduces our pupils to the language and begins to teach basic French vocabulary.  
Additional to the language day – pupils incidentally use a range of modern foreign languages to answer the register.

### Lower Key Stage 2 (LKS2)

|           | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Year<br>3 | <b>Retrieval Opportunity</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Retrieval Opportunity</b><br>French greeting<br>How are you?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Retrieval Opportunity</b><br>Basic primary colours<br>Numbers to 10<br>Days of the week                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Retrieval Opportunity</b><br>Body parts<br>Days of the week<br>Months of the year                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Retrieval Opportunity</b><br>Name pets<br>Numbers to 20<br>Months of the year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Retrieval Opportunity</b><br>Name foods<br>Numbers to 20<br>Colours                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|           | <b>Core unit 1</b><br>Listen attentively to spoken language and demonstrate an understanding. Explore the patterns and sounds of language through songs and rhymes<br>Learn numbers to 10. Engage in conversations and ask and answer questions<br><b>Unit overview:</b><br>Week 1: What are the French greetings?<br>Week 2: How are you?<br>Week 3: What is your name?<br>Week 4: How old are you?<br>Week 5: Who is in your family?<br>Week 6: What can you tell me about yourself?                                                               | <b>Core Unit 2</b><br>Appreciate stories, songs, poems and rhymes. Pronunciate accurately Learn numbers to 20. Read carefully and show an understanding of vocabulary. Learn other countries in a different language. Give an opinion.<br><b>Unit overview:</b><br>Week 1: What day is it?<br>Week 2: What is the colour?<br>Week 3: What is the number?<br>Week 4: What country is it?<br>Week 5: What do you like?<br>Week 6: What do you do on different days of the week?                                                                                         | <b>Core Unit 3</b><br>Explore the patterns and sounds of language through songs and rhymes. Engage in conversations and ask and answer questions. Learn the body parts. Learn number to 31. Speak using short phrases. Broaden their vocabulary.<br><b>Unit overview:</b><br>Week 1: Can you name the parts of your body?<br>Week 2: Can you name the parts of the body in conversation?<br>Week 3: What are your favourite things and how many do you have?<br>Week 4: What are the items of clothing?<br>Week 5: When is your birthday?<br>Week 6: Tell me all about yourself? | <b>Focus:</b> Animals<br>Explore the patterns and sounds of language through songs and rhymes. Appreciate stories, songs, poems and rhymes. Understand basic grammar e.g. masculine and feminine words. Use the language to write about or describe objects.<br><b>Unit overview:</b><br>Week 1: Who is on the farm?<br>Week 2: What pets do you have?<br>Week 3: Can you describe your dog?<br>Week 4: Can you describe your cat?<br>Week 5: Can you describe the elephant?<br>Week 6: Can you find, name and describe the animals? | <b>Focus:</b> Food<br>Appreciate stories, songs, poems and rhymes. Present ideas to an audience. Name items of food. Speak using short phrases. Present ideas to an audience.<br><b>Unit overview:</b><br>Week 1: What food is it?<br>Week 2: What do you like to eat?<br>Week 3: What cutlery do you use to eat your food?<br>Week 4 and 5: What are the different foods you like to eat?<br>Week 6: Can you follow a recipe?                                                                                                                                                                                                           | <b>Focus:</b> At school<br>Explore patterns and sounds of language through songs and rhymes. Speak using short phrases. Read carefully and show an understanding of vocabulary. Begin to tell the time. Use the language to write about or describe objects.<br><b>Unit overview:</b><br>Week 1: How do you go to school?<br>Week 2: What are the different areas of our school?<br>Week 3: What is in your pencil case?<br>Week 4: What time is it?<br>Week 5: What subjects do we learn at school?<br>Week 6: What do I bring to school? |
| Year<br>4 | <b>Retrieval Opportunity</b><br>Days of the week<br>Numbers to 20<br>Colours                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Retrieval Opportunity</b><br>Name foods<br>Body parts<br>Colours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Retrieval Opportunity</b><br>Name items around the house<br>Days of the week<br>Months of the year                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Retrieval Opportunity</b><br>Name items of clothing<br>Days of the week<br>Months of the year                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Retrieval Opportunity</b><br>Numbers to 20<br>Body parts<br>Name items of clothing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Retrieval Opportunity</b><br>Name foods<br>Colours<br>Days of the week                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|           | <b>Focus:</b> Playtime<br>I can respond to simple songs. I can perform simple tasks using words, phrases and short sentences. I can repeat a sentence using gestures. I can listen for specific words and phrases.<br><b>Unit overview:</b><br>Week 1: Who can I see playing?<br>Week 2: Can you follow simple commands?<br>Week 3: What do you find in the playground?<br>Week 4: What games do you play on the playground?<br>Week 5: What other games do you like to play at home and school?<br>Week 6: What games do other people like to play? | <b>Focus:</b> My home<br>I can ask and answer questions on several topics. I can use mental associations to help remember words. I can experiment with writing simple words. I can consolidate my learning by using my knowledge to test another.<br><b>Unit overview:</b><br>Week 1: Where do you live?<br>Week 2: What rooms do you have in your house?<br>Week 3: What do you have in your bedroom?<br>Week 4: What is in your kitchen?<br>Week 5: What activities do you do at home (play, cook etc)?<br>Week 6: Can you describe what is in someone else's home? | <b>Focus:</b> My town<br>I can listen and respond to simple rhymes in a story or a song. I can apply phonic knowledge of language to support reading and writing simple phrases. I can name the shops in my town.<br><b>Unit overview:</b><br>Week 1: What is the price of my favourite things to buy?<br>Week 2: What is in your town?<br>Week 3: Can you direct me?<br>Week 4: What shops are in your town?<br>Week 5: What can you buy from the shops?<br>Week 6: Where do other people go in your town?                                                                      | <b>Focus:</b> Describing people<br>I can use verbs to describe myself and others. I can recognise some familiar words in written form. I can extend recognition of word classes and understand their function<br><b>Unit overview:</b><br>Week 1: What are you like?<br>Week 2: Can you describe yourself?<br>Week 3: Can you describe others?<br>Week 4: Can you talk about what others are like?<br>Week 5: What are you wearing?<br>Week 6: Can you describe characters in a story?                                               | <b>Focus:</b> The face and body<br>I can name the body parts. I can use a gesture or a mime to show I understand. I can sort words into groups. I can repeat a sentence using gestures.<br><b>Unit overview:</b><br>Week 1: What are the parts of your face and body called?<br>Week 2: Can you mime what you do in the morning / afternoon and evening and name the body part that is used?<br>Week 3: How do you feel?<br><b>Focus: Fairy tale</b> (The body unit of work)<br>Week 4: What are the names of different characters?<br>Week 5: Where do they live?<br>Week 6: What are the senses a character goes through in the story? | <b>Focus:</b> Sport<br>I can respond to sound patterns and words. I can memorise and present a piece of short-spoken text. I can plan and prepare a language activity.<br><b>Unit overview:</b><br>Week 1: What sports do you play?<br>Week 2: Which sports do you like doing?<br>Week 3: Who do you find at a stadium?<br>Week 4: What do you find at a tennis tournament?<br>Week 5: Can you list the sports within conversation?<br>Week 6: Can you describe what happens in a sport?                                                   |



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| <p><u>The National Curriculum for modern foreign languages aims to ensure that all pupils:</u></p> <ul style="list-style-type: none"><li>• Listen attentively to spoken language and show understanding by <b>joining in and responding</b>.</li><li>• Explore the patterns and sounds of language through <b>songs and rhymes</b> and <b>link the spelling, sound and meaning of words</b>.</li><li>• Engage in <b>conversations</b>; ask and answer questions; seek clarification and help.</li><li>• <b>Speak in sentences, using familiar vocabulary, phrases and basic language structures</b>.</li><li>• Develop <b>accurate pronunciation and intonation</b> so that others understand. Present ideas and information orally to a range of audiences.</li><li>• <b>Read carefully</b> and show understanding of words, phrases and simple writing.</li><li>• <b>Appreciate</b> stories, songs, poems and rhymes in the language.</li><li>• <b>Broaden their vocabulary</b> and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li><li>• Describe <b>people, places, things and actions orally</b>.</li></ul> |  |  |  |  |  |  |
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| Upper Key Stage 2 (UKS2) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                          | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Year 5                   | <b>Retrieval Opportunity</b><br>Days of the week<br>Name pets<br>Months of the year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Retrieval Opportunity</b><br>Name foods<br>Numbers<br>Colours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Retrieval Opportunity</b><br>Name sports<br>Name items around the house<br>Name foods                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Retrieval Opportunity</b><br>Days of the week<br>Months of the year<br>Colours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Retrieval Opportunity</b><br>Numbers<br>Day of the week<br>Months of the year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Retrieval Opportunity</b><br>Days of the week<br>Months of the year<br>Seasons                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                          | <b>Focus:</b> On holiday<br>Explore the patterns and sounds of language through songs and rhymes and begin to link this to the meanings and spelling of words. Broaden their vocabulary and develop their ability to understand new words introduced into written material, including beginning to use a dictionary.<br><b>Unit overview:</b><br>Week 1: What countries can you name?<br>Week 2: What are the names of places you may stay on holiday?<br>Week 3: What animals have you seen at the zoo before?<br>Week 4: What did you see at the beach?<br>Week 5: What rides did you go on at the theme park?<br>Week 6: What do other people do on their holidays? | <b>Focus:</b> Eating out<br>Speak using short phrases and simple sentences. Understand basic grammar e.g. masculine and feminine words, the rules concerning high frequency verbs, key features and patterns of the language etc.<br><b>Unit overview:</b><br>Week 1: What food would you like to order?<br>Week 2: What is your favourite ice-cream flavour?<br>Week 3: What food shall we buy and how much do we need?<br>Week 4: What objects might you find in a restaurant – table, chair etc?<br>Week 5: What can you order in a restaurant?<br>Week 6: Can you describe what happens in the restaurant? Can you say this as a sentence? | <b>Focus:</b> Hobbies<br>Engage in conversations by asking and answering questions, giving opinions and responding to other. Read carefully and show an understanding of vocabulary, phrases and simple text<br><b>Unit overview:</b><br>Week 1: Can you name some popular hobbies in French?<br>Week 2: What type of music do you like?<br>Week 3: Can you name some instruments that you may play?<br>Week 4: What do you like to do on the weekend?<br>Week 5: What films do you like to watch?<br>Week 6: What hobbies do you like to do? | <b>Focus:</b> A school trip<br>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words or phrase Use the language to write about or describe objects<br><b>Unit overview:</b><br>Week 1: Who might you see through the school bus window on your journey to school?<br>Week 2: What do you do on a bus journey?<br>Week 3: What places do you go to on a bus journey?<br>Week 4: What do you see at the museum?<br>Week 5: What could we do in the countryside?<br>Week 6: What happens on the school trip? | <b>Focus:</b> Seasons<br>Listen attentively to spoken language, demonstrate an understanding and begin to join in and respond. Appreciate stories, songs, poems and rhymes and join in.<br><b>Unit overview:</b><br>Week 1: What are the months of the year and the four seasons? (week 1 and 4 on Salut)<br>Week 2: What do you like about Spring? (week 2 on Salut)<br>Week 3 – What do you like about Summer? (week 2 on Salut)<br>Week 4: What do you see in Autumn? (week 3 on Salut)<br>Week 5 – What do you see in Winter? (week 3 on Salut)<br>Week 6: What might we do on different special occasions and when are they? | <b>Focus:</b> The environment<br>Present ideas and information to an audience. Write words, short phrases and simple sentences in French from memory.<br><b>Unit overview:</b><br>Week 1: What is the weather like outside?<br>Week 2: Can we have a conversation about what we might find in the pond?<br>Week 3: Can you name the creatures in your garden in French?<br>Week 4: What do and don't you like in your garden?<br>Week 5: What can you recycle and how do you say this in French?<br>Week 6: What happens in our environment? |
| Year 6                   | <b>Retrieval Opportunity</b><br>Name items around the house<br>Seasons<br>Name animals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Retrieval Opportunity</b><br>Verbs<br>Name items around the house<br>Numbers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Retrieval Opportunity</b><br>Name foods<br>Numbers<br>Months of the year                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Retrieval Opportunity</b><br>Name sports<br>Name items of clothing<br>Days of the week                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Retrieval Opportunity</b><br>Colours<br>Name foods<br>Name items of clothing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Retrieval Opportunity</b><br>Numbers<br>Colours<br>Days of the week                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



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Broaden their vocabulary and develop their ability to understand new words introduced into written material, including using a dictionary.</p> <p><b>Unit overview:</b></p> <p>Week 1: What directional language can you use to direct people?</p> <p>Week 2: Can you name different actions in French?</p> <p>Week 3: Can items you name in the cupboard and the give instructions to collect this?</p> <p>Week 4: Can you do the action your partner is requesting – naming the verbs?</p> <p>Week 5: Can you give directions or instructions to help me find something?</p> <p>Week 6: Can you direct someone independently to find different objects in French?</p> <p>PS</p> | <p><b>Focus:</b> In France</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words or phrases. Appreciate stories, songs, poems and rhymes and join in</p> <p><b>Unit overview:</b></p> <p>Week 1: What are the popular jobs that people do in France?</p> <p>Week 2: Where are the French cities?</p> <p>Week 3: What can we visit in Paris?</p> <p>Week 4: What countries speak French?</p> <p>Week 5: What do people eat in France?</p> <p>Week 6: What is in a classic croque-monsieur.</p> <p>PS</p> | <p><b>Focus:</b> Family</p> <p>Listen attentively to spoken language from a range of sources, demonstrate an understanding and begin to join in and respond. Use the language to write about or describe objects.</p> <p><b>Unit overview:</b></p> <p>Week 1: Can you name the members of your family in French?</p> <p>Week 2: Who is in your family?</p> <p>Week 3: Can you have a conversation about what you do in your home?</p> <p>Week 4: What do you do with your family at the weekend?</p> <p>Week 5: Who is at the party and what did they bring?</p> <p>Week 6: Can you have a conversation about the different people we meet?</p> <p>PS</p> | <p><b>Focus:</b> A weekend with friends</p> <p>Explore the patterns and sounds of language through more complex songs and rhymes and begin to link this to the meanings and spelling of words. Write words, short phrases, simple sentences and short paragraphs in French.</p> <p><b>Unit overview:</b></p> <p>Week 1: Can you name all the activities you like to do and when you like to do them?</p> <p>Week 2: Can you ask your friends to join you in a weekend activity?</p> <p>Week 3: What activities might be done at a sleepover?</p> <p>Week 4: Can you ask for some snacks to eat at the sleepover?</p> <p>Week 5: Can you accept or decline a sleepover invitation and give a reason why?</p> <p>Week 6: Can you have a conversation about what happened at the cinema?</p> <p>PS</p> | <p><b>Focus:</b> The future</p> <p>Speak using short phrases and simple sentences composed by themselves. Read carefully and show an understanding of vocabulary, phrases, simple texts and longer pieces.</p> <p><b>Unit overview:</b></p> <p>Week 1: What activities are you going to do today?</p> <p>Week 2: What are you going to do tomorrow?</p> <p>Week 3 What are you going to do at the weekend?</p> <p>Week 4: Can you explain what people are doing – naming the verbs in French?</p> <p>Week 5: Describe your feelings about the future?</p> <p>Week 6: Can you have a conversation about what might happen in the future to some well-known characters?</p> <p>PS</p> | <p><b>Focus:</b> Jobs</p> <p>Engage in conversations by asking and answering questions, giving opinions, responding to others and seeking clarification and help. Understand basic grammar e.g. masculine and feminine words, the rules concerning high frequency verbs, key features and patterns of the language etc. and apply these to build sentences.</p> <p><b>Unit overview:</b></p> <p>Week 1: Can you name all the different jobs that people do in French?</p> <p>Week 2: Can you associate a job with a person?</p> <p>Week 3: Where do people work?</p> <p>Week 4: What can you see from the space station?</p> <p>Week 5: What does a firefighter do?</p> <p>Week 6: What happens to other people at work?</p> <p>PS</p> |
| <p><b>The National Curriculum for modern foreign languages aims to ensure that all pupils:</b></p> <ul style="list-style-type: none"><li>• Listen attentively to spoken language and show understanding by <b>joining in and responding</b>.</li><li>• Explore the patterns and sounds of language through <b>songs and rhymes</b> and <b>link the spelling, sound and meaning of words</b>.</li><li>• Engage in <b>conversations</b>; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li><li>• <b>Speak in sentences, using familiar vocabulary, phrases and basic language structures</b>.</li><li>• Develop <b>accurate pronunciation and intonation</b> 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>• <b>Read carefully</b> and show understanding of words, phrases and simple writing.</li><li>• <b>Appreciate</b> stories, songs, poems and rhymes in the language.</li><li>• <b>Broaden their vocabulary</b> and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li><li>• <b>Write phrases from memory</b>, and adapt these to <b>create new sentences</b>, to express ideas clearly.</li><li>• <b>Describe people, places, things and actions orally</b>.</li><li>• <b>Understand basic grammar</b> appropriate to the language being studied, including (where relevant): <b>feminine, masculine and neuter forms</b> and the conjugation of <b>high-frequency verbs</b>; 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> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

PS = Parent support