

## 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	
National curriculum	<p>Pupils should be taught to:</p> <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>			
United Development Goal and links:		Overcome barriers to ensure an equal opportunity for all.		
		Protect the world’s cultural and natural heritage.		
	Year 3	Year 4	Year 5	Year 6
Communication	<ul style="list-style-type: none"><li>• Listen and respond to familiar spoken words and phrases.</li></ul>	<ul style="list-style-type: none"><li>• Listen for specific phonemes, words and phrases.</li></ul>	<ul style="list-style-type: none"><li>• Listen attentively and understand more complex phrases and sentences.</li></ul>	<ul style="list-style-type: none"><li>• Understand the main points and simple opinions in spoken</li></ul>

<p><b>(Underpins every unit of work and point of reference in planning)</b></p>	<ul style="list-style-type: none"> <li>• Know how to use a gesture, hold up a picture to identify specific words when listening to songs, poems, simple stories from different languages and cultures.</li> <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>	<ul style="list-style-type: none"> <li>• Develop communication by asking and answering a wider range of questions and presenting short pieces of information. e.g., basic phrases concerning themselves, their family and school.</li> <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>• Be confident in taking part in short conversations using familiar structures and vocabulary.</li> <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>sources e.g., story, song or passage.</p> <ul style="list-style-type: none"> <li>• Understand longer and more complex phrases or sentences e.g., descriptions, information, instructions.</li> <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>• 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> </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>• Communicate some basic weather phrases saying whether it is hot or cold.</li> <li>• Identify other weather types taking note of the different verbs used.</li> <li>• Know how to write the weather for different seasons.</li> </ul>	<p><i>House and Home (use of verbs 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>• 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, es gibt / gibt es nicht</b> to say what</li> </ul>	<p><i>Towns (Present tense, using negatives, using 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>• 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</li> </ul>

	<ul style="list-style-type: none"> <li>Begin to ask simple questions.</li> <li>Count confidently to 31 and beyond.</li> <li>Write the date and recognise it written down.</li> <li>Use <b>there is (il y a / hay/ es gibt)</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>Be able to listen to a short forecast, picking out the main points and gist.</li> <li>Add quantifiers to sentences to extend and give extra detail.</li> <li>Learn some countries that border the target language country they are studying.</li> <li>Read and translate short sentences about what the weather is like.</li> <li>Present the weather to their peers in a confident and accurate manner.</li> </ul>	<p>there is and isn't).</p> <ul style="list-style-type: none"> <li>Develop fluency in reading descriptions of houses for sale, taking note of adjectives and word order.</li> <li>Confidently use their language detective skills to look for cognates and near cognates to understand longer texts.</li> <li>Write a short description of a house that is for sale.</li> </ul>	<p>trouve) to say where a town is.</p> <ul style="list-style-type: none"> <li>Name places of interest in a town using <b>il y a/ hay / es gibt</b> with the correct article.</li> <li>Use <b>il n'y a pas de / no hay / gibt es nicht</b> to say what a town hasn't got.</li> <li>Practice using <b>je voudrais/ me gustaría/ Ich möchte</b> to say what you would like.</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 great 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>Say Hello and goodbye.</li> <li>Introduce myself with my name.</li> <li>Ask and answer the question how are you.</li> <li>Count to 22.</li> <li>Use <b>There is (il y a / hay/ es gibt)</b> to name items in their pencil case.</li> </ul>	<ul style="list-style-type: none"> <li>Use full sentences; basic verbs in the present tense to describe the weather.</li> <li>Recognise cardinal points to say what the weather is like in different areas.</li> <li>Say what the 4 seasons are.</li> <li>Use a connective.</li> <li>Use a quantifier.</li> </ul>	<ul style="list-style-type: none"> <li>Use j'habite to say where I live.</li> <li>Use je suis dans to say where you are in the house.</li> <li>Use full sentences to say what there is in the house: <b>il y a/ hay/gibt es</b>.</li> <li>Use a negative to say what there isn't in the house: <b>il n'y a pas / no hay, gibt es</b></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 and regions.</li> <li>Use there is <b>il y a / hay / gibt es</b></li> <li>Use dans ma ville to say what is in my town.</li> </ul>

	<ul style="list-style-type: none"> <li>Follow instructions in the classroom.</li> <li>Write the date.</li> <li>Recite the alphabet.</li> </ul>	<ul style="list-style-type: none"> <li>Name some countries and say what the weather is like there.</li> </ul>	<p><b>nicht.</b></p> <ul style="list-style-type: none"> <li>Use <b>dans ma maison / en mi casa</b> to say what there is in their house.</li> <li>Use ordinal numbers to name floors of a building.</li> <li>Add BAGS adjectives before the noun.</li> <li>Add adjectives and change word order where the adjective follows the noun.</li> </ul>	<ul style="list-style-type: none"> <li>Use there isn't <b>il n'y a pas de / no hay, gibt es nicht</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/ Ich möchte</b> to say what you would like 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 / gibt es</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 / ich habe</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 / sie hat, er hat</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 / ich trage</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</b> and <b>il y a / En mi familia</b>).</li> <li>Develop the use possessive pronouns (<b>Mon, ma, mes / mi, mis / mein, meine, meinen</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>
<b>Outcomes</b>	<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>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>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>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</li> </ul>

	<b>Reading and Writing</b> <ul style="list-style-type: none"> <li>Extract information from animal descriptions written in target language.</li> <li>Compose sentences describing animals using adjectives.</li> </ul>	<b>Reading and Writing</b> <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>	<b>Reading and Writing</b> <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>differences between m/f/plurals.</p> <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>
<b>Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>Use <b>there is (il y a / hay/ es gibt)</b> to recall animals.</li> <li>Use correct article according gender and whether it is plural.</li> <li>Recall colours - remember the word order.</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>j'ai / tengo / ich habe</b> to describe hair and eye 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 / sie hat, er hat</b>).</li> <li>Correctly use adjectival agreement according to the noun.</li> </ul>	<ul style="list-style-type: none"> <li>Recall items of clothing.</li> <li>Use the present tense to say I am wearing <b>se je porte / llevo / ich trage</b>.</li> <li>Apply adjectival agreement rule in sentences according to gender of the noun and using the correct word order.</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>Dans ma famille il y a / En mi familia hay</b> to recall family members.</li> <li>Accurately select correct possessive pronoun <b>mon, ma, mes / mi, mis / mein, meine, meinen</b>.</li> </ul>
<b>Personal opinions and justification.</b>  <b>Link to own language – opinions, questions, conditional tense, subordinations and justifications.</b>	<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 / ich mag</b>).</li> <li>Develop confidence in answering questions about whether they like a particular activity (<b>Tu aimes?/ Te gusta? Du magst?</b>).</li> <li>Start to use a negative opinion (<b>Je n'aime pas / no me gusta / ich mag nicht</b>) when talking about a sports and hobbies.</li> <li>Recognise other opinion phrases (such as <b>j'adore, je déteste / me encanta, odio / ich liebe, ich hasse</b>) to talk about hobbies.</li> <li>Develop confidence in writing in full sentences using the correct verb and word order.</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).</li> <li>Identify foods on a menu and translate the dishes, or flavours.</li> <li>Order a meal using <b>je voudrais/ me gustaría/ Ich möchte</b>.</li> <li>Name common foods.</li> <li>Experiment with expressing likes/dislikes when talking about foods.</li> <li>Say why you like / dislike something using simple justifications (<b>car, porque, weil</b>).</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 article using (<b>il y a / hay / es gibt</b>).</li> <li>Name several countries using the correct article.</li> <li>Say which country they like to visit using the present tense (<b>je vais/ voy / ich gehe</b>).</li> <li>Understand short texts about where people are travelling to.</li> <li>Develop fluency to ask others where they like to go on holiday <b>J'aime, j'adore / me gusta, me encanta / ich mag, ich liebe</b>.</li> <li>Add justification and use subordinations: <b>car, porque, weil</b> to say why they like a country.</li> <li>Use simple adjectives to justify an opinion using <b>c'est, es, es ist</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/ ich mag / ich mag es nicht</b>.</li> <li>Justify their opinion by giving a reason and using the subordination <b>car, c'est / porque es / weil es ist</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>

<b>Outcomes</b>	<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> <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><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>Order a meal, expressing likes and dislikes.</li> <li>Answer questions about whether you like or dislike something.</li> </ul> <p><b>Reading and Writing</b></p> <ul style="list-style-type: none"> <li>Confidently identify foods on a menu.</li> <li>Follow simple cooking instructions.</li> </ul>	<p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>Know names of the continents and several countries using the language you are studying.</li> <li>Participate in conversations about holiday locations and opinions about where you like to go.</li> </ul> <p><b>Reading and Writing</b></p> <ul style="list-style-type: none"> <li>Understand short texts about where people are travelling to.</li> <li>Say where they like going and why; give a justification using subordinate sentences (because).</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> <li>Recognise key phrases when listening to timetables.</li> </ul> <p><b>Reading and Writing</b></p> <ul style="list-style-type: none"> <li>Read school timetables.</li> <li>Independently compose texts using opinions on school subjects.</li> <li>Justify their opinion by giving a reason.</li> </ul>
<b>Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>Recall sports.</li> <li>Apply positive opinions in a sentence <b>j'aime / me gusta / ich mag</b>.</li> <li>Use negative opinions <b>Je n'aime pas / no me gusta / ich mag nicht</b>.</li> <li>Ask others questions about what sports they like <b>Tu aimes?/ Te gusta? Du magst?</b></li> <li>Express your opinion in other ways <b>j'adore, je déteste / me encanta, odio / ich liebe, ich hasse</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/ Ich möchte</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 / ich mag / Je n'aime pas / no me gusta / ich mag nicht</b>.</li> <li>Use a subordination to say why you like / dislike something <b>car, porque, weil</b>.</li> <li>Use it is <b>c'est, es, es ist</b> to give a justification.</li> </ul>	<ul style="list-style-type: none"> <li>Name continents and countries using <b>il y a / hay / es gibt</b>.</li> <li>Use the <b>present tense</b> to say where you like to go on holiday <b>J'aime, j'adore / me gusta, me encanta / ich mag, ich liebe</b>.</li> <li>Use a subordination to say why you like / dislike going somewhere <b>car, porque, weil</b>.</li> <li>Use it is <b>c'est, es, es ist</b> to give a justification about where you like to go.</li> </ul>	<ul style="list-style-type: none"> <li>Recall school subjects saying if you like them or not <b>J'aime / Je n'aime pas / Me gusta/ No me gusta/ ich mag / ich mag es nicht</b>.</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, weil</b>.</li> <li>Use it is <b>c'est, es, es ist</b> to give a justification about why you like / dislike a subject.</li> </ul>
<p><b>Cultural diversity</b></p> <p><b>(This unit of work is flexible when it is</b></p>	<ul style="list-style-type: none"> <li>Appreciate the diversity of languages spoken within their school.</li> <li>EAL pupils to introduce their</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</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> </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</li> </ul>

<b>delivered according to language studied and timescale)</b>	<p>home country and discuss some phrases from language.</p> <ul style="list-style-type: none"> <li>Similarities and differences of social conventions between different cultures.</li> <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>	<p>are celebrated and objects/food associated with them.</p> <ul style="list-style-type: none"> <li>Compare aspects of everyday life at home and abroad and identify differences.</li> <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>	<ul style="list-style-type: none"> <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 into the daily life of others.</li> <li>Explore the cultures and lifestyles of others.</li> <li>Develop links with other pupils abroad.</li> </ul>	<p>different but should be respected.</p> <ul style="list-style-type: none"> <li>Present information about an aspect of another country and identify similarities and differences to own.</li> <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, in particular, 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 chosen country is similar and different to 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>