WHIMPLE PRIMARY SCHOOL - COMPUTING CURRICULUM OVERVIEW

EXPLORE DISCOVER SUCCEED

"A liberation from insularity, providing an opening to other cultures." **National Curriculum**	**VISION** Our vision for Languages is that the learning of a language helps to equip pupils with the knowledge and cultural capital they need to succeed in life. It encourages children to appreciate and celebrate difference and provides the foundation for learning further languages. It should enable pupils to study and work in other countries.

OAK		Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Oak Class	Unit Overview	**Family and Friends** Children learn how to identify and introduce family members, pets and spell their names. They also learn the names for places in their own home.	**Our School** Children learn key vocabulary and phrases on the theme of school. They learn vocabulary for places around school and classroom objects. School subjects and activities will be introduced, including listening to commands in a PE lesson.	**Time** Children learn to say the days of the week, months and dates and also count on from 11 to 31.	**Getting to Know You** Children learn about the basics of the French language, including how to greet each other, exchange names, ask how someone is, count to 10 and say how old they are.	**All About Me** In this unit, children learn to understand and follow instructions, name the parts of the body, identify colours and say what they are wearing.	**Food Glorious Food** This unit uses an easy-to-follow story as its inspiration and develops children's previous learning. Children learn the vocabulary for a range of food, to express likes and dislikes and to count and use plural nouns.
	Small Steps	**Meet My Family!** • I can present a picture of family members using possessive adjectives. **Pets** • I can develop strategies for remembering new language. • I can match subject and verb correctly when talking about pets. **Alphabet** • I can recognise and repeat sounds and words with increasing accuracy. • I can use songs or rhymes to help me remember new language. **What's His Name?** • I can make links between known and new structures. • I can use a range of vocabulary to create different sentences. **How Do You Spell...?** • I can use French pronunciation of the alphabet to spell words. **My Home** • I can make new sentences about homes by substituting different vocabulary.	**What's in the Classroom?** • I can ask and explain where things are in the classroom. **What's in Your Pencil Case?** • I can describe the contents of my pencil case. **School Subjects** • I can express opinions about school subjects. **PE Lesson** • I can listen to commands and follow instructions. **Around School** • I can ask and answer questions about places in school. **What Do You like to Do?** • I can construct simple sentences to say what I like to do at school.	**Counting 11-31** • I can recognise and repeat sounds and words with increasing accuracy. • I can make links between known and new vocabulary using sound and spelling. **Days of the Week**. • I can recognise, say and respond to a set of vocabulary. **Months of the Year** . • I can listen, read and respond to a set of vocabulary. **My Birthday!**. • I can speak in sentences using known vocabulary and grammar. **What's the Date Today?** • I can use known language to present information about French festival dates. **Yesterday, Today, Tomorrow** • I can begin to conjugate the verb 'to be' for past and future tense**.**	**Hello!** To greet people in different ways. • I can say hello for different times of day. • I can use formal or informal language appropriately. • I can use gestures to support my conversation. **What's Your Name?** To exchange names in French. • I can introduce myself to someone else. • I can ask another person their name. • I can use gestures to support my conversation. **How Are You?** To discuss how I am feeling. • I can use 'Comment ça va?' as a question. • I can choose the appropriate phrase to say how I feel. **Goodbye!** To choose appropriate phrases for the situation. • I can say goodbye in a variety of ways. • I can use formal and informal language. **Counting 0-10** To recognise and repeat sounds and words accurately. To use songs to support my learning. • I can say the numbers 0-10 in French. • I can listen and repeat carefully. • I can join in when the numbers are in a song. • I can use music to help me remember new words. **How Old Are You?** To apply my knowledge to make sentences. To listen and respond to someone's question. • I can use number words in my sentences. • I can make up new sentences. • I can ask how old someone is. • I can say my own age.	**Classroom Instructions** • I can listen and respond to instructions. **My Body** • I can read, listen and respond to vocabulary. To demonstrate my understanding with actions. **Actions** • I can understand and respond to action words. **Colours**. • I can listen to and copy pronunciation of colour words accurately. **Clothes 1: What's in Your Wardrobe?** • I can ask and answer what is 'there'. • I can recognise masculine and feminine clothing nouns. **Clothes 2: What Are You Wearing?** • I can use simple conjunctions to link vocabulary for clothes and accessories. • I can have a simple conversation about clothes.	**The Very Greedy Dog** • I can follow a familiar story in French. **Please May I Have?** • I can use determiners for identifying quantities in making polite requests. **Preferences** • I can use the definite article when generalising. To give a preference for or against things. **What Colour Is It?** • I can describe the colour(s) of an object by modifying adjectives. **What Did He Eat?** • I can begin to place adjectives appropriately before or after the noun they modify. • I can begin to understand that adjective spelling depends on number and gender. **I'm Hungry!** • I can use a range of grammar structures to practise a set of vocabulary groups.

BEECH		Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Beech Class	Unit Overview	**Where in the World?** Children learn key vocabulary related to countries of the United Kingdom, continents and animals from different continents and a country's position related to the equator. They learn key phrases connected to themes.	**What's the Time?** Children learn how to tell the time at: o'clock, half-past, quarter past and quarter to. They learn how to read timetables and TV schedules and answer simple questions about these. It then draws together with a maths lesson, calculating the difference between two times.	**Holidays and Hobbies** Children learn to say the what the weather is like, temperatures, names of different sports and hobbies. They learn key phrases connected to themes.	**All Around Town** Children learn to develop their intercultural understanding by being introduced to the sights of some typical French cities. They also learn to describe places in a town, count to 100 and give their address in French.	**On the Move** In this unit, children learn to develop their conversational skills via some new topics: transport, direction and movement. They learn to conjugate the high-frequency verb 'to go' and use it in context,	**Going Shopping** Children learn about the shopping experience in France. They learn specific vocabulary of fruit, vegetables and clothes. They learn key phrases for asking questions needed when going shopping. The unit concludes with a role play lesson, where children take on roles of shoppers and shopkeepers.
	Small Steps	**The United Kingdom** • I can speak in a sentence to answer a question. • I can write a sentence to answer a question. **Where Do They Speak French?** • I can distinguish masculine and feminine nouns.I can use the correct masculine/feminine preposition. **The Equator** • I can use an English/French dictionary to translate from English to French. **Continents** • I can understand that because a continent is always feminine the preposition 'en' is always used for 'in'. **Animals** • I can speak in a complete sentence. • I can use the past tense in a sentence. **Which Continent are They From?** • I can write a sentence and adapt it to create a new sentence. • I can use pronouns.	**O'clock and Half Past** • I can say and write a sentence to tell the time. **My Day** • I can say and write at what time I do things. **What's on Television?** • I can answer and ask a question about a TV schedule. **Quarter Past and Quarter To** • I can say and write a sentence to tell the time. **The School Day** • I can say and write a sentence to tell the time. **A Maths Lesson on Time** • I can take part in a Maths lesson on counting and time, in French.	**The Seasons** • I can write answers to a question, in a sentence. • I can use the third person plural in sentences. **The Weather** • I can speak a sentence describing the weather. • I can present the weather forecast to a range of audiences. **Weather Around the World** • I can distinguish masculine and feminine nouns and use the correct masculine/feminine form of a preposition. **Holidays** • I can speak a sentence about going on holiday. • I can answer a question about sports, orally and in writing. **Sports** • I can answer a question about sports, orally and in writing. **Hobbies** • I can answer a question about hobbies, orally and in writing.	**Where Do You Live?** • I can listen carefully and pronounce unfamiliar words with increasing accuracy. **In My Town** • I can listen carefully, repeating and responding to key words and phrases. **Counting in Tens** • I can use familiar sounds and spellings to help me recognise and learn new language. **Counting to 100** • I can apply my knowledge to help me predict, say and spell new language. **My Address Is…** • I can select and present information to other people. **How Do You Say…?** • I can use a bilingual dictionary to develop my vocabulary around a given topic.	**Transport** • I can begin to share information about myself using familiar vocabulary and basic language structures. **How Do You Go to School?** • I can use my knowledge about language and pronunciation to ensure that others can understand me when I say familiar words and phrases. **Directions** • I can use my knowledge about language and pronunciation to ensure that others can understand me when I say familiar words and phrases. **I Like to Move It!** • I am beginning to identify key information from a short predictable conversation and react with words and/or gesture. **How Do I Get to…?** • With support I am becoming an active listener and can understand, ask and answer simple questions to share information. **We All Go Together!** • I can begin to share information about myself using familiar vocabulary and basic language structures.	**Fruit** • I can express an opinion in French. • I can write sentence answers to a question, using quantifiers. **Vegetables** • I can change the French word for 'the' to the French word for 'some'. **Clothes** • I can use adjectives to describe nouns. • I can answer questions in a complete sentence. **Where can I buy?** • I can answer questions in a complete sentence. **French Money** I• I can ask and answer a question in French. **Let's Go Shopping!** . • I can take part in role play, speaking in French.

WILLOW		Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Willow Class	Unit Overview	**Family and Friends** Children apply previous skills and knowledge of topic areas such as animals, homes and family to extend their conversation abilities. They will expand their vocabulary and consolidate their understanding of descriptive language, including subjective descriptions.	**School Life** Children learn key vocabulary related to objects, subjects and prepositional language. It includes a Maths lesson which teaches the children the names of 2D shapes. Children also learn questions and answers which they would use in school. They will learn key phrases connected to the themes.	**Time Travelling** Children apply previous skills and knowledge of topic areas such as numbers and dates, extending this to talk about key events in French history. They are introduced to one of the common past tenses in the French language, and learn to give dates of birth/death for famous French people.	**Pleased to Meet You** Children apply previous skills and knowledge of topic areas such as spellings and jobs, with a chance to recap prior knowledge. They learn how to express their emotions and to talk about the future using two different tenses.	**All About Ourselves** In this unit, children apply previous skills and knowledge of topic areas such as clothes and the body. Children learn to describe their own appearance and are introduced to some key grammatical features of French, such as the position and agreement of adjectives. Children develop their conversational skills, learning to talk about emotions and health.	**That's Tasty** Children will learn key vocabulary linked to food and drink. They learn specific vocabulary related to food and drink. They learn specific vocabulary of how to say what drinks they like, what they like to eat for breakfast, fillings for sandwiches, toppings for pizzas, what snacks they like and also the opening and closing times of shops. They learn key phrases connected to the themes.
	Small Steps	**Meet the Family** • I can recognise and repeat rhyming words in a song; • I can make sentences about belonging. **At the Farm** • I can vary my sentences by changing the vocabulary. • I can join in a French version of a familiar song. **I Live in a ...** • I can add detail to a sentence with an adjective. **In My House** • I can use a bilingual dictionary to translate unknown words. **Do You Like Animals?** • I can select suitable adjectives to describe a subject. • I can use a description to support my opinion. **What Can I Say?** • I can select suitable adjectives to describe a subject. • I can use a description to support my opinion.	**Where Are They in the Classroom?** • I can use the pronouns il and elle **Where are the Objects?** • I can show that I understand the meaning of a sentence by saying whether it is true or false. **School Subjects.** • I can say and write a sentence to answer a question. • I can use comparative adverbs **Maths Lesson** • I can ask and answer questions in French. **Asking Questions** • I can ask and answer questions in French about what I can do in school. **Asking Questions** • I can take part in a conversation with a partner and show it to my class.	**Count With Me** • I can use known vocabulary to help me identify new language in a sentence. • I can build a sentence using a given range of vocabulary choices. **I'm 500 Years Old!** • I can recognise how verbs change according to the subject. • I can identify specific parts of a written sentence. **French History** • I can identify key information by listening for significant vocabulary. **What Year Was It?** • I can identify key information by listening for significant vocabulary. **I Was Born...** • I can make a simple sentence in the past tense. **Famous Lives** • I can take part in a conversation with a partner and show it to my class.	**Look What I Can Do!** • I can demonstrate my skills and knowledge in a variety of ways. **When I Grow Up...** I• I can use the simple future tense. I can respond appropriately to what someone says. **How Do You Spell That?** • I can use appropriate pronunciation to help others understand me better. **How Are You Feeling?** • I can select the appropriate form of a word for the context. .I can use a dictionary to develop my sentences **What Am I Going to Do?** • I can use the near future tense. I can follow a simple story. **Let Me Introduce Myself!** • I can remember appropriate language to express my ideas. I can select key words for descriptions.	**The Body** • I can recognise and use different vocabulary related to the topic of body parts. **What Do I Look Like?** • I can use adjectives to describe features. **What Are You Doing?** • I can apply my knowledge of sentence structure and vocabulary to describe activities. **Fashion** • I can use the verb 'porter' to describe what someone is wearing. **How Are You Feeling Today?** • I can apply my knowledge of French adjectives to describe feelings. **What's the Matter?** • I can explain what is wrong when you're feeling unwell.	**I'm Thirsty** • I can ask and answer questions about drink choices. **Open and Closed** • I can interpret a chart written in French. **Breakfast** • I can write a sentence to express my choices. **Sandwiches** • I can write sentences expressing my preferences. **I Like to Eat** • I can use adjectives to describe nouns. **Pizzas** • I can use the correct French form for 'some'.