

## Abbey Court School Languages Curriculum Map

Foreign Language is designed to spark a curiosity in our pupils. The curriculum is designed in a way that celebrates the differences in one another, and pupils learn about these to gain a better understanding of the world around us. The teaching of Languages helps our pupils to strengthen the communication system that they have in place, it gives them the opportunity to use skills that they have, in a different context. Foreign Language allows our pupils to see outside of their own 'world', and provides an insight into another culture. Where possible, we like to involve our local community, including parents, to support with the pupils cultural development, welcoming representatives from different cultures to come in and share these with the pupils.

**Key:** Black – main class topic; **Blue – Language scheme of work;** Green – References to Languages Programmes of Study (National Curriculum Links);  
 Red – suggested educational visit/enrichment activity  
 \*= Discrete topics

CLASS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
<b>Year 1 (KSI)</b> Non-compulsory subject at Key Stage 1. Topics covered are broad and offer exposure and experiential learning, rather than skills based learning.	Under the Sea	Great Fire of London	The Senses	The Weather	Indian Experience	On the Farm	
	<b>Under the Sea</b>	<b>Great Fire of London'</b>	<b>The Senses</b>	<b>The Weather</b>	<b>Indian Experience</b>	<b>On the Farm</b>	
	—————→						
					Make use of outdoor school environments.		Make use of visits to 'Larkin Farm'.
<b>Year 2 (KS1)</b> Non-compulsory subject at Key Stage 1. Topics covered are broad and offer exposure and experiential learning, rather than skills based learning.	Myself and My Family	Space	Musicals	Rochester	Viva Italia	The Jungle	
	<b>Myself and My Family</b>	<b>Space</b>	<b>Musicals</b>	<b>Rochester</b>	<b>Viva Italia</b>	<b>The Jungle</b>	
	—————→						
							A visit to 'Fenn Bell Inn' zoo.
<b>Year 3 (KS2)</b>	How our bodies work	Florence Nightingale	African Experience	Romans	My Community	Inventions	
	<b>Our body parts, and how we use them.</b>	<b>Doctors and Nurses</b>	<b>*Numbers</b>	<b>*My family</b>	<b>My Community</b>	<b>*Days of the week</b>	

	<p>Show a response to familiar action songs using body parts, when listened to in French.</p> <p>Learn or experience key words that relate to their own bodies through repetition (verbal or switch), reading via symbols and gesture (Makaton).</p>	<p>Show a response to questions in familiar social settings. For example, during Circle Time, commenting if they are well or not.</p> <p>Use role play opportunities to expose pupils to new, relevant key words.</p> <p>Make links back to Term 1 learning, about their bodies.</p>	<p>Build knowledge of numbers, starting with up to 3, building to 5 and then 10, where appropriate.</p> <p>Make use of familiar number songs in English, replacing the number terms with the French key words.</p> <p>Begin to apply their learning in real life settings.</p>	<p>Use pupils own family members to teach new French words.</p> <p>Using words which are relevant to them and their families.</p> <p>Develop listening skills when pupils are exposed to a French visitor. Can they tell a difference?</p> <p>Potential project – Family Tree.</p>	<p>Developing new vocabulary, linked to places, which are relevant to the pupils.</p> <p>Learn how to communicate with others through French (greetings). Through the use of own communication methods.</p>	<p>Learn the names for the days of the week. Use target language (verbal or switch), as well as read familiar symbols.</p> <p>Show a response to a familiar days of the week song.</p> <p>Offer real life exposure opportunities.</p>
				Visit from a French speaker		
<b>Year 4 (KS2)</b>	Up and Away	Chocolate	Heroes and Heroines	Vikings	A Bug's Life	Carnival of Rio
	<b>Up and Away</b>	<b>Food and Drink</b>	<b>Heroes and Heroines</b>	<b>*The weather</b>	<b>A Bug's Life</b>	<b>*Colours</b>
	<p>Developing new vocabulary, linked to different modes of transport, specifically ones that can fly.</p> <p>Curriculum links to D&amp;T – making models of transport.</p>	<p>Developing new vocabulary, linked to food and drink, that are personalised for the pupils.</p> <p>Listen, read and communicate using different types of media. Such as recipes, shopping lists etc.</p> <p>Potential project – Make a gingerbread house, link to Christmas.</p> <p>Provide sensory input, using all 5 senses. Encourage tactile engagement, taste, smell.</p>	<p>Developing new vocabulary, linked to the emergency services. Role play opportunities – doctors, nurses, firefighters.</p> <p>Make links to History learning, look back at heroic times (Fire of London/Natural disasters).</p>	<p>Developing new vocabulary, linked to different weather types, seasons.</p> <p>Create sensory weather stories. Make use of sensory props (umbrellas, wind machine) etc.</p> <p>Provide opportunities for outdoor learning in real weather scenarios.</p>	<p>Developing new vocabulary, linked to insects you might find in the outdoor learning areas.</p> <p>Focus on the story 'The Very Hungry Caterpillar' - we have a version in French.</p> <p>Create sensory props to go alongside the story.</p>	<p>Developing new vocabulary, linked to colours.</p> <p>Song of the term – I can see a rainbow.</p> <p>Show a response to familiar songs, when listened to in French.</p> <p>Pupils can communicate their choice using their own communication method.</p> <p>Create links to PE – Run to coloured benches, pick up coloured bean bags etc.</p>

		A visit to a French style café/resturant.		Use the outdoor areas and make use of real life weather.		
Year 5 (KS2)	Dinosaurs	Woodlands	Anglo-Saxons	Water, water, everywhere	Down Under	Back to the Future
	<b>*Shopping</b>	<b>Woodlands</b>	<b>*The home</b>	<b>Water, water, everywhere</b>	<b>*Sports</b>	<b>*Places</b>
	Developing new vocabulary, linked to different shops that the pupils may visit. Make use of French based films (Beauty and the Beast) to encourage learning. Provide role play opportunities, including dressing up, cooking activities etc. Begin to think about posing questions and using grammar. Pupils to use their communication methods to do this.	Developing new vocabulary, linked to what you might find in the outdoor learning areas. Focus on the story 'The Very Hungry Caterpillar' – recapping learning from Year 4. Encourage use of senses, what can they hear, smell and see. Project – Make a sensory shoe box garden.	Developing new vocabulary, linked to rooms you visit in school, but also at home, and link them both together. Role play a French snack with a focus on place settings and utensils used in the kitchen. Build on prior learning about number and foods. HA to research different types of French houses. PMLD to use objects of references, as well as photo of their own homes.	Building on prior knowledge from Year 1 about the weather and seasons.  Create a sensory experience for pupils when using the Hydrotherapy Pool.  Role play opportunities for travelling in a boat, or experiencing extreme weather types.	Cross curricular links to PE.  Project – Sports played in Australia.  Experience a different sport each week, developing new vocabulary linked to the equipment and skills.  Recap prior number knowledge to enable pupils to score.	Developing new vocabulary for directional language and staff roles within school and the community. Recap prior knowledge on languages for areas of the school. Create school maps, labelling with symbols for SLD/HA and via objects of reference for PMLD pupils.
				Make use of the Hydropool.		
Year 6 (KS2)	Volcanoes and Earthquakes	Mini-Enterprise	World War 2	Healthy Living (Diet and Exercise)	American Experience (Wild West)	Fashion
	<b>Volcanoes and Earthquakes</b>	<b>Mini-Enterprise</b>	<b>World War 2</b>	<b>Healthy Living (Diet and Exercise)</b>	<b>*Holidays</b>	<b>Fashion</b>
	Curriculum links to Geography, researching countries and what languages they speak. Sensory experience – make a volcano.	Project – Set up a French, Christmas market. Research what you will sell.	Research based topic – festival of 'Victoire 1945'. Build upon colour knowledge from Year 4 to create flags.	Developing new vocabulary around 5 fruits. Use the fruits to create a fruit salad. Make use of the senses for those PMLD pupils.	Use personal experiences of the pupils to introduce the topic – photos, anecdotes. Where could you visit in France	Focus on the pupils' school uniform – making it personalised to them. Develop new vocabulary linked to items of clothing.

	Develop new vocabulary linked to the topic. Recap prior learning on colours.	Recap on prior learning on numbers when voting. Develop new vocabulary on French greetings. Make use of personalised communication aids.	Sensory experience – create a beach environment whilst exposing pupils to new vocabulary linked to the topic.	Research and then play a typical French game. Recap on number knowledge and parts of the body.	Cross curricular link to geography – make a map. Include objects of reference for PMLD pupils.	Use the pupils uniform as objects of reference. Role play a clothes shop. <ul style="list-style-type: none"> <li>• Number knowledge.</li> <li>• Money</li> <li>• Greetings</li> </ul> Make use of all of the pupils personalised communication aids.
		Hold a market stall selling the items you have made.				

### Secondary Curriculum Map

CLASS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7 (KS3)	<b>German Culture</b>	<b>Simple Greetings</b>	<b>Numbers</b>	<b>Colours</b>	<b>Days of the Week</b>	<b>Weather</b>
	Learn about the country itself. <ul style="list-style-type: none"> <li>• The geography of the country.</li> <li>• The flag.</li> <li>• It's traditions</li> </ul>	Develop some simple vocabulary to enable the pupils to greet others. Opportunities for this: <ul style="list-style-type: none"> <li>• Circle time, verbally, switch or Makaton.</li> <li>• During roleplay activities.</li> </ul>	Build knowledge of numbers, starting with up to 3, building to 5 and then 10, where appropriate.  Make use of familiar number songs in English, replacing the number terms with the German vocabulary.  Begin to apply their learning in real life settings. For example, counting objects for snack.	Song of the term – I can see a rainbow.  Show a response to familiar songs, when listened to in German. For example, communicating the colour being sung by either verbalising, showing a symbol or holding an object of reference.	Song of the term – I can see a rainbow.  Show a response to familiar songs, when listened to in German. For example, communicating the colour being sung by either verbalising, showing a symbol or holding an object of reference.	Learn the names for the days of the week. Encourage them to say them (verbal or switch), as well as reading familiar symbols.  Show a response to a familiar days of the week song.  Offer real life, familiar exposure opportunities.

						Provide opportunities for outdoor learning in real weather scenarios.
	Visit a local deli and buy cured meats and German sausages.			Visit an Art shop and buy a variety of coloured resources.		
<b>Year 8 (KS3)</b>						
	<b>Myself</b> Pupils to develop vocabulary linked to gender, introductions, as well as recapping learning on colours and greetings from year 7. Make use of new language during circle times. Ensure this is repeated and becomes part of your weekly Language lesson. Make use of switches, to enable pupils to hear the language and speak it themselves.	<b>My Body</b> Show a response to familiar action songs, when listened to in German For example, 'heads, shoulders' knees and toes'.  Learn key words that relate to their own bodies through repetition (verbal or switch), reading via symbols and gesture (Makaton).	<b>My family</b> Potential project – Family Tree.  Use familiar people to the children, for example, their own family photos, to teach new German words.  Only use words which are relevant to them, for example, don't teach the word 'aunt' unless they have a close 'aunt'.	<b>My family</b>  See previous.	<b>Animals</b> Incorporate into the Farm Curriculum. Potential Project – A shoebox farm. Learn the key vocabulary for the animals we have on the school farm. Use animal sounds and encourage matching to German vocabulary. Include sensory stories based around animals, with the German words being reinforced.	<b>My Pets</b> Focus shifts from animals in general, to now more personalised learning – what animals do you have at home. Involve home learning opportunities, encourage photos to be sent in of their own pets. Learn the appropriate vocabulary. Can they label personal photos, match to sounds, press switches when they hear the appropriate word.
			Possible visit from a German native who can talk about their family life styles in Germany.	Possible visit from a German native who can talk about their family life styles in Germany.	Visit to a zoo or a farm.	Visit to a pet shop.
<b>Year 9 (KS3)</b>						
	<b>Food</b>	<b>Food</b>	<b>Clothes</b>	<b>Clothes</b>	<b>The Home</b>	<b>The Home</b>
	Developing new vocabulary, linked to food and drink, that are		Focus on the pupils school uniform – make it personalised to them.		Developing new vocabulary, linked to rooms you visit in school, but also at home, and link them	

	<p>personalised for the pupils.</p> <p>Listen, read and communicate using different types of media. Such as recipes, shopping lists etc.</p> <p>Potential project – make and design a German biscuit.</p>	See previous	<p>Develop new vocabulary linked to items of clothing.</p> <p>Use the pupils uniform as objects of reference.</p> <p>Role play a clothes shop.</p> <ul style="list-style-type: none"> <li>• Number knowledge.</li> <li>• Money</li> <li>• Greetings</li> </ul> <p>Make use of all of the pupils personalised communication methods.</p>	See previous	<p>both together. For example, Food Technology is a type of kitchen, 'die kuche'.</p> <p>Role play a German snack, including place settings and utensils.</p> <p>Build on prior learning about number and foods.</p>	See previous
	Visit a supermarket	Plan a coffee morning in French.	Visit a range of clothes shops.	Visit a range of clothes shops.		
<b>Year 10 (KS4)</b>						
	<b>Cafe</b>	<b>Cafe</b>	<b>Sports</b>	<b>Sports</b>	<b>Shopping</b>	<b>Shopping</b>
	<p>Build upon learning from Year 9 – Food topic.</p> <p>Put their prior learning into the context of a café environment.</p> <p>Provide role play opportunities, involving communicating choices, using familiar greetings and customs (bitte and danke).</p> <p>Set up sensory environments, with smells of a foods, potential tasting</p>	See previous	<p>Cross curricular links to PE – built on through the engagement model.</p> <p>Experience a different sport each week, developing new vocabulary linked to the equipment and skills.</p> <p>Recap prior number knowledge to enable pupils to score.</p> <p>Use of the engagement model when using the Hydrotherapy pool to</p>	See previous	<p>Developing new vocabulary, linked to different shops that the pupils may visit.</p> <p>Provide role play opportunities, including dressing up, cooking activities etc.</p> <p>Begin to think about posing questions and using grammar. Pupils to use their communication methods to do this.</p>	See previous

	opportunities if appropriate. Encourage writing opportunities. Writing a menu for a café, or an order bill.		create a sensory experience for pupils.			
	Visit to local cafes within supermarkets	Visit to local cafes within supermarkets	Participate in regular PE lessons.	Visit an off-site leisure centre.	Visit a variety of shopping centres	Visit a variety of shopping centres
<b>Year 11 (KS4)</b>	<b>Places</b>	<b>Places</b>	<b>Transport</b>	<b>Transport</b>	<b>Holidays</b>	<b>Holidays</b>
	Developing new vocabulary for directional language and staff roles within school and the community.  Recap prior knowledge on languages for areas of the school.  Create school maps, labelling with symbols for SLD/HA and via objects of reference for PMLD pupils.	See previous	Potential project – Plan a trip to Germany. How would we get there? Learn the vocabulary for different modes of transport. Incorporate this learning into a game (lotto, transport survey) Build in directional language. Make use of the bikes/go-karts and plan a route around the playground.	See previous	Use personal experiences of the pupils to introduce the topic – photos, anecdotes.  Where could you visit in Germany <ul style="list-style-type: none"> <li>• Brandenburg Gate</li> <li>• Cologne’s cathedral</li> <li>• Europa Park</li> </ul> Learn the difference between sterling and Euro	See previous.
			Visit a train station or Rochester Airport.	Visit a bus station.	Visit travel agents.	Role play a holiday.