**Year 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Focus** | **Experiences and Outcomes** | **Skills based learning intention** | **Success Criteria** |
| Greetings | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-02b MLAN 1-03  MLAN 1-07b MLAN 1-08b | **Listen** actively to the sounds of the target language.  **Respond** simply to greeting/ question asked.  **Use** target language in some everyday routines. | |  | | --- | | **Use** hello and goodbye in the target language.  **Reply** with basic response to question asked using target language – Hello/Goodbye/’How are you? | |  | |
| Personal information | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-02b MLAN 1-03  MLAN 1-07b MLAN 1-08b | |  |  | | --- | --- | | **Listen** actively to the sounds of a modern language.  **Respond** appropriately to questions asked. |  | | **Reply**, reply to – ‘What is your name?  **Identify** the correct question and answer connection. |
| Number | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b | |  |  | | --- | --- | | **Listen** actively to the sounds of a modern language.  **Count** using numbers of modern language. |  | | **Repeat** number vocabulary correctly.  **Begin to Identify** and **recall** number vocabulary to 10.  **Take part** and **cooperate** in simple number games.  **Use** numbers to 10 in target language as part of daily routine and in other curricular areas. |
| Body |  |  |  |
| Calendar | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b | |  | | --- | | **Listen** actively to the sounds of a target language.  **Say** the days of the week in order using target language. | | |  | | --- | | **Repeat** vocabulary for days of the week.  **Begin to respond** in target language when asked, ‘What day is it today?’ by saying, ‘ It is Monday / Tuesday’ etc.  **Use** learned vocabulary as part of the date in daily routines. | |
| Classroom nouns and instructions | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b MLAN 1-011a | |  |  | | --- | --- | | **Listen** actively to the sounds of a target language.  **Describe** objects in target language. | . | | **Recall** some known objects (door, window, seat, table)  **Repeat** new vocabulary correctly (pencil, rubber)  **Participate** in simple games involving known classroom objects. |
| Colours | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b | **Listen** actively to the sounds of a target language. **Identify** colours correctly in target language. | **Repeat** colour vocabulary correctly: Primary colours - red, yellow and blue.  **Begin** to use colour vocabulary in other areas of the curriculum.  **Participate** in simple colour games.  **Begin** to identify colours of objects – a red house, a blue car. |
| Weather | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b MLAN 1-011a | **Listen** actively to the sounds of a target language.  **Describe** weather in target language in real and imaginary situations e.g. using flashcards. | **Begin to recall** learned vocabulary for given types of weather e.g. it is nice/ not nice.  **Begin to respond** in target language when asked, What is the weather like?, by repeating new vocabulary e.g. it is warm/cold .  **Use** learned vocabulary as part of daily routines. |
| Family | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b | **Listen** actively to the sounds of a modern language.  **Identify** some family members using modern language. | **Repeat** vocabulary for given family members.  **Identify** family member from given selection.  **Match** some vocabulary to images of family members |
| Cultural awareness | MLAN 1-09a MLAN 1-06a | **Describe** how to get to the other country.  **Compare** in simple terms, the other country to Scotland.  **Explore** artefacts from other country | **Respond** appropriately to stimuli – give information on crossing sea/ flight/ channel tunnel/ changing money/ use of passport etc.  **Contribute** to discussions on some well-known images/ foods/souvenirs. |

**Key Vocabulary Year 1**

|  |  |  |
| --- | --- | --- |
| **Greetings** | **FRENCH** | **SPANISH** |
| Hello | Salut! | ¡Hola! |
| Goodbye | Au revoir! | ¡Adiós! |
| How are you? | Ça va? | ¿Cómo estás? and ¿Qué tal ? |
| I am (feeling) well/good. | Ça va bien. | (Yo) Estoy bien. |
| I am (feeling) okay. | Comme ci, comme ça! | (Yo) Estoy así así. |
| I am (feeling) not well. | Ça va mal! | Yo(Yo) Estoy mal. |
| Please | S’il te plaît (singular)/S’il vous plaît (plural) | Por favor |
| Thank you | Merci | Gracias |
| Thank you very much | Merci beaucoup | Muchas gracias |
| You’re welcome | De rien | De nada |
| **Personal Information** |  |  |
| What is your name? | Comment t’appelles-tu? | ¿Cómo te llamas? |
| My name is | Je m’appelle… | Me llamo… |
| **Numbers** |  |  |
| Zero | zéro | cero |
| One | un | uno |
| Two | deux | dos |
| Three | trois | tres |
| Four | quatre | cuatro |
| Five | cinq | cinco |
| Six | six | seis |
| Seven | sept | siete |
| Eight | huit | ocho |
| Nine | neuf | nueve |
| Ten | dix | diez |
| **Body** |  |  |
| Head | la tête | la cabeza |
| Shoulders | les épaules | los hombros |
| Knees | les genoux | las rodillas |
| Legs | les jambes | las piernas |
| Feet | les pieds | los pies |
| Eyes | les yeux | los ojos |
| Ears | les oreilles | las orejas |
| Mouth | la bouche | la boca |
| Nose | le nez | la nariz |
| **Calendar** |  |  |
| What day is it today? | C’est quel jour aujourd’hui? | ¿Qué día es hoy? |
| Monday | lundi | lunes |
| Tuesday | mardi | martes |
| Wednesday | mercredi | miércoles |
| Thursday | jeudi | jueves |
| Friday | vendredi | viernes |
| Saturday | samedi | sábado |
| Sunday | dimanche | domingo |
| **Classroom Nouns** |  |  |
| Table | la table | la mesa |
| Chair | la chaise | la silla |
| Window | la fenêtre | la ventana |
| Door | la porte | la puerta |
| Pencil | le crayon | el lápiz |
| Rubber | la gomme | la goma |
| **Colours** |  |  |
| Red | rouge | rojo |
| Yellow | jaune | amarillo |
| Blue | bleu | azul |
| Green | vert | verde |
| White | blanc | blanco |
| **Weather** |  |  |
| What is the weather like (today)? | Quel temps fait-il (aujourd’hui) ? | ¿Qué tiempo hace (hoy)? |
| It is nice | Il fait beau. | Hace buen tiempo. |
| It is not nice | Il fait mauvais. | Hace mal tiempo. |
| It is cold | Il fait froid. | Hace frío. |
| It is warm | Il fait chaud. | Hace calor. |
| **Family** |  |  |
| My mother/mum | ma mère / maman | mi madre/mamá |
| My father/dad | mon père / papa | mi padre/papá |
| My brother | mon frère | mi hermano |
| My sister | ma sœur | mi hermana |
| My grandmother | ma grand-mère | mi abuela |
| My grandfather | mon grand-père | mi abuelo |
| My aunt | ma tante | mi tía |
| My uncle | mon oncle | mi tío |

**Year 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Focus** | **Experiences and Outcomes** | **Skills based learning intention** | **Success Criteria** |
| Greetings | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-02b MLAN 1-03  MLAN 1-07b MLAN 1-08b   |  | | --- | |  | | **Listen** actively to the sounds of the target language.  **Respond** simply to greeting/ question asked.  **Use** target language in some everyday routines. | |  | | --- | | **Use** hello and goodbye  **Repeat** new vocab- Good morning  good afternoon, how are you? in the target language.  **Reply a** response to question asked using target language – Hello/ Goodbye/ ‘How are you?’ with new vocab- good /not good. | |
| Personal information | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-02b MLAN 1-03  MLAN 1-07b MLAN 1-08b | |  |  | | --- | --- | | **Listen** actively to the sounds of a modern language.  **Respond** appropriately to questions asked. |  | | **Reply**, reply to – ‘What is your name?  Where do you live? How old are you?  **Identify** the correct question and answer connection. |
| Number | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b | |  |  | | --- | --- | | **Listen** actively to the sounds of a modern language.  **Count** using numbers of modern language. |  | | **Repeat** number vocabulary correctly up to 20  **Recall** number vocabulary to 10.  **Take part** and **cooperate** in simple number games.  **Use** numbers to 10 in target language as part of daily routine and in other curricular areas. |
| Body Parts | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b | |  | | --- | | **Listen** actively to the sounds of the target language.  **Listen to and interpret** instructions involving parts of the body.  **Say** some parts of the body in the target language. | | **Repeat** new vocabulary (arms, hands, thumbs up, thumbs down, head, shoulders, knees and feet).  **Begin** **to respond** to instructions involving parts of the body during games and daily routines by mimicking. e.g.” Clap your hands.” “Cross your arms, touch your head…..”  With support, **participate** in playing games involving remembering and saying parts of the body. |
| Calendar | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b | |  | | --- | | **Listen** actively to the sounds of a target language.  **Say** the days of the week in order using target language. | | |  | | --- | | **Repeat** vocabulary for days of the week and months of the year.  **Respond** in target language when asked, What day is it today? by saying … It is Monday / Tuesday etc.  **Use** the date (day and month only) in daily routines. | |
| Classroom nouns and instructions | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b MLAN 1-011a | |  |  | | --- | --- | | **Listen** actively to the sounds of a target language.  **Describe** objects in target language.  **Say** objects in target language.  **Repeat** and understand new vocabulary.  **Use** target language in everyday routines. | . | | **Recall** known objects (door, window, seat, table)  **Repeat** new vocabulary correctly (pencil, rubber, shapes).  **Draw** or **cut** a triangle, square, rectangle or circle.  **Respond** to an instruction for a shape-named group.  **Participate** in simple games involving known classroom objects.  **Identify** known objects by answering yes/no. |
| Colours | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b MLAN 1-10a  MLAN 1-11a MLAN 1-13 | **Listen** actively to the sounds of a target language. **Identify** colours correctly in target language. | **Recall and Identify** known colours.  **Repeat** colour vocabulary correctly: secondary colours – green, orange and purple.  **Begin** to use colour vocabulary in other areas of the curriculum.  **Participate** in simple colour games.  **Identify** colours of objects – a red house, a blue car by answering yes/no. |
| Weather | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b MLAN 1-10a  MLAN 1-11a MLAN 1-13 | **Listen** actively to the sounds of a target language.  **Describe** weather in target language in real and imaginary situations e.g. using flashcards. | **Recall** learned vocabulary for given types of weather e.g. it is nice/ not nice/warm/cold.  **Respond** in target language when asked, What is the weather like? by repeating new vocabulary e.g. it is sunny/windy/rainy/cloudy.  **Use** learned vocabulary as part of daily routines to accurately describe the weather. |
| Family | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b MLAN 1-10a  MLAN 1-11a MLAN 1-13 | **Listen** actively to the sounds of a modern language.  **Identify** some family members using modern language. | **Recall** vocabulary for given family members.  **Identify** family member from given selection.  **Match** some vocabulary to images of family members. |
| Cultural awareness | MLAN 1-06a MLAN 1-09a | **Brainstorm** knowledge about country’s landmarks.  **Learn** about the country’s famous landmarks.  **Identify and name** country’s famous landmarks. | **Offer ideas and discuss** experiences.  **Look at and respond** with opinion to pictures and videos of landmarks.  **Match** names and images of landmarks. |

**Year 2 New Vocabulary build on Primary 1 Vocabulary**

|  |  |  |
| --- | --- | --- |
| **Greetings** | **FRENCH** | **SPANISH** |
| Good morning | Bonjour | Buenos días |
| Good afternoon | Bonjour | Buenas tardes |
| How are you? | (Comment) ça va? | ¿Cómo estás? or ¿Qué tal ? |
| I am (feeling) well/good. | Ça va bien. | (Yo) Estoy bien. |
| I am (feeling) okay. | Comme ci, comme ça/pas mal. | (Yo) Estoy así así. |
| I am (feeling) not well. | Ça va mal. | Yo estoy mal. |
| Good/not good | Ça va. / Ça (ne) va pas. | Bien/Mal |
| **Personal Information** |  |  |
| What is your nationality? | Tu es de quelle nationalité? | ¿Cuál es tu nacionalidad? |
| I am Scottish. (m)  I am Scottish. (f) | Je suis écossais  Je suis écossaise. | (Yo) Soy escocés.  (Yo) Soy escocesa. |
| Where do you live? | Où habites-tu ? | ¿Dónde vives? |
| I live in…. | J’habite à … | (Yo) Vivo en… |
| How old are you? | Quel âge as-tu ? | ¿Cuántos años tienes? |
| I am …..years old | J’ai … ans. | (Yo) Tengo … años. |
| **Numbers** |  |  |
| eleven | onze | Once |
| twelve | douze | Doce |
| thirteen | treize | Trece |
| fourteen | quatorze | Catorce |
| fifteen | quinze | Quince |
| sixteen | seize | Dieciséis |
| seventeen | dix-sept | Diecisiete |
| eighteen | dix-huit | Dieciocho |
| nineteen | dix-neuf | Diecinueve |
| twenty | vingt | Veinte |
| **Shape** |  |  |
| Circle | le cercle | el círculo |
| Square | le carré | el cuadrado |
| Rectangle | le rectangle | el rectángulo |
| Triangle | le triangle | el triángulo |

|  |  |  |
| --- | --- | --- |
| **Calendar** |  |  |
| January | janvier | enero |
| February | février | febrero |
| March | mars | marzo |
| April | avril | abril |
| May | mai | mayo |
| June | juin | junio |
| July | juillet | julio |
| August | août | agosto |
| September | septembre | septiembre |
| October | octobre | octubre |
| November | novembre | noviembre |
| December | décembre | diciembre |
| What month is it today? | C’est quel mois aujourd’hui ? | ¿En qué mes estamos? |
| **Classroom Nouns** |  |  |
| Rubber | la gomme | la goma (el borrador = board rubber) |
| Book | le livre | el libro |
| Computer | l’ordinateur (m) | el ordenador |
| Laptop computer | l’ordinateur portable | el portátil |
| Tablet/iPad….. | une tablette | la tableta |
| Mobile | un mobile | el móvil |
| Pencil case | la trousse | el estuche |
| **Colours** |  |  |
| What colour is? | C’est de quelle couleur ? | ¿De qué color es? |
| orange | orange | naranja |
| purple | violet | morado |
| brown | marron | marrón |
| black | noir | negro |
| **Weather** |  |  |
| What is the weather like (today)? | Quel temps fait-il (aujourd’hui) ? | ¿Qué tiempo hace (hoy)? |
| It’s sunny | Il y a du soleil. / Il fait soleil. | Hace sol. |
| It’s cloudy | Il y a des nuages. | Está nublado. |
| It’s windy | Il fait du vent. /Il y a du vent. | Hace viento. |
| It’s raining. | Il pleut. | Llueve. |
| **Family** |  |  |
| My mother/mum | ma mère / maman | mi madre/mamá |
| My father/dad | mon père / papa | mi padre/papá |
| My brother | mon frère | mi hermano |
| My sister | ma sœur | mi hermana |
| My grandmother | ma grand-mère | mi abuela |
| My grandfather | mon grand-père | mi abuelo |
| My aunt | ma tante | mi tía |
| My uncle | mon oncle | mi tío |

**Year 3**

|  |  |  |  |
| --- | --- | --- | --- |
| **Focus** | **Experiences and Outcomes** | **Skills based learning intention** | **Success Criteria** |
| Greetings | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-02b MLAN 1-03  MLAN 1-07b MLAN 1-08b   |  | | --- | |  | | **Listen** actively to the sounds of the target language.  **Respond** simply to greeting/ question asked.  **Use** target language in some everyday routines. | |  | | --- | | **Use** hello and goodbye Good morning and good afternoon in the target language.  **Repeat** new vocab- See you tomorrow, see you later.  **Reply** in response to question asked using target language – Hello/ Goodbye/ ‘How are you?’ with new vocab- And you?  **Use** hello and goodbye. | |
| Personal information | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b | |  |  | | --- | --- | | **Listen** actively to the sounds of a modern language.  **Respond** appropriately to questions asked.  **Create** a short conversation with a partner. |  | | **Reply** to – ‘What is your name?  Where do you live? How old are you?  **Match** the correct question and answer connection.  **Repeat and Respond** to question- How many brothers/sisters do you have? |
| Number | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b | |  |  | | --- | --- | | **Listen** actively to the sounds of a modern language.  **Count and use** numbers of modern language in a variety of situations. |  |   **Take part** in simple games. | **Repeat** number vocabulary correctly up to 20.  **Recall** number vocabulary to 20.  **Take part** and **cooperate** in simple number games.  **Use** numbers to 20 in target language as part of daily routine and in other curricular areas. |
| Body Parts | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b | |  | | --- | | **Listen** actively to the sounds of the target language.  **Listen to and interpret** instructions involving parts of the body.  **Say** some parts of the body in the target language. | | **Repeat** new vocabulary (arms, hands, thumbs up, thumbs down, head, shoulders, knees and feet).  **Begin** **to respond** to instructions involving parts of the body during games and daily routines by mimicking. e.g.” Clap your hands.” “Cross your arms, touch your head…..”  With support, **participate** in playing games involving remembering and saying parts of the body. |
| Calendar | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b MLAN 1-10a  MLAN 1-11a MLAN 1-13 | |  | | --- | | **Listen** actively to the sounds of a target language.  **Know** the days of the week and months of the year.  **Use** the language in everyday routines. | | |  | | --- | | **Use learned** vocabulary for days of the week and months of the year with increasing confidence. | |
| Classroom nouns and instructions | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b MLAN 1-10a  MLAN 1-11a MLAN 1-13 | |  |  | | --- | --- | | **Listen** actively to the sounds of a target language.  **Identify** objects in target language.  **Say** objects in target language. | . | | **Recall** known objects.  **Repeat** new vocabulary correctly: bin, bag, sharpener and ruler.  **Participate** in simple games involving known classroom objects.  **Identify** known objects by answering yes/no.  **Respond** to the question ‘what is this?’ with ‘It is a….’ |
| Colours | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b MLAN 1-10a  MLAN 1-11a MLAN 1-13 | **Listen** actively to the sounds of a target language. **Identify** colours correctly in target language.  **Say** and **use** the colour vocabulary in a number of situations. | **Recall and Identify** known colours.  **Repeat** new vocabulary –black and white.  **Begin** to use colour vocabulary in other areas of the curriculum.  **Participate** in simple colour games.  **Identify** colours of objects – a red house, a blue car by answering yes/no  **Respond** to the question ‘What colour is this?’ with ‘It is….’ |
| Weather | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b MLAN 1-10a  MLAN 1-11a MLAN 1-13 | **Listen** actively to the sounds of a target language.  **Describe** weather in target language in real and imaginary situations e.g. using flashcards. | **Recall** learned vocabulary for given types of weather e.g. it is nice/ not nice/warm/ cold / sunny/windy/rainy/cloudy.  **Respond** in target language when asked, What is the weather like?, by repeating new vocabulary e.g. it is …  **Use**learned vocabulary as part of daily routines to accurately describe the weather.  **Repeat** new vocab- frosty/foggy/snowy. |
| Pets animals | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b MLAN 1-10a  MLAN 1-11a MLAN 1-13a | **Listen** actively to the sounds of a modern language.  **Identify** some family members using modern language. | **Repeat** vocabulary for animals and pets.  **Identify** an animal from given selection.  **Match** some vocabulary to images of animals |
| Cultural awareness | MLAN 1-06a MLAN 1-09a | **Listen** actively to the sounds of a modern language.  **Brainstorm** known traditional foods from country.  **Learn** about the country’s traditional foods.  **Identify and name** country’s traditional foods.  **Take part** in tasting activity. | **Offer ideas and discuss** experiences.  **Look at and respond** with opinion to pictures and videos of foods.  **Match** names and images of foods.  **Give** simple opinions on is. |

3 New Vocabulary - build on previous vocabulary

|  |  |  |
| --- | --- | --- |
| **Greetings** | FRENCH | SPANISH |
| See you tomorrow | À demain | Hasta mañana |
| See you later | À plus (tard) | Hasta luego |
| And you? | Et toi ? | ¿Y tú? |
| **Personal Information** |  |  |
| How many brothers/sisters do you have? | Tu as combien de frères / sœurs ? | ¿Cuántos hermanos/hermanas tienes? |
| I have ….brother(s)/sister(s) | J’ai … frères / sœurs. | (Yo) Tengo … hermano(s)/hermana(s) |
| I have no brothers or sisters | Je n’ai pas de frères et sœurs.  Je suis enfant unique. | Yo) No tengo hermanos o hermanas  Soy hijo único/hija única. |
| **Classroom Nouns/Instructions** |  |  |
| Bin | la poubelle | la papelera |
| Sharpener | le taille-crayon | el sacapuntas |
| Ruler | la règle | la regla |
| Bag | le sac | la mochila |
| What is this? | Qu’est-ce que c’est ? | ¿Qué es esto? |
| It is a….. | C’est un/une… | Esto es un/una… |
| Raise your hand: packed lunch or school dinner? | Levez la main : pique-nique ou cantine ? | Levantad la mano para: comida en bolsa (fiambrera) o comida escolar? |
| packed lunch, please | pique-nique, s’il te/vous plaît  panier repas, s’il te/vous plaît | comida en bolsa (fiambrera), por favor |
| school dinner, please | cantine, s’il te/vous plaît | comida escolar, por favor |
| **Weather** |  |  |
| It’s frosty. | Il gèle. | Hay escarcha. |
| It’s foggy. | Il y a du brouillard. | Hay niebla. |
| It’s snowing. | Il neige. | Nieva. |
| **Pets and Animals** |  |  |
| Dog | le chien | el perro |
| Cat | le chat | el gato |
| Mouse | la souris | el ratón |
| Hamster | le hamster | el hámster |
| Guinea pig | le cochon d’Inde | la cobaya |
| Gold fish | le poisson rouge | el pez de colores |
| Rabbit | le lapin | el conejo |
| Horse | le cheval | el caballo |
| Pony | le poney | el poni |
| Turtle/Tortoise | la tortue | la tortuga |

**Year 4**

|  |  |  |  |
| --- | --- | --- | --- |
| **Focus** | **Experiences and Outcomes** | **Skills based learning intention** | **Success Criteria** |
| Greetings | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-02b MLAN 1-03  MLAN 1-07b MLAN 1-08b   |  | | --- | |  | | **Listen** actively to the sounds of the target language.  **Respond** simply to greeting/ question asked.  **Use** target language in some everyday routines. | |  | | --- | | **Use** hello and goodbye, good morning and good afternoon, see you tomorrow and see you later in the target language.  **Repeat** new vocabulary- see you next week, have a good weekend.  **Reply** to question ‘How are you? With a response (I am good/bad) and ‘And you?’ | |
| Personal information | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b | |  |  | | --- | --- | | **Listen** actively to the sounds of a modern language.  **Respond** appropriately to questions asked.  **Create** a short conversation with a partner. |  | | **Reply** to – ‘What is your name?  Where do you live? How old are you?  **Match** the correct question and answer connection.  **Repeat and Respond** to question- What is your brother’s/sister’s/mum’s/dad’s name?  My….is called…. |
| Number | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b | |  |  | | --- | --- | | **Listen** actively to the sounds of a modern language.  **Count and use** numbers of modern language in a variety of situations. |  |   **Take part** in simple games. | **Repeat** number vocabulary correctly up to 30  **Recall** number vocabulary to 20  **Take part** and **cooperate** in more complex number games.  **Use** numbers to 30 in target language as part of daily routine and in other curricular areas. |
| Calendar | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b MLAN 1-10a  MLAN 1-11a MLAN 1-13a | |  | | --- | | **Listen** actively to the sounds of a target language.  **Know** the days of the week and months of the year.  **Use** the language in everyday routines. | | |  | | --- | | **Use learned** vocabulary for days of the week and months of the year with increasing confidence.  **Respond** in target language when asked, What day/month is it?  Ask and respond to questions about birthday | |
| Classroom nouns and instructions | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b MLAN 1-10a  MLAN 1-11a MLAN 1-13 | |  |  | | --- | --- | | **Listen** actively to the sounds of a target language.  **Identify** objects in target language.  **Say** objects in target language. | . | | **Recall** known objects.  **Participate** in simple games involving known classroom objects.  **Identify** known objects by saying the name in target language.  **Respond** to question ‘What is this?’ with ‘It is a….’ **Recognise & Read** environmental vocabulary. |
| Colours | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b MLAN 1-10a  MLAN 1-11a MLAN 1-13a | **Listen** actively to the sounds of a target language.  **Identify** colours correctly in target language.  **Say** and **use** the colour vocabulary in a number of situations. | **Recall and Identify** known colours.  **Repeat** new vocabulary –black and white  **Begin** to use colour vocabulary in other areas of the curriculum.  **Participate** in simple colour games  **Identify** colours of objects – a red house, a blue car by answering yes/no.  **Respond** to question ‘What colour is this?’  **Recognise** written word for colours. |
| Weather | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b MLAN 1-10a  MLAN 1-11a MLAN 1-13a | **Listen** actively to the sounds of a target language.  **Describe** weather in target language in real and imaginary situations e.g. using flashcards. | **Recall** learned vocabulary for given types of weather e.g. it is nice/ not nice/warm/ cold / sunny/windy/rainy/cloudy/frosty/foggy/snowy  **Respond** in target language when asked, ‘What is the weather like?’, ‘It is …’  **Use**learned vocabulary as part of daily routines to accurately describe the weather. |
| Pets animals | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b MLAN 1-10a  MLAN 1-11a MLAN 1-13a | **Listen** actively to the sounds of a modern language.  **Identify** some family members using modern language. | **Recall** learned vocabulary with increasing confidence.  **Begin to recognise** written word.  **Use** new adjectives to describe- big, small |
| Body Parts | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b | |  | | --- | | **Listen** actively to the sounds of the target language.  **Listen to and interpret** instructions involving parts of the body.  **Say** some parts of the body in the target language. | | **Repeat** new vocabulary (arms, hands, thumbs up, thumbs down, head, shoulders, knees and feet).  **Begin** **to respond** to instructions involving parts of the body during games and daily routines by mimicking. e.g.” Clap your hands.” “Cross your arms, touch your head…..”  With support, **participate** in playing games involving remembering and saying parts of the body. |
| Food | MLAN 1-01a MLAN 1-01b  MLAN 1-01c MLAN 1-02a  MLAN 1-03 MLAN 1-05a MLAN 1-05b MLAN1-07a  MLAN 1-07b MLAN 1-08a MLAN 1-08b | **Listen** actively to the sounds of a target language.  **Know** the days of the week and months of the year.  **Use** the language in everyday routines.  **Explore** sounds and patterns in the target language. | **Repeat and begin to recall** a range of food in school (playtime and dinner hall)  **Begin** to state what they have…’I have an apple’, ‘I have pizza’…  **Match** spoken word to food item. |
| Cultural awareness | MLAN 1-06a MLAN 1-09a | **Listen** actively to the sounds of a modern language.  **Brainstorm** pupils knowledge about any important festivals and celebrations in country of choice (could be Christmas)  **Learn** about some of the key features of the celebrations  **Present** simple facts about the celebration. | **Demonstrate and understanding** of the importance of the celebration and how it is celebrated.  **Use** research tools effectively  **Present** facts learned to peers. |

4 New Vocabulary - build on previous vocabulary

|  |  |  |
| --- | --- | --- |
| **Greetings** |  |  |
| I am (feeling) good. | Ça va/ Ça va bien. | (Yo) Estoy bien |
| I am NOT (feeling) well. | Non, ça ne va pas/ Ça va mal. | (Yo) NO estoy bien. |
| I am (feeling) happy. | Je suis heureux (boy)/heureuse (girl). | Estoy feliz |
| **Personal Information** |  |  |
| What is your brother/sister/mum/dad called? | Comment s'appelle ton frère/ta sœur/ta mère/ton père? | ¿Cómo se llama tu hermano/hermana/mamá/papá |
| My …..is called… | Mon/Ma …. s'appelle …. | Mi … se llama … |
| **Calendar** |  |  |
| When is your birthday? | C’est quand ton anniversaire? | ¿Cuándo es tu cumpleaños? |
| My birthday is… | Mon anniversaire c’est le… | Mi cumpleaños es el … |
| What is the date today? | [Quelle](https://www.collinsdictionary.com/dictionary/french-english/quel) [est](https://www.collinsdictionary.com/dictionary/french-english/est) [la](https://www.collinsdictionary.com/dictionary/french-english/la) [date](https://www.collinsdictionary.com/dictionary/french-english/date) aujourd'hui? | ¿Cuál es la fecha de hoy? |
| Today is \_\_\_\_\_ of \_\_\_\_\_\_\_. | Aujourd'hui, c'est le **number** de **month**. | Hoy es el **number** de **month**. |
| **Number** |  |  |
| Twenty one | vingt et un | veintiuno |
| Twenty two | vingt-deux | veintidós |
| Twenty three | vingt-trois | veintitrés |
| Twenty four | vingt-quatre | veinticuatro |
| Twenty five | vingt-cinq | veinticinco |
| Twenty six | vingt-six | veintiséis |
| Twenty seven | vingt-sept | veintisiete |
| Twenty eight | vingt-huit | veintiocho |
| Twenty nine | vingt-neuf | veintinueve |
| Thirty | trente | treinta |
| **Pets and Animals** |  |  |
| lion | le lion | el león |
| tiger | le tigre | el tigre |
| monkey | le singe | el mono |
| Elephant | l’éléphant | el elefante |
| Bird | l’oiseau | el pájaro |
| Giraffe | la girafe | la jirafa |
| Big (Big plural) | grand/grande | grande (grandes) |
| Small (Small plural) | petit/petite | pequeño/pequeña (pequeños/pequeñas) |
| Classroom Instructions |  |  |
| Cross (plural command) | croisez | cruzad |
| Clap (plural command) | tapez les mains | aplaudid |
| Repeat (plural command) | répétez | repetid |
| Up | en haut | arriba |
| Down | en bas | abajo |
| Touch (plural command) | touchez | tocad |
| Lights, please | Les lumières, s’il te/vous plaît. | Las luces, por favor. |
| Quiet, please | Silence, s’il vous plaît | Silencio, por favor |
| Slow down, please | Ralentissez s’il vous plaît | Más despacio, por favor |
| **Food** |  |  |
| What do you eat? | Qu'est-ce que tu manges? | ¿Qué comes? |
| I eat (some)…. | Je mange … | Como… |
| fruit | des fruits | (la) fruta |
| an apple | une pomme | una manzana |
| a banana | une banane | un plátano |
| grapes (a bunch) | du raisin | (las) uvas |
| an orange | une orange | una naranja |
| a pizza | une pizza | (la) pizza |
| pasta | des pâtes | (la) pasta |
| chips | des frites | (las) patatas fritas |
| crisps | des chips | (las) patatas fritas de bolsa |
| chocolate | du chocolat | (el) chocolate |
| rice | du riz | (el) arroz |
| a sandwich | un sandwich | un bocadillo |
| fish | du poisson | (el) pescado |
| meat | de la viande | (la) carne |
| chicken | du poulet | (el) pollo |

**Primary 5**

|  |  |  |  |
| --- | --- | --- | --- |
| **Focus** | **Experiences and Outcomes** | **Skills based learning intention** | **Success Criteria** |
| Greetings | |  | | --- | | **MLAN 2-01a**  **MLAN 2-01b**  **MLAN 2-01c**  **MLAN 2-02a** | | **MLAN2-03a**  **MLAN2-03b** | | **Listen** actively to the sounds of the target language.  **Respond** simply to greeting/ question asked.  **Use** target language in some everyday routines. | |  | | --- | | **Take part** in simple greetings conversations using learned vocabulary.  **Begin to respond** to questions using adjectives….I am happy today…I am marvellous today. | |
| Personal information | |  | | --- | | **MLAN 2-01a**  **MLAN 2-01b**  **MLAN 2-01c**  **MLAN 2-02a**  **MLAN 2-03a**  **MLAN2-03b**  **MLAN 2-05b**  **MLAN 2-08b**  **MLAN 2-13a**  **MLAN2-13b**  **MLAN 2-14a** | | |  |  | | --- | --- | | **Listen** actively to the sounds of a modern language.  **Listen** for specific words and phrases.  **Respond** appropriately to questions asked. |  |   **Create** a short conversation with a partner  **Identify** one piece of information about partner and relay information.  **Read** simple personal information phrases with a partner or group. | **Reply** to – ‘What is your name?  Where do you live? How old are you? How many brothers/sisters do you have?  **Ask and answer** questions readily and confidently.   |  | | --- | | **Identify, understand** and **relay** information. (She is …years old ….she is called …..).  **Begin to Read** and **understand** greetings and personal information. | |
| Number | |  | | --- | | **MLAN 2-01a**  **MLAN 2-01c**  **MLAN 2-05b** | | |  |  | | --- | --- | | **Listen** actively to the sounds of a modern language.  **Count and use** numbers of modern language in a variety of situations. |  |   **Take part** in simple games. | **Repeat** number vocabulary correctly up to 50.  **Recall** number vocabulary to 30.  **Take part** and **cooperate** in simple number games.  **Use** numbers to 50 in target language as part of daily routine and in other curricular areas. |
| Calendar | **MLAN 2-01a**  **MLAN 2-01b**  **MLAN 2-01c**  **MLAN 2-05b**  **MLAN 2-08a**  **MLAN 2-13a**  **MLAN 2-14a** | |  | | --- | | **Listen** actively to the sounds of a target language.  **Know** the days of the week and months of the year.  **Use** the language in everyday routines.  **Read** and **write** vocabulary related to date. | | |  | | --- | | **Use learned** vocabulary for days of the week and months of the year with increasing confidence.  **Respond** in target language when asked, what date is it today?  **Begin** to use vocabulary related to the season.  **Write** and **read** the day and month in the target language. | |
| Classroom nouns and instructions | **MLAN 2-01a**  **MLAN 2-01c**  **MLAN 2-05b**  **MLAN 2-07a**  **MLAN 2-08b**  **MLAN 2-11a**  **MLAN 2-11c**  **MLAN 2-14a** | |  |  | | --- | --- | | **Listen** actively to the sounds of a target language.  **Identify** objects in target language.  **Say** objects in target language.  **Begin to read and write** some of the environmental nouns. | . | | **Recall** known objects.  **Participate** in simple games involving known classroom objects.  **Identify** known objects by saying the name in target language.  **Respond** to instructions involving objects….give me the…put the…close the… etc  **Recognise & Read** environmental vocabulary.  **Label** some objects accurately. |
| Colours | **MLAN 2-01a**  **MLAN 2-01c**  **MLAN 2-08a**  **MLAN 2-13a**  **MLAN 2-14a** | **Listen** actively to the sounds of a target language. **Identify** colours correctly in target language.  **Say** and **use** the colour vocabulary in a number of situations. | **Recall and Identify** colours.  **Repeat** new vocabulary –grey, brown, purple and pink ( light and dark)  **Begin** to use colour vocabulary in other areas of the curriculum.  **Participate** in simple colour games.  **Describe** objects using colour.  **Read and write** written word for colours. |
| Weather | **MLAN 2-01a**  **MLAN 2-01b**  **MLAN 2-01c**  **MLAN 2-02a**  **MLAN 2-05b**  **MLAN 2-06a**  **MLAN 2-08a**  **MLAN 2-08b**  **MLAN 2-13a**  **MLAN 2-14a** | **Listen** actively to the sounds of a target language.  **Describe** weather in target language in real and imaginary situations e.g. using flashcards.  **Describe** the weather orally and in writing. | **Recall** learned vocabulary for given types of weather.  **Respond** in target language when asked, ‘What is the weather like today?’  **Use**learned vocabulary as part of daily routines to accurately describe the weather.  **Read** and **copy** the weather vocabulary. |
| Home | **MLAN 2-01a**  **MLAN 2-01b**  **MLAN 2-01c**  **MLAN 2-08b**  **MLAN 2-11a**  **MLAN 2-11c**  **MLAN 2-14a** | **Listen** actively to the sounds of a modern language.  **Match** vocabulary to rooms and objects  **Read** and **locate** environmental print to locate objects  **Describe** objects  **Use** vocabulary in games and activities | **Repeat** new vocabulary with increasing confidence.  **Begin to recognise** written word.  **Use** adjectives to describe a room or object- big, small, long, short, and state colours.  **Match** images to vocabulary.  **Read** and **comprehend** vocabulary. |
| Body Parts | **MLAN2-01a**  **MLAN2-01b**  **MLAN 2-01c**  **MLAN 2-02a**  **MLAN 2-04a**  **MLAN 2-05a**  **MLAN 2-07b**  **MLAN 2-08a**  **MLAN2-08b**  **MLAN2-11a**  **MLAN 2-11b**  **MLAN 2-11d**  **MLAN 2-11c**  **MLAN 2-13a**  **MLAN 2-13b**  **MLAN 2-14a** | |  | | --- | | **Listen** actively to the sounds of the target language.  **Listen to and interpret** instructions involving parts of the body.  **Say** some parts of the body in the target language.  **Read** the body vocabulary | | **Recall** vocabulary (arms, hands thumbs. thumbs up, thumbs down, head, shoulders, knees and feet).  **Respond** to instructions involving parts of the body during games and daily routines by mimicking. e.g.” Clap your hands.” “Cross your arms, touch your head…..”  **Participate** in playing games involving remembering and saying parts of the body.  **Label** body parts |
| Food | **MLAN 2-01a**  **MLAN 2-01b**  **MLAN 2-02a**  **MLAN 2-03a**  **MLAN 2-03b**  **MLAN 2-05a**  **MLAN 2-05b**  **MLAN2-07a**  **MLAN 2-07b**  **MLAN 2-08a**  **MLAN 2-08b**  **MLAN 2-09a**  **MLAN 2-11b**  **MLAN 2-11c** | **Listen** actively to the sounds of a target language.  **Know** some of the food names in the target language.  **Use** the language in everyday routines.  **Explore** sounds and patterns in the target language.  **Match** pictures of or food to word in target language. | **Recall** a range of food in school (playtime and dinner hall)  **State** what they have…I have an apple, I have pizza…  **Read** food vocabulary. |
| Cultural awareness | **MLAN 2-06b**  **MLAN 2-09a** | **Listen** actively to the sounds of a modern language.  **Brainstorm** known artist’s country.  **Learn** about some of the country’s famous artists.  **Give opinion** on famous artists work.  **Take part** art activities. | **Offer views and discuss** opinions  **Look at and respond** with opinion to art work.  **Create** own works of art. |

Primary 5 New Vocabulary - build on previous vocabulary

|  |  |  |
| --- | --- | --- |
| **Feelings** | FRENCH | SPANISH |
| I am/he is/she is: in top form.  I am/he is/she is (feeling): very well/great! | Je suis/ Il/Elle est : en pleine forme.  Je vais/il va/elle va : très bien. | Yo estoy/él está/ ella está : en buena forma.  Yo estoy/él está/ ella está : estupendamente **(or)**  genial |
| I am/he is/she is (feeling): Very good | Je vais/il va/elle va : très bien. | Yo estoy/ él está /ella está: muy bien. |
| I am/he is/she is (feeling): Tired (m.)/Tired (f.) | Je suis/ Il/Elle est : Je suis fatigué/fatiguée. | Yo estoy/ él está /ella está: cansado/cansada. |
| I am/he is/she is (feeling): Sad | Je suis/ Il/Elle est : triste | Yo estoy/él está/ ella está triste |
| I am/he is/she is (feeling): Bad (not good) | Je vais/il va/elle va : mal | Yo estoy/él está/ ella está mal |
| **Descriptions** | FRENCH | SPANISH |
| What is his nationality?  What is her nationality? | Il est de quelle nationalité?  Elle es de quelle nationalité? | ¿Cuál es su nacionalidad? |
| He is Scottish.  She is Scottish. | Il est écossais  Elle est écossaise. | Él es escocés.  Ella es escocesa. |
| He is English  She is English. | Il est anglais.  Elle est anglaise. | Él es inglés.  Ella es inglesa. |
| He is Welsh.  She is Welsh. | Il est gallois.  Elle est galloise. | Él es galés.  Ella es galesa. |
| He is Irish.  She is Irish. | Il est irlandais.  Elle est irlandaise. | Él es irlandés.  Ella es irlandesa. |
| He is Spanish.  She is Spanish. | Il est [il](https://www.collinsdictionary.com/dictionary/french-english/il) [espagnol](https://www.collinsdictionary.com/dictionary/french-english/espagnol).  Elle est [espagnol](https://www.collinsdictionary.com/dictionary/french-english/espagnol)e. | Él es español.  Ella es española. |
| He is French.  She is French. | Il est français.  Elle est française. | Él es francés.  Ella es francesa. |
| What is he/she like? | Il est comment?  Elle est comment? | ¿Cómo es? |
| He is…  She is… | Il est…  Elle est… | Él es..  Ella es… |
| Kind | gentil (masc)/gentille | amable |
| Nice | sympa | simpático/a or agradable |
| Horrible | horrible | horrible |
| Young | jeune | joven |
| Old | vieux/vieille | \*anciano/a (viejo/a is used in Latin America, but mainly is to describe a thing in Spain)  *mayor* (older/elderly) |
| **Personal Information** |  |  |
| He/she is called | Il/Elle s’appelle …. | Él/ella se llama…. |
| He/she is......years old (one year old). | Il/Elle a …. ans. (un an) | Él/ella tiene …. años. (un año) |
| **Number** |  |  |
| thirty one | trente et un | treinta y uno |
| thirty two | trente-deux | treinta y dos |
| thirty three | trente-trois | treinta y tres |
| thirty four | trente-quatre | treinta y cuatro |
| thirty five | trente-cinq | treinta y cinco |
| thirty six | trente-six | treinta y seis |
| thirty seven | trente-sept | treinta y siete |
| thirty eight | trente-huit | treinta y ocho |
| thirty nine | trente-neuf | treinta y nueve |
| forty | quarante | cuarenta |
| forty one | quarante et un | cuarenta y uno |
| forty two | quarante-deux | cuarenta y dos |
| forty three | quarante-trois | cuarenta y tres |
| forty four | quarante-quatre | cuarenta y cuatro |
| forty five | quarante-cinq | cuarenta y cinco |
| forty six | quarante-six | cuarenta y seis |
| forty seven | quarante-sept | cuarenta y siete |
| forty eight | quarante-huit | cuarenta y ocho |
| forty nine | quarante-neuf | cuarenta y nueve |
| fifty | cinquante | cincuenta |
| **Classroom Instructions** |  |  |
| 1. Put it/the…..here (singular command) 2. Put it/the…..here (plural command) | 1. Mets-le/la là.  2. Mettez le/la là. | 1. Ponlo ahí. Ponla ahí. Pon el….ahí/Pon la …. ahí.  2. Ponedlo ahí/Ponedla ahí/Poned el…ahí/Poned la…ahí |
| 1. Close it/the…(singular command) 2. Close it/the…(plural command) | 1. Ferme le/la ….  2. Fermez le/la…. | 1. Ciérralo/Ciérrala/Cierra el…./Cierra la ….  2. Cerradlo/Cerradla/Cerrad el…/Cerrad la… |
| 1. Open it/the…(singular command) 2. Open it/the…(plural command) | 1. Ouvre le/la ….  2. Ouvrez le/la …. | 1. Ábrelo/ Ábrela/Abre el…/Abre la….  2. Abridlo/Abridla/Abrid el…/Abrid la… |
| 1. Give me it/ the…(singular command) 2. Give me it/ the…(plural command) | 1. Donne-le-moi. Donne moi le/la ….  2. Donnez | 1. Dámelo/Dámela/Dame el …./Dame la ….  2. Dádmelo/Dádmela/Dadme el…Dadme la…. |
| 1. Give everyone a.…(singular command) 2. Give everyone a.…(plural command) | 1. Donne à chacun un/une  2. Donnez | 1. Da a todos un/una…  2. Dad a todos un/una… |
| 1. Repeat please. (singular command) 2. Repeat please. (plural command) | 1. Répète s’il te plaît.  2. Répètez s’il vous plaît. | 1. Repite por favor.  2. Repetid por favor. |
| **Colour** |  |  |
| grey | gris | gris |
| brown | marron brun/brune(hair) | marrón |
| pink | rose | rosa |
| purple | violet | morado |
| light | clair | claro |
| dark | foncé | oscuro |
| **Home** |  |  |
| big | grand/grande | grande |
| small | petit/petite | pequeño/pequeña |
| long | long/longue | largo/larga |
| short | court/courte | corto/corta |
| house (my house) | la maison (ma maison) | la casa (mi casa) |
| bedroom | la chambre (à coucher) | el dormitorio |
| living room | le salon | la sala or el salón |
| bathroom | la salle de bains | el cuarto de baño |
| kitchen | la cuisine | la cocina |
| garden | le jardin | el jardín |
| dining room | la salle à manger | el comedor |
| computer | l’ordinateur | el ordenador |
| television | la télévision | la televisión (la tele) |
| bed | le lit | la cama |
| sofa | le canapé | el sofá |

**Year 6**

|  |  |  |  |
| --- | --- | --- | --- |
| **Focus** | **Experiences and Outcomes** | **Skills based learning intention** | **Success Criteria** |
| Greetings | |  | | --- | | MLAN 2-01a  MLAN 2-01b  MLAN 2-01c  MLAN 2-02a |  |  | | --- | |  | | **Listen** actively to the sounds of the target language.  **Respond** simply to greeting/ question asked.  **Use** target language in some everyday routines.  **Demonstrate** intonation and gesture when talking in the target language. | |  | | --- | | **Take part** in simple greetings and conversations using learned vocabulary.  **Reply** to questions with increasing confidence and detail. | |
| Personal information | |  |  | | --- | --- | | MLAN 2-01a  MLAN 2-01b  MLAN 2-01c  MLAN 2-02a  MLAN 2-03a  MLAN 2-05b  MLAN 2-08b  MLAN 2-10a  MLAN 2-13a  MLAN 2-14a   |  | | --- | |  | | | |  |  | | --- | --- | | **Listen** actively to the sounds of a modern language.  **Listen** for specific words and phrases.  **Respond** appropriately to questions asked. |  |   **Create** a short conversation with a partner  **Identify** one piece of information about partner and relay information  **Read and write** basic personal information.  **Work** with a partner to **create** a short conversation to **share** basic personal information. | **Reply** questions with increasing confidence.  **Ask and answer** questions readily and confidently.  **Write** simple information in target language, e.g. “My name is…”, “I am … years old”.  **Begin to describe** own eye colour and hair colour. |
| Number | MLAN 2-01a  MLAN 2-01c  MLAN 2-05b | |  |  | | --- | --- | | **Listen** actively to the sounds of a modern language.  **Count and use** numbers of modern language in a variety of situations. |  |   **Use** the numbers to 80 inactivities and games.  **Identify** numbers accurately. | **Repeat** number vocabulary correctly up to 80.  **Recall** number vocabulary to 50.  **Take part** and **cooperate** in simple number games.  **Use** numbers to 80 in target language as part of daily routine and in other curricular areas. |
| Calendar | MLAN 2-01a  MLAN 2-01b  MLAN 2-01c  MLAN 2-05b  MLAN 2-08a  MLAN 2-13a  MLAN 2-14a | |  | | --- | | **Listen** actively to the sounds of a target language.  **Know** the days of the week and months of the year.  **Use** the language in everyday routines.  **Read** and **write** vocabulary related to date | | |  | | --- | | **Use learned** vocabulary for days of the week and months of the year with increasing confidence.  **Respond** in target language when asked, “What date is it today?”  **Use** vocabulary related to the four seasons.  **Write** and **read** the day and month in the target language.  **Order** the days and months accurately. | |
| Classroom nouns and instructions | MLAN 2-01a  MLAN 2-01b  MLAN 2-01c  MLAN 2-03a  MLAN 2-03b  MLAN 2-07a  MLAN 2-07b  MLAN 2-08a  MLAN 2-08b  MLAN 2-11c  MLAN 2-13a  MLAN 2-13b  MLAN 2-14a | |  |  | | --- | --- | | **Listen** actively to the sounds of a target language.  **Identify** objects in target language.  **Say** objects in target language.  **Repeat** and understand new vocabulary. | . | | **Recall** known objects and **begin to use** new vocabulary for places around the school building.  **Participate** in simple games involving known classroom objects.  **Identify** known objects by saying the name in target language.  **Respond** to instructions involving places, e.g. “Go to the office”, “Go outside/inside”…  **Recognise and read** environmental vocabulary. |
| Colours | MLAN 2-01a  MLAN 2-01c  MLAN 2-08a  MLAN 2-13a  MLAN 2-14a | **Listen** actively to the sounds of a target language.  **Identify** and **use** colours correctly in target language in a variety of situations.  **Say** and **use** the colour vocabulary in a number of situations. | **Recall and Identify** colours with increasing confidence.  **Describe** objects using colour.  **Read and write** written word for colours. |
| Weather | MLAN 2-01a  MLAN 2-01b  MLAN 2-01c  MLAN 2-02a  MLAN 2-05b  MLAN 2-06a  MLAN 2-08a  MLAN 2-08b  MLAN 2-13a  MLAN 2-14a | **Listen** actively to the sounds of a target language.  **Describe** weather in target language in real and imaginary situations e.g. using flashcards. | **Recall** learned vocabulary for given types of weather.  **Respond** in target language when asked, “What is the weather like?” to accurately **describe** the weather.  **Use**learned vocabulary as part of daily routines to accurately describe the weather and **participate** in role play activities. |
| Town | MLAN2-01a  MLAN 2-02a  MLAN2-03b  MLAN 2-05a  MLAN 2-07b  MLAN 2-08a  MLAN 2-08b  MLAN 2-09a  MLAN 2-13a  MLAN 2-13b  MLAN 2-13b  MLAN 2-14a | **Listen** actively to the sounds of a modern language.  **Match** vocabulary to rooms and objects  **Read** and **locate** environmental print to locate objects.  **Describe** objects.  **Use** vocabulary in games and activities. | **Repeat** new vocabulary with increasing confidence using a variation of shops.  **Begin to recognise** written word.  **Match** images to vocabulary.  **Read** and **comprehend** vocabulary.  **Locate** shops on a map.  **Draw and label** shops. |
| The body | MLAN2-01a  MLAN 2-02a  MLAN2-03b  MLAN 2-05a  MLAN 2-07b  MLAN 2-08a  MLAN 2-08b  MLAN 2-09a  MLAN 2-13a  MLAN 2-13b  MLAN 2-13b  MLAN 2-14a | |  | | --- | | **Listen** actively to the sounds of the target language.  **Listen to and interpret** instructions involving parts of the body.  **Say** some parts of the body in the target language. | | **Recall** new vocabulary (legs, stomach, eyes, hair, mouth and ears).  **Respond** to instructions involving parts of the body during games and daily routines by mimicking. e.g.” Clap your hands”, “Cross your arms, touch your head…..”  **Participate** in playing games and singing songs or raps involving remembering and saying parts of the body. |
| Food and café | MLAN 2-01a  MLAN 2-01c  MLAN 2-08a  MLAN 2-13a  MLAN 2-14a | **Listen** actively to the sounds of a target language.  **Demonstrate** a basic understanding of Café vocabulary.  **Use** the language in everyday routines.  **Explore** sounds and patterns in the target language.  **Apply** café vocabulary in a role-play situation. | **Recall** a range of food in the Café.  **Match** images to word.  **State** wants, e.g. “I want a/an ….”  **State** likes and dislikes.  **Question** what partner wants, “What do you want?” (I would like…what would you like?).  **Read** and begin to **write** food vocabulary. |
| Bilingual Dictionary & Phonics awareness | MLAN 2-11a  MLAN 2-07a  MLAN 2-01b  MLAN 2-11b  MLAN 2-11c  MLAN 2-11d | **Participate in word definition activities.**  **Search** and **find** translations of English words in target language.  **Say** the sounds of the alphabet in target language. | **Use** phonics in a variety of language activities.  **Use** a bilingual dictionary with increasing confidence to support comprehension and writing in target language. |
| Cultural awareness | MLAN 2-06b  MLAN 2-09a | **Brainstorm** prior knowledge and learning of selected country.  **Use** ICT to research information and facts about the geography of the country.  **Record** and **share** information in a report about country.  **Listen** to or **read** information presented by peers.  **Constructively assess** the reports shared by peers. | **Research** geographical features of chosen country.  **Demonstrate** knowledge and understanding of climate and landscape of chosen country.  **Present** information to peers.  **Take part** in peer assessment. |

Year 6 New Vocabulary - build on previous vocabulary

|  |  |  |
| --- | --- | --- |
| **Personal Information** |  |  |
| I have ….eyes | J’ai les yeux …. (insert colour) | (Yo) Tengo los ojos …. (insert colour) |
| I have blond/brown/black/red hair. | J’ai les cheveux blonds/bruns/noirs/roux. | (Yo) Tengo el pelo rubio/castaño/negro/rojo. |
| I am blond | Je suis blond/blonde. | (Yo) Soy rubio/rubia. |
| I am brunette | Je suis brun/brune. | (Yo) Soy moreno/morena. |
| I have black hair. | J’ai les cheveux noirs (the only way to say it). | (Yo) Tengo el pelo negro. (the only way to say it). |
| I am a red-head. | Je suis roux/rousse. | (Yo) Soy pelirrojo/pelirroja. |
| I have long hair | J’ai les cheveux longs. | (Yo) Tengo pelo largo. |
| I have short hair | J’ai les cheveux courts. | (Yo) Tengo el pelo corto. |
| I have medium-length hair | J'ai les cheveux mi-longs. | (Yo) Tengo el pelo de largo mediano. |
| I have curly hair | J’ai les cheveux bouclés/frisés (tight curls). | (Yo) Tengo el pelo rizado. |
| I have straight hair | J’ai les cheveux raides. | (Yo) Tengo el pelo liso. |
| Number |  |  |
| fifty-one | cinquante et un | cincuenta y uno |
| fifty-two | cinquante-deux | cincuenta y dos |
| fifty-three | cinquante-trois | cincuenta y tres |
| fifty-four | cinquante-quatre | cincuenta y cuatro |
| fifty-five | cinquante-cinq | cincuenta y cinco |
| fifty-six | cinquante-six | cincuenta y seis |
| fifty-seven | cinquante-sept | cincuenta y siete |
| fifty-eight | cinquante-huit | cincuenta y ocho |
| fifty-nine | cinquante-neuf | cincuenta y nueve |
| sixty | soixante | sesenta |
| sixty-one | soixante et un | sesenta y uno |
| sixty-two | soixante-deux | sesenta y dos |
| sixty-three | soixante-trois | sesenta y tres |
| sixty-four | soixante-quatre | sesenta y cuatro |
| sixty-five | soixante-cinq | sesenta y cinco |
| sixty-six | soixante-six | sesenta y seis |
| sixty-seven | soixante-sept | sesenta y siete |
| sixty-eight | soixante-huit | sesenta y ocho |
| sixty-nine | soixante-neuf | sesenta y nueve |
| seventy | soixante-dix | setenta |
| seventy-one | soixante et onze | setenta y uno |
| seventy-two | soixante-douze | setenta y dos |
| seventy-three | soixante-treize | setenta y tres |
| seventy-four | soixante-quatorze | setenta y cuatro |
| seventy-five | soixante-quinze | setenta y cinco |
| seventy-six | soixante-seize | setenta y seis |
| seventy-seven | soixante-dix-sept | setenta y siete |
| seventy-eight | soixante-dix-huit | setenta y ocho |
| seventy-nine | soixante-dix-neuf | setenta y nueve |
| eighty | quatre-vingts | ochenta |
| School and Instructions |  |  |
| Playground | la cour de récréation | el recreo |
| School dining hall | la cafétéria | el comedor del colegio |
| Smart board | le tableau interactif | la pizarra digital interactiva |
| Office | le bureau | oficina |
| Outside | dehors | afuera/fuera |
| Inside | dedans | adentro/dentro |
| Go to the… | aller au/à la | Ve a la/al …. |
| Go inside (enter)  Go outside (exit) | Entre/Entrez  Sors/Sortez | Pasa/Pasad  Sal/Salid *(va afuera)(sal de la clase….)* |
| **Town** |  |  |
| Shop | le magasin | la tienda |
| Chemist | la pharmacie | la farmacia |
| Butcher shop | la boucherie | la carnicería |
| Bakery | la boulangerie | la panadería |
| Supermarket | le supermarché | el supermercado |
| Newsagent | le magasin de journaux | el quiosco de los periódicos |
| Café | le café | la cafetería |
| Shoe shop | le magasin de chaussures | la zapatería |
| Toy shop | le magasin de jouets | la juguetería |
| **Body** |  |  |
| Legs | les jambes | las piernas |
| Stomach | l’estomac | el estómago |
| Eyes | les yeux | los ojos |
| Hair | les cheveux | el pelo |
| Mouth | la bouche | la boca |
| Ears | les oreilles | las orejas |
| Knees | les genoux | las rodillas |
| **Food and Café** |  |  |
| I would like… | Je voudrais …. | (Yo) Quiero…. |
| What do you want? | Qu’est-ce que tu veux/vous voulez (formal)? | ¿Qué quieres? |
| May I have….please? | Puis-je avoir …., s’il te/vous plaît? | ¿Me puede (formal)/puedes (informal) dar …., por favor? |
| I like…. | …. | Me gusta …. |
| I don’t like… | Je n’aime pas …. | No me gusta (sing)/gustan (pl)…. |
| ***Note: In French, likes and dislikes always take the definite article i.e. le, la or les!*** | J’aime/Je n’aime pas…. |  |
| Water | l’eau | (el) agua |
| Tea | le thé | (el) té |
| Coffee | lecafé | (el) café |
| Milk | le | (la) leche |
| Apple juice | le jus de pomme | un zumo de manzana |
| orange Juice | le jus d’orange | un zumo de naranja |
| Coke | le Coca-Cola | una Coca-Cola |
| lemonade | la limonade | una gaseosa |
| bread | le pain | (el) pan |
| butter | le beurre | (la) mantequilla |
| salt | le sel | (la) sal |
| pepper | le poivre | (la) pimienta |
| beef | le bœuf | (la) ternera |
| chicken | le poulet | (el) pollo |
| pork | le porc | (el) cerdo |
| ham | le jambon | (el) jamón |
| cheese | le fromage | (el) queso |
| eggs | les œufs | (los) huevos |
| fish | le poisson | (el) pescado |
| sandwich | le sandwich | un bocadillo |
| chips | les frites | (las) patatas fritas |
| pizza | la pizza | (la) pizza |
| hot dog | le hot-dog | (un) perrito caliente |
| burger | le hamburger | (una) hamburguesa |
| sausages | les saucisses | (las) salchichas |
| potatoes | les pommes de terre | (las) patatas |
| rice | le riz | (el) arroz |
| salad | la salade | (la) ensalada |
| vegetables | les légumes | (las) verduras |
| ice-cream | la glace | un helado |
| dessert | le dessert | (el) postre |
| fruit | les fruits | (la) fruta |
| biscuits | les biscuits | (las) galletas |
| cake | le gâteau | (la) tarta |
| milkshake | le milk-shake | (un) batido |
| It was delicious, thank you. | C’était delicieux, merci. | Estaba delicioso/deliciosa, gracias./Qué rico/ rica, gracias |

**Year 7**

|  |  |  |  |
| --- | --- | --- | --- |
| **Focus** | **Experiences and Outcomes** | **Skills based learning intention** | **Success Criteria** |
| Greetings | |  | | --- | | MLAN 2-01a  MLAN 2-01b  MLAN 2-01c  MLAN 2-02a |  |  | | --- | |  | | **Listen** actively to the sounds of the target language.  **Respond** confidently to greeting/ question asked.  **Use** target language in everyday routines.  **Demonstrate** intonation and gesture when talking in the target language.  **Show** understanding of target language. | |  | | --- | | **Take part** in simple greetings and conversations using learned vocabulary.  **Reply** to questions and greet others with confidence and detail. | |
| Personal information | |  | | --- | | MLAN 2-01a/b  MLAN 2-01c  MLAN 2-02a  MLAN 2-03a  MLAN 2-05b  MLAN 2-06a  MLAN 2-08b  MLAN 2-10a  MLAN 2-13a  MLAN 2-13b  MLAN 2-14a | | |  |  | | --- | --- | | **Listen** actively to the sounds of a modern language.  **Listen** for specific words and phrases.  **Respond** appropriately to questions asked. |  |   **Describe** another person.  **Identify** one piece of information about partner and relay information.  **Read and write** basic personal information. | **Reply** to questions with increasing confidence.  **Ask and answer** questions readily and confidently.  **Write** information in target language, e.g. “My name is…”, “I am…years old” with accuracy.  **Begin to describe** appearance of others.  **Read** and **comprehend** information about others. |
| Number | MLAN 2-01a  MLAN 2-01c  MLAN 2-05b | |  |  | | --- | --- | | **Listen** actively to the sounds of a modern language. **Count and use** numbers of modern language in a variety of situations. |  |   **Use** the numbers to 100 inactivities, games and daily routines.  **Identify** numbers accurately and demonstrate understanding of words signs and phrases in target language. | **Repeat** number vocabulary correctly up to 100 and make connections and identify patterns with numbers.  **Recall** number vocabulary to 80.  **Take part** and **cooperate** in simple number games.  **Use** numbers to 100 in target language as part of daily routine and in other curricular areas.  **Read** and **write** vocabulary for numbers with increasing confidence. |
| Calendar | MLAN 2-01a  MLAN 2-01b  MLAN 2-01c  MLAN 2-05b  MLAN 2-08a  MLAN 2-13a  MLAN 2-14a | |  | | --- | | **Listen** actively to the sounds of a target language.  **Know** the days of the week and months of the year.  **Use** the language in a variety of situations and in everyday routines.  **Read** and **write** vocabulary related to the calendar.  **Use** a word bank to check vocabulary. | | |  | | --- | | **Use learned** vocabulary with confidence.  **Respond** in target language when asked, “What date is it today?”  **Use** vocabulary related to the four seasons.  **Write** and **read** the date in the target language, referring to a word bank if necessary.  **Order** the days and months accurately. | |
| Classroom nouns, objects and instructions | MLAN2-01a  MLAN2-01b  MLAN 2-01c  MLAN2-02a  MLAN 2-05a  MLAN 2-07b  MLAN 2-08a  MLAN 2-08b  MLAN 2-09a  MLAN 2-10a  MLAN2-11a  MLAN 2-11b  MLAN 2-11c  MLAN 2-11d  MLAN 2-13a  MLAN 2-13b  MLAN 2-14a | |  |  | | --- | --- | | **Listen** actively to the sounds of a target language.  **Identify** objects in target language and begin to recall clothing vocabulary.  **Say** objects in target language.  **Repeat** and understand new vocabulary.  **Use** target language in everyday routines.  **Participate** in conversations, games and role play about objects.  **Follow** instructions accurately.  **Read** and **write** vocabulary with increasing accuracy. | . | | **Repeat** new vocabulary related to clothing. **Recall** known objects in the classroom and **use** new vocabulary for places around the school building.  **Participate** in simple games/activities involving known classroom objects.  **Identify** objects and clothing by saying and describe objects (colour/shape/size) the name in target language.  Respond readily to questions such as, “what is this? What are these?” Who does…belong to? What does she/he/they have?” “Where is? Where are?”  **Respond** to instructions involving places, e.g. “Go to the office”, “Go outside/inside”…  **Recognise** and **read** environmental vocabulary. |
| Colours | MLAN 2-01a  MLAN 2-01c  MLAN 2-08a  MLAN 2-13a  MLAN 2-14a | **Listen** actively to the sounds of a target language.  **Identify** and **use** colours correctly in target language in a variety of situations.  **Say** and **use** the colour vocabulary in a number of situations.  **Read** and **write** colour vocabulary.  **Participate** in conversations about colour. | **Recall and Identify** colours with increasing confidence oral and written.  **Describe** objects using colour both orally and in writing.  **Attempt** to translate unfamiliar vocabulary.  **Ask** and **respond** to questions such as, “What colour is this/are these? What is your favourite colour?” |
| Weather | MLAN 2-01a  MLAN 2-01b  MLAN 2-01c  MLAN 2-02a  MLAN 2-05b  MLAN 2-06a  MLAN 2-08a  MLAN 2-08b  MLAN 2-13a  MLAN 2-14a | **Listen** actively to the sounds of a target language.  **Describe** weather in target language in real and imaginary situations e.g. using flashcards.  **Use**learned vocabulary as part of daily routines to accurately describe the weather.  **Link** clothing vocabulary to season and weather.  **Participate** in role play activities using weather vocabulary accurately.  **Re-construct** weather sentences.  **Write** more complex sentences and phrases in target language.  **Match** clothing vocabulary to object or image. | **Recall** learned vocabulary for given types of weather.  **Use** vocabulary related to clothing**.**  **State** typical clothing worn in each season or weather.  **Respond** in target language when asked, “What is the weather like?” to accurately and **describe** the weather in real and fictional situations.  **Respond** to the question “What do you wear in Summer/Spring/Autumn/Winter?”  **Read** text and **match** phrases to images and symbols.  **Write** vocabulary and phrases related to weather. |
| Town | |  | | --- | | MLAN 2-01a  MLAN 2-01c  MLAN 2-08a  MLAN 2-13a  MLAN 2-14a | | **Listen** actively to the sounds of a modern language.  **Recall** vocabulary linked to the town.  **Read** and **locate** environmental print to locate objects.  **Describe** objects.  **Use** vocabulary to **participate** in games and activities.  **Participate** in role play situations involving basic directions.  **Create** a fictional street/town. | **Repeat** new vocabulary with increasing confidence using a variation of shops.  **Begin** to use shop names in a variety of situations.  **Repeat** and show understanding of basic directions from one place to another.  **Begin to recognise** written word.  **Match** images to vocabulary.  **Read, write** and **comprehend** vocabulary. |
| The body | MLAN2-01a  MLAN2-01b  MLAN 2-01c  MLAN2-02a  MLAN 2-05a  MLAN 2-07b  MLAN 2-08a  MLAN 2-08b  MLAN 2-09a  MLAN 2-10a  MLAN2-11a  MLAN 2-11b  MLAN 2-11c  MLAN 2-11d  MLAN 2-13a  MLAN 2-13b  MLAN 2-14a | |  | | --- | | **Listen** actively to the sounds of the target language.  **Listen to and interpret** instructions involving parts of the body.  **Say** some parts of the body in the target language. |   **Identify** and **write vocabulary** related to the body**.**  **Describe** how you feel personally, e.g. “I have a sore head/leg”, “I am unwell”. | **Use** vocabulary related to the body.  **Respond** to instructions involving parts of the body during games and daily routines by mimicking. e.g.” Clap your hands”, “Cross your arms, touch your head…..”  **Participate** in playing games and singing songs or raps involving remembering and saying parts of the body.  **Read** and **write** vocabulary related to the body.  **Label** body parts.  **Understand** and **respond** to the question, ‘Is there something wrong? / How are you? Are you Ok?” |
| Food and café | MLAN 2-01a  MLAN 2-01c  MLAN 2-02a  MLAN 2-05b  MLAN 2-08a  MLAN 2-08b  MLAN 2-13a  MLAN 2-14a | **Listen** actively to the sounds of a target language and **explore** sounds and patterns in the target language.  **Identify** and **name** various foods and drinks with confidence.  **Use** the language in everyday routine and **apply** café vocabulary in a role-play situation.  **Write** and **read** orders and menus for the café. | **Recall** a range of food/drinks in the Café.  **State** wants, likes and dislikes in role play situations.  **Write** familiar vocabulary for a clear purpose and audience.  **Read** and begin to **write** food vocabulary. |
| Knowledge about language | MLAN 2-07a  MLAN 2-01b  MLAN 2-11b  MLAN 2-11c  MLAN 2-11a  MLAN 2-11d | **Participate** in word definition activities.  **Search** and **find** translations of English words in target language.  **Say** the sounds of the alphabet in target language.  **Extend** sentences by using connectives.  **Use** phonics knowledge to decode when reading. | **Use** phonics in a variety of language activities.  **Use** a bilingual dictionary with increasing confidence to support comprehension and writing in target language.  **Use** connectives in a variety of situations to extend sentences (and/but/because).  **Apply** understanding of alphabet and sounds to read new vocabulary. |
| Sports and Pastimes | MLAN 2-01a  MLAN 2-01c  MLAN 2-03b  MLAN 2-05b  MLAN 2-08a  MLAN 2-13a  MLAN 2-14a | **Listen** actively to the sounds of the target language while demonstrating understanding of phonics, rhyme and rhythm.  **Perform** actions and select images to match vocabulary.  **Use** language in role-play situations.  **Read** and discuss familiar texts.  **Write** familiar vocabulary using a word bank and bilingual dictionary for support. | **Repeat** new vocabulary.  **Identify** words with same sounds and identify cognates.  **Match** vocabulary to actions, images and videos.  **Begin** to write vocabulary related to sports and pastimes. |
| Cultural awareness | MLAN 2-06b  MLAN 2-09a | **Brainstorm** prior knowledge and learning of selected country.  **Use** ICT to research information and facts about the geography of the country.  **Record** and **share** information in a report about country.  **Listen** to or **read** information presented by peers.  **Constructively assess** the reports shared by peers. | **Research** geographical features of chosen country.  **Demonstrate** knowledge and understanding of climate and landscape of chosen country.  **Present** information to peers.  **Take part** in peer assessment. |

7 New Vocabulary - build on previous vocabulary

|  |  |  |
| --- | --- | --- |
| **Personal Information** |  |  |
| What does she/he look like? | Elle/il est comment physiquement? | ¿Cómo es ella/él ? |
| Describe her/him | Décrivez/Décrive son apparence. | Describidla/Describidlo.  Descríbela/descríbelo. |
| Describe your mother/father/brother/sister/friend. | Décrivez votre (plural)  Décrive ta/ton (singular) mère/père//frère/soeur/ami/amie. | Describe a tu madre/padre/hermano/hermana/amigo/amiga. |
| She/he has ….eyes | Elle/il a les yeux ….. | Ella/Él tiene los ojos …. |
| She/he has blond/brown/black/red hair. | Elle/il a les cheveux blonds/bruns/noirs/roux. | Ella/Él tiene el pelo rubio/castaño/negro/rojo. |
| He/she is: | Il/Elle est : | Él/Ella es: |
| Blonde | blond/blonde | rubio/a |
| Brunette | brun/brune | moreno/morena |
| Red-head | roux/rousse | pelirrojo/pelirroja |
| Short | court/courte | bajo/baja |
| Tall | grand/grande | alto/alta |
| Thin | mince | delgado/delgada |
| Fat | gros/grosse | gordo/gorda |
| **Shape** |  |  |
| Round | rond(e) | redondo/redonda |
| Short | court/courte | corto/corta |
| Long | long/longue | largo/larga |
| Thin | mince | delgado/delgada |
| Fat | gros/grosse | gordo/gorda |
| **Number** |  |  |
| Eighty-one | quatre-vingt-un | ochenta y uno |
| Eighty-two | quatre-vingt-deux | ochenta y dos |
| Eighty-three | quatre-vingt-trois | ochenta y tres |
| Eighty-four | quatre-vingt-quatre | ochenta y cuatro |
| Eighty-five | quatre-vingt-cinq | ochenta y cinco |
| Eighty-six | quatre-vingt-six | ochenta y seis |
| Eighty-seven | quatre-vingt-sept | ochenta y siete |
| Eighty-eight | quatre-vingt-huit | ochenta y ocho |
| Eighty-nine | quatre-vingt-neuf | ochenta y nueve |
| Ninety | quatre-vingt-dix | noventa |
| Ninety-one | quatre-vingt-onze | noventa y uno |
| Ninety-two | quatre-vingt-douze | noventa y dos |
| Ninety-three | quatre-vingt-treize | noventa y tres |
| Ninety-four | quatre-vingt-quatorze | noventa y cuatro |
| Ninety-five | quatre-vingt-quinze | noventa y cinco |
| Ninety-six | quatre-vingt-seize | noventa y seis |
| Ninety-seven | quatre-vingt-dix-sept | noventa y siete |
| Ninety-eight | quatre-vingt-dix-huit | noventa y ocho |
| Ninety-nine | quatre-vingt-dix-neuf | noventa y nueve |
| One hundred | cent | cien |
| Classroom nouns |  |  |
| What is this? | Qu’est-ce que c’est? | ¿Qué es esto? |
| What are these? | Qu’est-ce que c’est? | ¿Qué son estos? |
| Who does this belong to? | C’est à qui? | ¿De quién es esto? |
| Who do these belong to? | À qui sont-ils? | ¿De quién son estos? |
| That belongs to me. | C’est à moi. | Eso es mio. |
| Where is…? | Où est ….? | ¿Dónde está ….? |
| Where are…? | Où sont ….? | ¿Dónde están ….? |
| What does she/he/they have? | Qu’a-t-elle/il? Qu’ont-elles/ils? | ¿Qué tiene ella/él? ¿Qué tienen ellas/ellos?  \*ellas = they (feminine); ellos – they (masculine) |
| Colour |  |  |
| What colour is this/it? | C’est de quelle couleur ? | ¿De qué color es esto? |
| This is red. | C'est rouge. | Esto es rojo. |
| It is red. | C'est rouge. | Es rojo. |
| What colour are these? | Quelles sont ces couleurs? | ¿De qué colores son estos ? |
| They are red. | Ils sont rouges. | Estos son rojos. |
| What is your favourite colour? | Quelle est ta couleur préférée? | ¿Cúal es tu color favorito? |
| My favourite colour is | Ma couleur préférée est le …. | Mi color favorito es el……. |
| I like….but I prefer… | J’aime le ….. mais je préfère le …. | Me gusta el .… pero prefiero el …. |
| School Nouns |  |  |
| Janitor | la concierge/le concierge | el conserje/la conserje |
| cupboard | un placard | un armario |
| Library | la bibliothèque | la biblioteca |
| Gym hall | la salle de gym | el gimnasio |
| Main door | la porte d’entrée | la puerta de entrada |
| Exit | la sortie (la porte de sortie) | la salida (la puerta de salida) |
| Entrance | l’entrée (la porte d’entrée) | la entrada (la puerta de entrada) |
| Toilets | les toilettes | los servicios |
| Classroom | la salle | la clase |
| Art | la sallede dessin | el dibujo |
| Computer room | la salle d’informatique | la clase/sala de informática |
| Music room | la salle de musique | la clase/sala de música |
| Nursery | l’école maternelle | Preescolar |
| Staffroom | la salle des professeurs | la sala de profesores |
| Cloakroom | le vestiaire | el guardarropa |
| **Town (directions)** |  |  |
| Where is the…? | Où est le/la …..? | ¿Dónde está el/la ….? |
| Go straight on… | Allez tout droit …. | Ve todo recto …… |
| Turn left | Tournez à gauche. | Tuerce a la izquierda. |
| Turn right | Tournez à droite. | Tuerce a la derecha. |
| At the…. | Au/À la … | al + masculine noun  a la + feminine noun |
| Church | l’église | la Iglesia |
| Museum | le musée | el museo |
| Sports centre | le centre sportif | el polideportivo |
| Shopping centre | le centre commercial | el centro comercial |
| School | l’école | el colegio |
| Library | la bibliothèque | la biblioteca |
| Cinema | le cinéma | el cine |
| Cross the road… | Traversez la route/la rue. | Cruza la carretera/la calle. |
| **The body** |  |  |
| How are you? | Comment ça va? | ¿Cómo estás? ¿Qué tal? |
| How do you feel? | Comment vas tu? | ¿Cómo te sientes? |
| Is there something wrong? | Tu ne vas pas bien? | ¿Te pasa algo? |
| I have a sore…. | J’ai mal à la/au …… | Me duele el/la ….+ singular body part  Me duelen los/las….+ plural body part |
| I have the cold. | J’ai un rhume. | (Yo) Estoy resfriado/resfriada. |
| I am unwell | Je suis malade/Je me sens mal. | No me encuentro bien. |
| **Sports/hobbies and past-times** |  |  |
| I like ….. | J’aime …. | Me gusta + singular noun  Me gustan + plural noun |
| I don’t like …. | Je n’aime pas …. | No me gusta + singular noun  No me gustan + plural noun |
| It is fun. | C’est amusant. | ¡Qué divertido! |
| It is exciting. | C’est passionnant. | ¡Qué emocionante! |
| It is boring. | C’est ennuyeux. | ¡Qué aburrido! |
| Swimming | la natation | la natación |
| Football | le football | el fútbol |
| Tennis | le tennis | el tenis |
| Dance | la danse | la danza/el baile |
| Skating | le patinage | el patinaje |
| Badminton | le badminton | el bádminton |
| Horse riding | l’équitation | montar a caballo |
| Karate | le karaté | el karate |
| Judo | le judo | el judo |
| Gymnastics | la gymnastique | la gimnsasia |
| Watching tv | regarder la télé | ver la tele |
| Computer games | des jeux vidéo | jugar al ordenador |
| Drawing | dessiner | dibujar |
| Bowling | jouer au bowling | jugar a los bolos |
| Playing with my friends | jouer avec mes amis/amies | jugar con amigos/amigas |
| Reading | lire | leer |
| Rugby | le rugby | el rugby |
| Ride a bike | faire du vélo | andar en bicicleta/montar en bicicleta |
| **Clothes (weather and seasons)** |  |  |
|  | un pull | el jersey |
| T-shirt | un tee-shirt | la camiseta |
| Shirt | une chemise | la camisa |
| Trousers | un pantalon | los pantalones |
| Skirt | une jupe | la falda |
| Shorts | un short | los pantalones cortos |
| Jeans | un jean | los pantalones vaqueros |
| Cardigan | un cardigan | la rebeca |
| Dress | une robe | el vestido |
| Vest | un maillot de corps | la camiseta interior |
| Socks | des chaussettes | los calcetines |
| Hat | un chapeau | el gorro |
| Gloves | des gants | los guantes |
| Trainers | des baskets | las zapatillas deportivas |
| Shoes | des chaussures | los zapatos |
| Boots | des bottes | las botas |
| Flip flops/ Sandals | des tongs/des sandales | las chanclas/las sandalias |
| What do you wear in the…  Summer  Spring  Autumn  Winter? | Qu’est-ce que tu portes :  en été  au printemps  en automne  en hiver ? | ¿Qué te pones  en verano  primavera  otoño  invierno? |
| What are you wearing? | Qu’est-ce que tu portes ? | ¿Qué llevas puesto? |
| What do you wear if the weather is……? | Qu’est-ce que tu portes quand il fait … ? | ¿Qué te pones si hace/está …. (insert kind of weather) |

APPENDIX

|  |  |  |
| --- | --- | --- |
| **Days for the Calendar** |  |  |
| Fruit Day | Le Jour des fruits | El Día de la Fruta |
| Health Week | La Semaine de la Santé | La Semana Saludable |
| Literacy Week | La Semaine Littéraire | La Semana Literaria |
| International (World) Book Day | La Journée Mondiale du Livre | El Día del Libro\* (23 April always) |
| Mother’s Day | La Fête des Mères | El Día de la Madre |
| Father’s Day | La Fête des Pères | El Día del Padre |
| **Some other Nationalities** |  |  |
| British | britannique | británico/británica |
| English | anglais/anglaise | inglés/inglesa |
| Irish | irlandais/irlandaise | irlandés/irlandesa |
| Northern Irish | irlandais/irlandaise + du nord | irlandés/irlandesa + del norte |
| Welsh | gallois/galloise | galés/galesa |
| French | français/française | francés/francesa |
| Spanish | espagnol/espagnole | español/española |
| Polish | polonais/polonaise | polaco/polaca |
| Syrian | syrien/syrienne | sirio/siria |
| American | américain/américaine | americano/americana  estadounidense (from the United States) |