



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
3	I'm Learning French (E) <i>French day</i>	Phonics 1 & Shapes(E)	Little Red Riding Hood (E)	Animals (E)	Musical instruments (E)	I can... (E)
	National Curriculum links					
Language, Speaking, Reading & Writing	<p>2 Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>4 Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>6 Present ideas and information orally to a range of audiences</p> <p>7 Read carefully and show understanding of words, phrases and simple writing</p> <p>8 Appreciate stories, songs, poems and rhymes in the language</p> <p>9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>1 Listen attentively to spoken language and show understanding by joining in and responding</p> <p>2 Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>4 Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>6 Present ideas and information orally to a range of audiences</p> <p>7 Read carefully and show understanding of words, phrases and simple writing</p> <p>8 Appreciate stories, songs, poems and rhymes in the language</p> <p>9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>11 Describe people, places, things and actions orally and in writing</p>	<p>1 Listen attentively to spoken language and show understanding by joining in and responding</p> <p>2 Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>4 Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>6 Present ideas and information orally to a range of audiences</p> <p>7 Read carefully and show understanding of words, phrases and simple writing</p> <p>8 Appreciate stories, songs, poems and rhymes in the language</p> <p>9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>1 Listen attentively to spoken language and show understanding by joining in and responding</p> <p>3 Engage in conversations; 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Grammar	First person singular of high frequency verbs.	Gender & articles Introduction to plurals	Gender & articles	First person singular of high frequency verbs Gender & articles	First person singular of high frequency verbs Gender & articles	First person singular of high frequency verbs
Phonics	Phonics Lesson 1 is introduced during the Autumn term. It focuses on the sounds ch (like sh), oi (like wah), ou (like oo) and on (nase) sound). Sounds are introduced during one lesson, then revised weekly using flashcards. Chn are encouraged to spot the sounds in vocabulary they are introduced to and when these sounds appear, the correct pronunciation should be rehearsed.					

Key Skills

<p>Y3 Listening & responding</p> <ul style="list-style-type: none"> Identify and note main points from a passage for example, likes, dislikes and feelings Take part in brief exchanges, using visual or other cues to help me Use short phrases to give a personal response Mostly use memorised language, but occasionally substitute vocab to vary questions or statements <p>Reading</p> <ul style="list-style-type: none"> Read short texts and dialogues <p>Writing</p> <ul style="list-style-type: none"> Write short phrases from memory 	<p>Y3 Listening & responding</p> <ul style="list-style-type: none"> Identify and note main points from a passage for example, likes, dislikes and feelings <p>Reading</p> <ul style="list-style-type: none"> I can use short phrases to give a personal response <p>Writing</p> <ul style="list-style-type: none"> I can write short phrases from memory 	<p>Y3 Listening & responding</p> <ul style="list-style-type: none"> Understand short passages spoken at normal speed Identify and note main points from a passage for example, likes, dislikes and feelings <p>Reading</p> <ul style="list-style-type: none"> Read short texts and dialogues Identify the main points of a text and respond <p>Writing</p> <ul style="list-style-type: none"> Write short phrases from memory Good spelling makes work easy to read 	<p>Y3 Listening & responding</p> <ul style="list-style-type: none"> Understand short passages spoken at normal speed Take part in brief exchanges, using visual or other cues to help me Use short phrases to give a personal response Mostly use memorised language, but occasionally substitute vocab to vary questions or statements <p>Reading</p> <ul style="list-style-type: none"> Read short texts and dialogues <p>Writing</p> <ul style="list-style-type: none"> Write short phrases from memory Good spelling makes work easy to read 	<p>Y3 Listening & responding</p> <ul style="list-style-type: none"> Understand short passages spoken at normal speed Take part in brief exchanges, using visual or other cues to help me Use short phrases to give a personal response Mostly use memorised language, but occasionally substitute vocab to vary questions or statements <p>Reading</p> <ul style="list-style-type: none"> Read short texts and dialogues <p>Writing</p> <ul style="list-style-type: none"> Write short phrases from memory Good spelling makes work easy to read 	<p>Y3 Listening and responding</p> <ul style="list-style-type: none"> Understand short passages spoken at normal speed Identify and note main points from a passage for example, likes, dislikes and feelings I can use short phrases to give a personal response Use memorised language, but occasionally substitute vocabulary to vary questions or statements <p>Reading</p> <ul style="list-style-type: none"> Read short texts and dialogues Identify the main points of a text and respond <p>Writing</p> <ul style="list-style-type: none"> Write about likes, dislikes and feelings Write short phrases from memory Good spelling makes work easy to read
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Key Vocabulary

<p>Bonjour, Ça va?, Ça va bien, Ça va mal, Comme ci, comme ça, Au revoir, Comment tu t'appelles?, Je m'appelle..., Un, Deux, Trois, Quatre, Cinq, Six, Sept, Huit, Neuf, Dix, Rouge, Bleu, Jaune, Vert, Noir, Blanc, Gris, Orange, Violet, Marron</p>	<p>Un triangle, un carré, un ovale, un cercle, un rectangle, un pentagone, un hexagone, un losange, une ligne, une étoile, dessinez, un, deux, trois, quatre, cinq, plus the plural for all the mentioned shapes.</p>	<p>Petit Chaperon Rouge, la maison, la grand-mère, le loup, le bûcheron, la forêt, les parents, des gateaux, le corps, la tête, la bouche, le nez, les yeux, les pieds, les oreilles, les genoux, les épaules</p>	<p>Les animaux, un, une, un lion, un oiseau, un lapin, un cheval, un mouton, un cochon, un carnard, un singe, une souris, une vache, je suis...</p>	<p>Le, la, l', les, la trompette, la batterie, la guitar, la flute à bec, la clarinette, la harpe, le piano, le triangle, le violon, les cymbals, Je joue (du, de la, des)...</p>	<p>Danser, chanter, cuisine, sauter, parler, écouter, manger, boire, regarder, écrire, Je peux...</p>
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Key Knowledge

<p>Pinpoint France on a map of the world Highlight other famous French cities Talk about other countries where French is spoken Say their name and how they are feeling in French Count to ten in French</p>	<p>Name and recognise up to 10 shapes in French. Attempt to spell some of these nouns Recognise that nouns are commonly associated with an article in French and in this case 'UN' or 'UNE'. Have an opportunity to learn and/or revise numbers 1-5.</p>	<p>Sit and listen attentively to a familiar fairy tale (Little Red Riding Hood) in French Use picture and word cards to recognise and retain key vocabulary from the story Name and spell at least three parts of the body in French as seen in the story.</p>	<p>Be introduced to ten animals in French Match all the new French words to the appropriate picture Remember the words for at least five animals in French unaided Attempt to spell at least three animals correctly in French</p>	<p>Name ten instruments in French Match all the new French words to the appropriate picture Remember the words for at least five instruments and their correct gender in French, unaided To say that they play an instrument of their choice correctly in French</p>	<p>Recognise some common French verbs/activities Use these verbs to convey meaning in English by matching them to their appropriate picture Use these verbs in the infinitive with je peux...</p>
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Prior learning- skills progression

<p>KS1 Listening and responding</p> <ul style="list-style-type: none"> I can understand a range of familiar statements and questions I can understand short sentences if they are repeated. I can name and describe people, places and objects I can use set phrases I can give hesitant but clear responses 	<p>KS1 Reading</p> <ul style="list-style-type: none"> I can read short phrases presented in a familiar context. I can use books or glossaries to find out the meanings of new words. 	<p>KS1 Writing</p> <ul style="list-style-type: none"> I can copy familiar short phrases correctly I can write simple phrases used regularly in class My spelling is usually good enough to be read accurately
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4	Fruit (E) French day	Phonics 2 & Vegetables (E)	Presenting myself (I)	Family (I)	At the café (I)	Classroom (I)
National Curriculum links						
Language, Speaking, Reading & Writing	<p>1 Listen attentively to spoken language and show understanding by joining in and responding</p> <p>3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>4 Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>6 Present ideas and information orally to a range of audiences</p> <p>7 Read carefully and show understanding of words, phrases and simple writing</p> <p>9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>1 Listen attentively to spoken language and show understanding by joining in and responding</p> <p>3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>4 Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>6 Present ideas and information orally to a range of audiences</p> <p>7 Read carefully and show understanding of words, phrases and simple writing</p> <p>9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>1 Listen attentively to spoken language and show understanding by joining in and responding</p> <p>3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>4 Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>6 Present ideas and information orally to a range of audiences</p> <p>7 Read carefully and show understanding of words, phrases and simple writing</p> <p>9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>1 Listen attentively to spoken language and show understanding by joining in and responding</p> <p>2 Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>4 Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>6 Present ideas and information orally to a range of audiences</p> <p>7 Read carefully and show understanding of words, phrases and simple writing</p> <p>8 Appreciate stories, songs, poems and rhymes in the language</p> <p>9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>11 Describe people, places, things and actions orally and in writing</p>	<p>1 Listen attentively to spoken language and show understanding by joining in and responding</p> <p>3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>4 Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>6 Present ideas and information orally to a range of audiences</p> <p>7 Read carefully and show understanding of words, phrases and simple writing</p> <p>9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>11 Describe people, places, things and actions orally and in writing</p>	<p>1 Listen attentively to spoken language and show understanding by joining in and responding</p> <p>3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>4 Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>6 Present ideas and information orally to a range of audiences</p> <p>7 Read carefully and show understanding of words, phrases and simple writing</p> <p>9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>11 Describe people, places, things and actions orally and in writing</p>

Grammar	First person singular of high frequency verbs Gender & articles Using the negative Opinions	Plural use of the definite article plus high frequency structure "I would like..." plus first person singular of verb "to have".	Nationalities and adjectival agreement based on gender.	Different possessives for 'MY'. Moving from 1st person to 3rd person singular with 'he / she is called...'	1st person singular 'I would like / have' when ordering food and drink.	Gender and indefinite article. Learning to sort and categorize by article. Use of the negative when saying 'I do not have...'
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Phonics	Phonics Lesson 2 is introduced during the Autumn term. It focuses on the sounds i (like ee), in (like an but nasal sound), ique (like eek) and ille (ee-yuh). Sounds are introduced during one lesson, then revised weekly using flashcards. Chn are encouraged to spot the sounds in vocabulary they are introduced to and when these sounds appear, the correct pronunciation should be rehearsed.					
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Key skills

<p>Y4 Listening & responding</p> <ul style="list-style-type: none"> Understand short passages spoken at normal speed Identify and note main points from a passage for example, likes, dislikes and feelings Take part in brief exchanges, using visual or other cues to help me Use short phrases to give a personal response Mostly use memorised language, but occasionally substitute vocab to vary questions or statements <p>Reading</p> <ul style="list-style-type: none"> Read short texts and dialogues <p>Writing</p> <ul style="list-style-type: none"> Write short phrases from memory I can write about my likes and dislikes. Good spelling makes work easy to read 	<p>Y4 Listening & responding</p> <ul style="list-style-type: none"> Understand short passages spoken at normal speed Identify and note main points from a passage for example, likes, dislikes and feelings Take part in brief exchanges, using visual or other cues to help me Use short phrases to give a personal response Mostly use memorised language, but occasionally substitute vocab to vary questions or statements <p>Reading</p> <ul style="list-style-type: none"> Read short texts and dialogues <p>Writing</p> <ul style="list-style-type: none"> Write short phrases from memory Good spelling makes work easy to read 	<p>Y4 Listening & responding</p> <ul style="list-style-type: none"> Understand short passages spoken at normal speed Identify and note main points from a passage for example, likes, dislikes and feelings Take part in brief exchanges, using visual or other cues to help me Use short phrases to give a personal response Mostly use memorised language, but occasionally substitute vocabulary to vary questions or statements <p>Reading</p> <ul style="list-style-type: none"> Read short texts and dialogues Identify the main points of a text and respond <p>Writing</p> <ul style="list-style-type: none"> Write two or three short sentences on familiar topics Write about my likes, dislikes and feelings Write short phrases from memory Good spelling makes work easy to read 	<p>Y4 Listening & responding</p> <ul style="list-style-type: none"> Understand short passages spoken at normal speed Identify and note main points from a passage for example, likes, dislikes and feelings Take part in brief exchanges, using visual or other cues to help me Use short phrases to give a personal response Mostly use memorised language, but occasionally substitute vocabulary to vary questions or statements <p>Reading</p> <ul style="list-style-type: none"> Read short texts and dialogues <p>Writing</p> <ul style="list-style-type: none"> Write two or three short sentences on familiar topics Write about my likes, dislikes and feelings Write short phrases from memory Good spelling makes work easy to read 	<p>Y4 Listening and responding</p> <ul style="list-style-type: none"> I can understand short passages (instructions, messages and dialogues) spoken at normal speed I can identify and note main points from a passage, for example, likes, dislikes and feelings I can take part in brief exchanges, using visual or other cues to help me I can use short phrases to give a personal response I mostly use memorised language, but occasionally substitute vocabulary to vary questions or statements <p>Reading</p> <p>Writing</p>	<p>Y4 Listening & responding</p> <ul style="list-style-type: none"> Understand short passages spoken at normal speed Identify and note main points from a passage for example, likes, dislikes and feelings Take part in brief exchanges, using visual or other cues to help me Use short phrases to give a personal response Mostly use memorised language, but occasionally substitute vocabulary to vary questions or statements <p>Reading</p> <ul style="list-style-type: none"> Read short texts and dialogues Identify the main points of a text and respond <p>Writing</p> <ul style="list-style-type: none"> Write two or three short sentences on familiar topics Write short phrases from memory Good spelling makes work easy to read
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Key Vocabulary

<p>Une pomme, une fraise, une pêche, une banana, ue cerise, une orange, une prune, une poire, un kiwi, un abricot, J'aime ..., Je n'aime pas..., les pommes, les fraises, les pêches, les bananes, les cerises, les oranges, les prunes, les poires, les kiwis, les abricots</p>	<p>Les aubergines, les épinards, les oignons, les courgettes, les tomates, les haricot verts, les petits pois, les champignons, les carottes, les pommes de terre, un kilo de.../d'..., un demi kilo de.../d'..., je voudrais, s'il vous plait, et, bonjour, je peux vous aider, c'est toût?, c'est combien?, merci, au revoir, Dans mon panier j'ai...</p>	<p>Comment tu t'appelles? Je m'appelle.. Bonjour, Ça va? Ça va bien, Ça va mal, Comme ci, comme ça, Au revoir, Quel âge as-tu? J'ai.....ans, Où habites tu? J'habite à... Je suis français, Je suis française, Je suis anglais, Je suis anglaise, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, rouge, bleu, jaune, vert, noir, blanc, gris, orange, violet, marron</p>	<p>La famille, la mère, La grand-mère, La tante, La soeur, Le frère, L'oncle, Le père, Les parents, Les grandparents, Il s'appelle, Elle s'appelle, As-tu un frère? As-tu une soeur? Oui, j'ai un frère, Oui, j'ai une soeur, Oui, j'ai deux frères, Oui, j'ai deux soeurs, Non, je suis fils unique, Non, je suis fille unique, dix, vingt, trente, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingts-dix, cent, mon, ma, mes</p>	<p>Le petit déjeuner au café, Qu'est-ce tu prends pour le petit déjeuner? Vous désirez? Je prends, s'il vous plait, un jus d'orange, un café, u café au lait, un thé au citron, un thé au lait, un chocolat chaud, un croissant du beurre, du pain, de la confiture, des biscottes, des céréales, un omelette au jambon, une crêpe à la confiture, un sandwich au fromage, un croquet-monsiur, un coca-cola, un orangina, des frites, l'addition</p>	<p>Un taille crayon, un cahier, un crayon, un bâton de colle, un stylo, une trousse, un artable, un livre, une gomme, une règle, une calculatrice, des ciseaux, J'ai, je n'ai pas de/d', Qu'est ce qu'il y a dans ta trousse? Dans ma trousse j'ai... ans ma trousse je n'ai pas de.. écoutez, écrivez, répétez, silence, ouvrez vos cahiers, fermez vos cahiers, pensez, lisez, demandez, levez la main</p>
<h3>Key knowledge</h3>					
<p>Name and recognise up to 10 fruits in French Attempt to spell some of these nouns Ask somebody in French if they like a particular fruit Say what fruits they like and dislike</p>	<ul style="list-style-type: none"> Name and recognise up to 10 vegetables in French. Attempt to spell some of these nouns (including the correct article) Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables. 	<ul style="list-style-type: none"> Count to 20 in French. Say their name and age in French. Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. Tell you where they live in French. Tell you if they are French or English, introducing concept of gender and agreement. 	<ul style="list-style-type: none"> Say the nouns in French for members of their family. Tell somebody in French the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary. Continue to count, reaching 100, to enable students to say the age of various family members. Understand the concept of mon, ma and mes in French. 	<ul style="list-style-type: none"> Order from a selection of foods from a French menu. Order from a selection of drinks from a French menu. Order a French breakfast. Order typical French snacks. Ask for the bill. Remember how to say hello, goodbye, please and thank you. 	<ul style="list-style-type: none"> Recognise and repeat from memory simple classroom objects and use the correct gender. Say what they have and do not have in their pencil case. Recognise and respond to simple classroom commands and praise.
<h3>Prior Knowledge- skills progression</h3>					
<p>Listening and responding KS1</p> <ul style="list-style-type: none"> I can understand a range of familiar statements and questions I can understand short sentences if they are repeated. I can name and describe people, places and objects I can use set phrases I can give hesitant but clear responses <p>Year 3</p> <ul style="list-style-type: none"> Understand short passages spoken at normal speed Identify and note main points from a passage for example, likes, dislikes and feelings Take part in brief exchanges, using visual or other cues to help me Use short phrases to give a personal response Mostly use memorised language, but occasionally substitute vocabulary to vary questions or statements 	<p>Reading KS1</p> <ul style="list-style-type: none"> I can read short phrases presented in a familiar context. I can use books or glossaries to find out the meanings of new words. <p>Year 3</p> <ul style="list-style-type: none"> Read short texts and dialogues Identify the main points of a text and respond 	<p>Writing KS1</p> <ul style="list-style-type: none"> I can copy familiar short phrases correctly I can write simple phrases used regularly in class My spelling is usually good enough to be read accurately <p>Year 3</p> <ul style="list-style-type: none"> Write two or three short sentences on familiar topics Write about my likes, dislikes and feelings Write short phrases from memory Good spelling makes work easy to read 			

5	Do you have a pet (I) <i>French day</i>	Phonics 3 & What is the date? (I)	My home (I)	Weather (I)	Goldilocks (I)	Clothes (I)
National Curriculum links						
Language, Speaking, Reading & Writing	<p>1 Listen attentively to spoken language and show understanding by joining in and responding</p> <p>3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>4 Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>6 Present ideas and information orally to a range of audiences</p> <p>7 Read carefully and show understanding of words, phrases and simple writing</p> <p>9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>11 Describe people, places, things and actions orally and in writing</p>	<p>1 Listen attentively to spoken language and show understanding by joining in and responding</p> <p>3 Engage in conversations; 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Grammar	Gender and changing an indefinite article to a definite article. Worksheet in lesson 3.		First person singular of the verb "to live" and "to have". Full use of the negative "I do not have".			Verb 'to wear' in full (present tense) with consolidation activities also. Possessive adjectives Rules of adjectival agreement with clothes and colours
Phonics	Phonics Lesson 3 is introduced during the Autumn term. It focuses on the sounds é (like ey), è (like air), e (like euh) eau (like oh) and eux (like euh). Sounds are introduced during one lesson, then revised weekly using flashcards. Chn are encouraged to spot the sounds in vocabulary they are introduced to and when these sounds appear, the correct pronunciation should be rehearsed.					

Key Skills

<p>Y5 Speaking and Listening</p> <ul style="list-style-type: none"> • I understand longer passages, made up of familiar language in simple sentences • I can identify smaller details in spoken passages • My pronunciation is generally accurate and consistent <p>Reading</p> <ul style="list-style-type: none"> • I can read and understand longer passages of stories and factual texts <p>Writing</p> <p>I am beginning to use my grammar knowledge to substitute words for effect.</p>	<p>Y5 Speaking and Listening</p> <ul style="list-style-type: none"> • I understand passages, made up of familiar language in simple sentences • I can identify smaller details in spoken passages • My pronunciation is generally accurate and consistent <p>Reading</p> <ul style="list-style-type: none"> • I can read and understand longer passages of stories and factual texts • I can identify the main points and finer details <p>Writing</p>	<p>Y5 Speaking and Listening</p> <ul style="list-style-type: none"> • I understand longer passages, made up of familiar language in simple sentences • I can identify smaller details in spoken passages • My pronunciation is generally accurate and consistent <p>Reading</p> <ul style="list-style-type: none"> • I can identify the main points and finer details <p>Writing</p> <ul style="list-style-type: none"> • I am beginning to use my knowledge of grammar to substitute words for effect 	<p>Y5 Speaking and Listening</p> <ul style="list-style-type: none"> • I understand longer passages, made up of familiar language in simple sentences • I can identify smaller details in spoken passages • I can hold a simple conversation with more than 4 exchanges • My pronunciation is generally accurate and consistent <p>Reading</p> <ul style="list-style-type: none"> • I can identify the main points and finer details <p>Writing</p> <ul style="list-style-type: none"> • I am beginning to use my knowledge of grammar to substitute words for effect 	<p>Y5 Speaking and Listening</p> <ul style="list-style-type: none"> • I understand longer passages, made up of familiar language in simple sentences • I can identify smaller details in spoken passages <p>Reading</p> <ul style="list-style-type: none"> • I can read and understand longer passages of stories and factual texts <p>Writing</p>	<p>Y5 Speaking and Listening</p> <ul style="list-style-type: none"> • I understand longer passages, made up of familiar language in simple sentences • I can identify smaller details in spoken passages • I can hold a simple conversation with more than 4 exchanges • My pronunciation is generally accurate and consistent <p>Reading</p> <ul style="list-style-type: none"> • I can read and understand longer passages of stories and factual texts • I can identify the main points and finer details <p>Writing</p> <ul style="list-style-type: none"> • I am beginning to use my knowledge of grammar to substitute words for effect
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Key Vocabulary

<p>Un chien, un chat, un lapin, un hamster, un poisson rouge, un oiseau, une souris, une tortue, J'ai, je n'ai pas de / d', qui s'appelle, et, mais</p>	<p>Quelle est la date aujourd'hui? Aujourd'hui c'est ... lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre, un , Deux , Trois , Quatre , Cinq , Six , Sept, Huit, Eight, Neuf, Dix, onze, douze, treize, quatorze, quinze, dix-sept, dix-neuf, vingt, vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente et un, C'est quand ton anniversaire? Mon anniversaire est...</p>	<p>Où habites-tu? J'habite dans... Une maison, un appartement, en ville, à la campagne, à la montagne, au bord de la mer, dans un village, et, mais, une cuisine, une sale à manger, une sale de bains, une chamber, une buanderie, un sous-sol, un bureau, un salon, un garage, un jardin, Chez moi il y a... Chez moi il n'y a pas de...</p>	<p>Quel temps fait-il? Il pleut, il neige, il y a un orage, il y a du soleil, il y a du vent, il fait beau, il fait mauvais, il fait chaud, il fait froid, dans le nord de la France, dans le sud de la France, dans le centre de la France, dans l'ouest de la France, dans l'est de la France, le temps</p>	<p>Boucle D'Or et les trois ours, Boucle D'or, Papa ours, Maman ours, Bébé ours, une maison, une forêt, le grand bol, le moyen bol, le petit bol, la grande chaise, la moyenne chaise, la petite chaise, le grand lit, le moyen lit, le petit lit, sucré, sale, grand, basse, dur, mou, Le grand bol était trop salé. Le moyen bol était trop sucré. Le petit bol était juste comme il faut. La grande chaise était trop grande. La moyenne chaise était trop basse. La petite chaise était juste comme il faut. Le grand lit était trop dur. Le moyen lit était trop mou. Le petit lit était juste comme il faut.</p>	<p>Les vêtements, un pantalon, un maillot de bain, un pull, un tee shirt, un manteau, un short, une robe, une cravat, une écharpe, une jupe, une veste, une chemise, une casquette, des gants, des bottes, des collants, des sandales, des lunettes, un chemisier, des chaussures, des chaussettes, je porte, tu portes, il porte, elle porte, nous portons, vous portez, ils portent, elle portent, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, À l'école, Quand il fait beau, quand il neige, quand je suis en vacances, mon, ma, mes</p>
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Key Knowledge

<ul style="list-style-type: none"> • Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. • Tell somebody in French if they have or do not have a pet. • Ask somebody else in French if they have a pet. • Tell somebody in French the name of their pet. • Attempt to create a longer phrase using the connectives ET (“and”) or MAIS (“but”) 	<ul style="list-style-type: none"> • Repeat and recognise the months of the year in French. • Ask when somebody has a birthday and say when they have their birthday. • Say the date in French. • Create a French calendar. • Recognise key dates in the French calendar. 	<ul style="list-style-type: none"> • Say whether they live in a house or an apartment and say where it is. • Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. • Tell somebody in French what rooms they have or do not have in their home. • Ask somebody else in French what rooms they have or do not have in their home. • Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age). 	<ul style="list-style-type: none"> • Repeat and recognise the vocabulary for weather in French. • Ask what the weather is like today. • Say what the weather is like today. • Create a French weather map. • Describe the weather in different regions of France using a weather map with symbols. 	<ul style="list-style-type: none"> • Listen attentively to the story and recognise, understand and remember more of the new language. • Increase their memory potential in French by using picture cards, word cards and phrase cards in French. • Increase their thinking and reasoning skills in French, identifying strategies to use in the future for memorising new words and phrases. • Attempt to spell in French. 	<ul style="list-style-type: none"> • Repeat and recognise the vocabulary for a variety of clothes in French. • Use the appropriate genders and articles for these clothes. • Use the verb PORTER in French with increasing confidence. • Say what they wear in different weather/situations. • Describe clothes in terms of their colour and apply adjectival agreement. • Use the possessives with increased accuracy.
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Prior learning- skills progression

<p>Listening and responding</p> <p><u>KS1</u></p> <ul style="list-style-type: none"> • I can understand a range of familiar statements and questions • I can understand short sentences if they are repeated. • I can name and describe people, places and objects • I can use set phrases • I can give hesitant but clear responses <p><u>Year 3</u></p> <ul style="list-style-type: none"> • Understand short passages spoken at normal speed • Identify and note main points from a passage for example, likes, dislikes and feelings • Take part in brief exchanges, using visual or other cues to help me • Use short phrases to give a personal response • Mostly use memorised language, but occasionally substitute vocabulary to vary questions or statements <p><u>Year 4</u></p> <ul style="list-style-type: none"> • I can understand short passages (instructions, messages and dialogues) spoken at normal speed • I can identify and note main points from a passage, for example, likes, dislikes and feelings • I can take part in brief exchanges, using visual or other cues to help me • I can use short phrases to give a personal response <p>I mostly use memorised language, but occasionally substitute vocabulary to vary questions or statements</p>	<p>Reading</p> <p><u>KS1</u></p> <ul style="list-style-type: none"> • I can read short phrases presented in a familiar context. • I can use books or glossaries to find out the meanings of new words. <p><u>Year 3</u></p> <ul style="list-style-type: none"> • Read short texts and dialogues • Identify the main points of a text and respond <p><u>Year 4</u></p> <ul style="list-style-type: none"> • I can read and understand short texts and dialogues independently • I can identify the main points of a short text and respond 	<p>Writing</p> <p><u>KS1</u></p> <ul style="list-style-type: none"> • I can copy familiar short phrases correctly • I can write simple phrases used regularly in class • My spelling is usually good enough to be read accurately <p><u>Year 3</u></p> <ul style="list-style-type: none"> • Write two or three short sentences on familiar topics • Write about my likes, dislikes and feelings • Write short phrases from memory • Good spelling makes work easy to read <p><u>Year 4</u></p> <ul style="list-style-type: none"> • I can write two or three short sentences on familiar topics • I can write about my likes dislikes and feelings • I can write short phrases from memory
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6	At school (P) French day	Phonetics 4 & The weekend (P)	Olympics (I)	Healthy lifestyle (P)	Me in the world (P)
National Curriculum links					
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Grammar	<p>Gender and articles</p> <p>1st person singular of High Frequency Verbs</p> <p>Adjectival agreement</p> <p>Using the negative</p> <p>Conjunctions/connectives</p> <p>Opinions</p> <p>Whole conjugation of High Frequency Verbs</p>	<p>1st person singular of High Frequency Verbs</p> <p>Using the negative</p> <p>Using conjunctions/connectives to create extended and more sophisticated sentences in target language. Formulating a range of opinions and justifications.</p> <p>Opinions</p>	<p>Gender and articles</p> <p>1st person singular of High Frequency Verbs</p> <p>Whole conjugation of High Frequency Verbs</p>	<p>Gender and articles</p> <p>1st person singular of HFV</p> <p>Using the negative</p> <p>Quantitative article "some" in lessons 2 and 3.</p>	<p>Recycling, revision and consolidation of first person singular of high frequency verbs "I have...", "I am...", "I live...", "I am called..."</p> <p>Using conjunctions/connectives</p> <p>Introduction to near future in lesson 5.</p>
Phonics	<p>Phonics Lesson 4 is introduced during the Autumn term. It focuses on the sounds qu (like kuh), en (like on but nasal sound), ç (like s) gne (like nee-euh) and an (like on but nasal sound). Sounds are introduced during one lesson, then revised weekly using flashcards. Children are encouraged to spot the sounds in vocabulary they are introduced to and when these sounds appear, the correct pronunciation should be rehearsed.</p>				

Key Skills

<p>Y6 Speaking and Listening</p> <ul style="list-style-type: none"> • I understand longer passages, made up of familiar language in simple sentences • I can identify smaller details in spoken passages • I can hold a simple conversation with more than 4 exchanges • I can use my knowledge of grammar to adapt single words and phrases • My pronunciation is generally accurate and consistent <p>Reading</p> <ul style="list-style-type: none"> • I can read and understand longer passages of stories and factual texts • I can identify the main points and finer details <p>Writing</p> <ul style="list-style-type: none"> • I am beginning to use my knowledge of grammar to substitute words for effect 	<p>Y6 Speaking and Listening</p> <ul style="list-style-type: none"> • I can identify smaller details in spoken passages • I can use my knowledge of grammar to adapt single words and phrases • My pronunciation is generally accurate and consistent <p>Reading</p> <ul style="list-style-type: none"> • I can read and understand longer passages of stories and factual texts • I can identify the main points and finer details <p>Writing</p> <ul style="list-style-type: none"> • I am beginning to use my knowledge of grammar to substitute words for effect 	<p>Y6 Speaking and Listening</p> <ul style="list-style-type: none"> • I understand longer passages, made up of familiar language in simple sentences • My pronunciation is generally accurate and consistent <p>Reading</p> <ul style="list-style-type: none"> • I can read and understand longer passages of stories and factual texts • I can identify the main points and finer details <p>Writing</p>	<p>Y6 Speaking and Listening</p> <ul style="list-style-type: none"> • I understand longer passages, made up of familiar language in simple sentences • I can identify smaller details in spoken passages • I can hold a simple conversation with more than 4 exchanges • I can use my knowledge of grammar to adapt single words and phrases • My pronunciation is generally accurate and consistent <p>Reading</p> <ul style="list-style-type: none"> • I can read and understand longer passages of stories and factual texts • I can identify the main points and finer details <p>Writing</p> <ul style="list-style-type: none"> • I am beginning to use my knowledge of grammar to substitute words for effect 	<p>Y6 Speaking and Listening</p> <ul style="list-style-type: none"> • I understand longer passages, made up of familiar language in simple sentences • I can identify smaller details in spoken passages • I can hold a simple conversation with more than 4 exchanges • I can use my knowledge of grammar to adapt single words and phrases • My pronunciation is generally accurate and consistent <p>Reading</p> <ul style="list-style-type: none"> • I can read and understand longer passages of stories and factual texts • I can identify the main points and finer details <p>Writing</p> <ul style="list-style-type: none"> • I am beginning to use my knowledge of grammar to substitute words for effect
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Key Vocabulary

<p>À l'école, le français, l'anglais, le dessin, le sport, la musique, la géographie, l'histoire, les maths, les sciences, l'informatique, Est-ce que tu aimes...? Oui, non, j'aime, j'adore, je n'aime pas, je déteste, amusant, utile, intéressant, facile, ennuyeux, difficile, inutile, parce que, car, et, c'est, cependant, mais, quelle est ta matière préférée? Ma matière préférée, c'est..., Quelle heure est-il? Il est ... heure, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, il est midi, il est minuit, je, tu, il, elle, nous, vous, ils, elles, je vais, tu vas, il va, elle va, nous allons, vous allez, ils vont, elles vont,</p>	<p>Le week-end, Quelle heure est-il? Il est ... heure, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, et quart, et demie, moins le quart, il est midi, il est minuit, je me lève, je prends mon petit déjeuner, je regarde la télé, je lis des bandes dessinées, j'écoute de la musique, je joue à l'ordinateur, je joue au foot, je vais à la piscine, je vais au cinéma, je me couche, et, après, aussi, plus tard, finalement</p>	<p>Les Jeux Olympiques, Les Jeux Olympiques de l'antiquité, Les Jeux Olympiques modernes, l'athlétisme, l'équitation, l'escrime, l'aviron, la natation, la boxe, le cyclisme, le plongeon, le tir à l'arc, le triathlon, faire, je fais de, je ne fais pas de, il/elle est... athlète, cycliste, cavalier, cavalière, boxeur, boxeuse, nageur, nageuse, plongeur, plongeuse, escrimeur, escrimeuse, archer, archère, rameur, rameuse, je fais, tu fais, il fait, elle fait, nous faisons, vous faites, ils font, elles font</p>	<p>Manger, boire, je mange, je bois, je ne mange pas, je ne bois pas, pour ma santé, du poisson, de la viande blanche, du fromage allégé, du lait écrémé, du pain complet, de l'eau, des céréales, des légumes, des fruits, des noisettes, de la viande rouge, du lait entier, du pain blanc, du chocolat, du beurre, des bonbons, des frites, des chips, des boissons sucrées, des biscuits, bon pour la santé, mauvais pour la santé, je joue au foot, je fais des promenades, je fais de la natation, je fais du cyclisme, je fais du judo, je fais du tennis, je ne regarde pas la télévision, je ne joue pas aux jeux électroniques, une recette saine, Épluchez, coupez, ajoutez, mélangez, râpez, faites cuire</p>	<p>Je m'appelle, j'habite, Je parle, le français, l'anglais, ma fête préférée est, le Mardi Gras, Noël, Pâques, le jour de l'an, le 14 juillet, la fête du Canada, l'Aïd, parce que, il y a, des défilés de chars, des feux d'artifice, des plats spéciaux, des défilés militaires, À plus tard!, À la prochaine!, Qu'est-ce que tu vas faire pour protéger notre planète?, Je vais utiliser moins, de papier, de carton, moins de plastique, d'eau</p>
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Key Knowledge

<ul style="list-style-type: none"> • Repeat and recognise the vocabulary for school subjects. • Say what subjects they like and dislike at school. • Tell the time in French. • Create a French timetable for school. • Use the verb aller in French to say what time they go to school. 	<ul style="list-style-type: none"> • Ask what the time is in French. • Tell the time accurately in French. • Learn how to say what they do at the weekend in French. • Learn to integrate connectives into their work. • Present an account of what they do and at what time at the weekend 	<ul style="list-style-type: none"> • Tell somebody in French the key facts of the history of the Olympics. • Tell somebody in French the key facts of the modern Olympic games. • Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French. • Say the nouns in French for key sports in the current Olympic games. • Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play. • Understand the concept of de la, de l' and du when you say you play a sport in French. 	<ul style="list-style-type: none"> • Name and recognise ten foods and drinks that are considered good for your health. • Name and recognise ten foods and drinks that are considered bad for your health. • Say what activities they do to keep in shape during the week. • Say in general what they do to keep a healthy life-style. • Learn to make a healthy recipe in French. 	<ul style="list-style-type: none"> • Learn about the many countries in the Francophone world. • Learn about different festivals (religious and non-religious) around the world. • Understand that we are different and yet all the same. • Understand that we can all help to protect our planet. • Know how to use "à" (when talking about living IN a city) and "en/au/aux" (when talking about living IN a country).
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Prior learning- Skills progression

<p>Listening and responding</p> <p>KS1</p> <ul style="list-style-type: none"> • I can understand a range of familiar statements and questions • I can understand short sentences if they are repeated. • I can name and describe people, places and objects • I can use set phrases • I can give hesitant but clear responses <p>Year 3</p> <ul style="list-style-type: none"> • Understand short passages spoken at normal speed • Identify and note main points from a passage for example, likes, dislikes and feelings • Take part in brief exchanges, using visual or other cues to help me • Use short phrases to give a personal response • Mostly use memorised language, but occasionally substitute vocabulary to vary questions or statements <p>Year 4</p> <ul style="list-style-type: none"> • I can understand short passages (instructions, messages and dialogues) spoken at normal speed • I can identify and note main points from a passage, for example, likes, dislikes and feelings • I can take part in brief exchanges, using visual or other cues to help me • I can use short phrases to give a personal response • I mostly use memorised language, but occasionally substitute vocabulary to vary questions or statements <p>Year 5</p> <ul style="list-style-type: none"> • I understand longer passages, made up of familiar language in simple sentences • I can identify smaller details in spoken passages • I can hold a simple conversation with more than 4 exchanges • My pronunciation is generally accurate and consistent 	<p>Reading</p> <p>KS1</p> <ul style="list-style-type: none"> • I can read short phrases presented in a familiar context. • I can use books or glossaries to find out the meanings of new words. <p>Year 3</p> <ul style="list-style-type: none"> • Read short texts and dialogues • Identify the main points of a text and respond <p>Year 4</p> <ul style="list-style-type: none"> • I can read and understand short texts and dialogues independently • I can identify the main points of a short text and respond <p>Year 5</p> <ul style="list-style-type: none"> • I can read and understand longer passages of stories and factual texts • I can identify the main points and finer details 	<p>Writing</p> <p>KS1</p> <ul style="list-style-type: none"> • I can copy familiar short phrases correctly • I can write simple phrases used regularly in class • My spelling is usually good enough to be read accurately <p>Year 3</p> <ul style="list-style-type: none"> • Write two or three short sentences on familiar topics • Write about my likes, dislikes and feelings • Write short phrases from memory • Good spelling makes work easy to read <p>Year 4</p> <ul style="list-style-type: none"> • I can write two or three short sentences on familiar topics • I can write about my likes dislikes and feelings • I can write short phrases from memory <p>Year 5</p> <ul style="list-style-type: none"> • I am beginning to use my knowledge of grammar to substitute words for effect • I am beginning to use dictionaries or glossaries to check words I have learnt
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