

Languages					
KS1		LKS2 LATIN		UKS2 FRENCH	
		1-6 Minimus UNIT 1 How do I introduce myself? REVISION UNIT	UNIT 9 How has warfare impacted different cultures?	How do I introduce myself? REVISION UNIT	How has warfare impacted different cultures
C O N F L I C T	Children practise :	Children Know :	Children Know :	Children Know :	Children Know :
	Numbers 0-20 in a range of languages	<b>Unit 1</b> How to greet and ask who someone is and explain who you are. (different family members)  To use the appropriate feminine/ masculine nouns (names)  Latin roots for nouns (family names)	Latin roots for prepositions i.e, <i>submarine, circumnavigate, propeller</i>  What life was like for a Roman soldier  How the Roman army was organised and the weapons they used for warfare.	How to recognise and use plural nouns  How to greet and ask who someone is and explain who you are. (different family members)  When to use formal/informal language appropriate to the person they are speaking to.	Different prepositions to describe locations on a map.  The different regions in France and can locate these on a map.  Important locations (towns/Places) in Northern France that have been impacted by war, WW1, WW2
		Children learn to:	Children learn to:	Children learn to:	Children learn to:
		<b>Unit 1</b> Listen attentively to spoken language and show understanding by joining in and responding  Speak in sentences, using familiar vocabulary, phrases and basic language structures  Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine	Read carefully and show understanding of words, phrases and simple writing  Appreciate stories, songs, poems and rhymes in the language  Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	To speak fluently to convey information and to listen for information – interacting with others.  Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Read carefully and show understanding of words, phrases and simple writing  Describe people, places, things and actions orally and in writing
		UNIT 8 How have humans become more hygienic?	Unit 7 Where in life do we use commands?	FRENCH How have humans become more hygienic?	FRENCH Where in life do we use commands?
		Children practise :	Children Know :	Children Know :	Children Know :
P L A N E T E A R T H	Naming parts of the body	<b>Unit 8</b> How to use adverbs to describe actions.  How Romans used to keep clean and how it has influenced our hygiene habits today.  What it was like to visit a doctor in Roman times compared to today.	<b>Unit 7</b> How to use imperative (commands) and that an exclamation mark will follow these.  How to change the imperative from singular to plural by adding -te at the end of the word.	How to use adverbs to describe actions.  How the French population kept hygienic in the past i.e. <i>Roman baths, communal wash basins, rivers, a wash house (lavoir)</i> and how it compares to today.	How to use imperative (commands) and that an exclamation mark will follow these.  How to use the correct pronoun for singular or plural ( <i>tu- you (informal) or vous - you (formal) or more than one person</i> )
		Children learn to:	Children learn to:	Children learn to:	Children learn to:
		<b>Unit 8</b> Describe people, places, things and actions orally and in writing  Explore the patterns and sounds of language and link the spelling, sound and meaning of word	<b>Unit 7</b> Listen attentively to spoken language and show understanding by joining in and responding  To write and speak in sentences, using familiar vocabulary, phrases and basic language structures	Describe people, places, things and actions orally and in writing.  Identify nouns, verbs, adjectives and adverbs in a sentence.	Listen attentively to spoken language and show understanding by joining in and responding  To write and speak in sentences, using familiar vocabulary, phrases and basic language structures
			UNIT 10 Do you need to be fashionable to be beautiful?	UNIT 11 How do different cultures record their numbers?	FRENCH Do you need to be fashionable to be beautiful?
		Children Practise :	Children Know :	Children Know :	Children Know :
B R I T A I N	Naming some familiar animals	<b>Unit 10</b> Know how to ask and answer questions i.e. <i>What is this? Where are my...?</i>  Identify and use conjunctions correctly to make sentences longer and more interesting. (Clothes/fashion)	The value of Roman numerals.  To count in Latin up to at least 20.  To read Roman numerals and compare to other cultures  That we still use Romans numerals and where they can be found today.	Know how to ask and answer questions i.e. <i>What is this? Where are my...?</i>  Identify and use conjunctions correctly to make sentences longer and more interesting. (Clothes/fashion)	To count up to 100 using correct pronunciation.  The pattern of French numbers and are able to explain similarities to our counting system and the differences to others.
		Children learn to:	Children learn to:	Children learn to:	Children learn to:
		<b>Unit 10</b> Read carefully and show understanding of words such as identifying nouns, verbs, adjectives and conjunctions within a sentence.  To write and speak in sentences, using familiar vocabulary, phrases and basic language structures	Explore the patterns and sounds of language through songs and rhymes.  Appreciate songs and rhymes in the language.	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  Read carefully and show understanding of words such as identifying nouns, verbs, adjectives and conjunctions within a sentence.  To write and speak in sentences, using familiar vocabulary, phrases and basic language structures	Explore the patterns and sounds of language through songs and rhymes.  Appreciate songs and rhymes in the language.

Sept 21	1-6 Minimus UNIT 1 How do I introduce myself?	Unit 2 How is food important in other cultures?	FRENCH How do I introduce myself?	FRENCH How is food important in other cultures?
Children Practise :	Children Know :	Children Know :	Children Know :	Children Know :
HUMAN KIND	<p><b>Unit 1</b></p> <p>Saying hello/goodbye</p> <p>Saying please and Thank you</p> <p>How to greet and ask who someone is and explain who you are. (different family members)</p> <p>To use the appropriate feminine/ masculine nouns (names)</p> <p>Latin roots for nouns (family names)</p>	<p><b>Unit 2</b></p> <p>What happens at a Roman Cena. .</p> <p>How to describe a noun using the appropriate adjective.</p> <p>To learn Latin roots i.e. for <i>pork, equestrian, maximum and minimal</i></p>	<p>How to recognise and use plural nouns</p> <p>How to greet and ask who someone is and explain who you are. (different family members)</p> <p>When to use formal/informal language appropriate to the person they are speaking to.</p>	<p>What food is eaten during different French festivals and their importance</p> <p>How to ask for certain food and drinks. (Using <i>je voudrais + un/une + noun to order food</i>)</p>
	Children learn to:	Children learn to:	Children learn to:	Children learn to:
	<p><b>Unit 1</b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine</p>	<p><b>Unit 2</b></p> <p>Describe people, places and things orally and in writing.</p> <p>To build sentences; and how these differ from or are similar to English</p> <p>Engage in conversations to express opinions.</p>	<p>To speak fluently to convey information and to listen for information – interacting with others.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	<p>Look at aspects of everyday lives from the perspective of someone from another country</p> <p>Present ideas and information orally to a range of audiences</p> <p>Use appropriate verbs (eating out/shopping)</p> <p>Look at further aspects of everyday lives from the perspective of someone from another country</p>
	Minimus Unit 3 Do verbs work the same in all languages?	Unit 4 Are school days the best days of your life?	FRENCH Do verbs work the same in all languages?	FRENCH Are school days the best days of your life?

INVENTIONS	Children Practise :	Children Know :	Children Know :	Children Know :	Children Know :
	<p>Saying common colours In a range of languages</p>	<p><b>Unit 3</b></p> <p>How the ending of the verb identifies the subject in Latin</p> <p>That different languages will use a verb in a different place within a sentence. (Languages that share common roots) <i>Romance languages- French, Italian/Spanish/Portuguese/ Romanian</i></p> <p>The Latin roots of verbs i.e. <i>Scribit/Spectat – writes/watches</i></p>	<p><b>Unit 4</b></p> <p>How to read simple sentences in Latin about school life in Ancient Rome</p> <p>To construct simple sentences in Latin about their school life.</p> <p>To know the Latin roots of verbs i.e. <i>dormio/iratus</i></p>	<p>That different languages will use a verb in a different place within a sentence. (Languages that do not share common roots) <i>Slavic and German</i></p> <p>When to change the ending of the verb when the pronoun is either singular or plural i.e. je mange I eat tu manges you eat elle mange she eats il mange he eats</p>	<p>What a day is like in a French school and to compare to our school day.</p> <p>To construct sentences in French about their school life using appropriate verbs.</p>
	Children learn to:	Children learn to:	Children learn to:	Children learn to:	
	Minimus Unit 5 How has Britain embraced other cultures?	Unit 6 What souvenirs would you collect from your travels?	FRENCH How has Britain embraced other cultures?	FRENCH What souvenirs would you collect from your travels?	
CIVILISATIONS	Children Practise :	Children Know :	Children Know :	Children Know :	Children Know :
	<p>The days of the week</p>	<p><b>Unit 5</b></p> <p>How to identify and use adverbs to describe action using –er</p> <p>How to identify words in the English language that have Latin roots i.e. sentence based words such as nouns, verbs, adjectives and adverbs and names of places in the UK.</p> <p>The Latin roots of some verbs, adjectives and adverbs i.e. <i>diligent, ferocious, pungent.</i></p>	<p><b>Unit 6</b></p> <p>How to present ideas and information orally to a range of audiences</p> <p>How to speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Root words of some nouns i.e. <i>pen, sword, wax, game</i></p>	<p>How to identify and use adverbs to describe action using –er</p> <p>How to identify words in the English language that have Latin roots i.e. sentence based words such as nouns, verbs, adjectives and adverbs and names of places in the UK.</p> <p>The Latin roots of some verbs, adjectives and adverbs i.e. <i>diligent, ferocious, pungent.</i></p>	<p>How to present ideas and information orally to a range of audiences</p> <p>How to speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Root words of some nouns i.e. <i>pen, sword, wax, game</i></p>
	Children learn to:	Children learn to:	Children learn to:	Children learn to:	
	Minimus Unit 5 How has Britain embraced other cultures?	Unit 6 What souvenirs would you collect from your travels?	FRENCH How has Britain embraced other cultures?	FRENCH What souvenirs would you collect from your travels?	
	Children Practise :	Children Know :	Children Know :	Children Know :	Children Know :
	<p><b>Unit 5</b></p> <p>Describe actions orally and in writing</p> <p>Read carefully and show understanding of words, phrases and simple writing</p>	<p><b>Unit 6</b></p> <p>Consolidate their grammar in Latin using nouns and verbs correctly and choosing appropriate adjectives and adverbs orally and in reading and writing</p> <p>Read carefully and show understanding of words, phrases and simple writing</p>	<p>Describe actions orally and in writing</p> <p>Read carefully and show understanding of words, phrases and simple writing</p>	<p>Identify nouns, verbs, adjectives and adverbs in a sentence.</p> <p>Read carefully and show understanding of words, phrases and simple writing</p>	