



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
3	J'apprends le français (I am learning French)	Phonics 1 Les animaux (Animals)	Les forms (Shapes)	Petite Chaperon Rouge (Little Red Riding Hood)	Les instruments (Instruments)	Je peux... (I can...)
National Curriculum links						
Listening		1 Listen attentively to spoken language and show understanding by joining in and responding 2 Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	1 Listen attentively to spoken language and show understanding by joining in and responding 2 Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	1 Listen attentively to spoken language and show understanding by joining in and responding 2 Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	1 Listen attentively to spoken language and show understanding by joining in and responding 2 Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	1 Listen attentively to spoken language and show understanding by joining in and responding
Speaking	3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 4 Speak in sentences, using familiar vocabulary, phrases and basic language structures 5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 6 Present ideas and information orally to a range of audiences	3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 4 Speak in sentences, using familiar vocabulary, phrases and basic language structures 5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 6 Present ideas and information orally to a range of audiences	4 Speak in sentences, using familiar vocabulary, phrases and basic language structures 5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 6 Present ideas and information orally to a range of audiences	4 Speak in sentences, using familiar vocabulary, phrases and basic language structures 5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 6 Present ideas and information orally to a range of audiences	3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 4 Speak in sentences, using familiar vocabulary, phrases and basic language structures 5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 6 Present ideas and information orally to a range of audiences	3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 4 Speak in sentences, using familiar vocabulary, phrases and basic language structures 5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 6 Present ideas and information orally to a range of audiences
Reading	7 Read carefully and show understanding of words, phrases and simple writing 9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	7 Read carefully and show understanding of words, phrases and simple writing 9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	7 Read carefully and show understanding of words, phrases and simple writing 8 Appreciate stories, songs, poems and rhymes in the language 9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	7 Read carefully and show understanding of words, phrases and simple writing 8 Appreciate stories, songs, poems and rhymes in the language 9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	7 Read carefully and show understanding of words, phrases and simple writing 8 Appreciate stories, songs, poems and rhymes in the language 9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	7 Read carefully and show understanding of words, phrases and simple writing 9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
Writing	10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly 11 Describe people, places, things and actions orally and in writing	10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly 11 Describe people, places, things and actions orally and in writing	10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly 11 Describe people, places, things and actions orally and in writing
Grammar	12 Understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English					
	First person singular of high frequency verbs.	First person singular of high frequency verbs Nouns & articles Introduction to gender	Nouns & articles Introduction to plurals	Nouns & articles	Nouns & articles First person singular of high frequency verbs	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 (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.					

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>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>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>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>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 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 (extend to 10).</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>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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4	Les fruits (Fruit)	Phonics 2 Les légumes (Vegetables)	Je me présente (Presentin myself)	La famille (Family)	Au café (At the café)	En classe (In the classroom)
National Curriculum links						
Listening	1 Listen attentively to spoken language and show understanding by joining in and responding	1 Listen attentively to spoken language and show understanding by joining in and responding 2 Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	1 Listen attentively to spoken language and show understanding by joining in and responding	1 Listen attentively to spoken language and show understanding by joining in and responding 2 Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	1 Listen attentively to spoken language and show understanding by joining in and responding	1 Listen attentively to spoken language and show understanding by joining in and responding
Speaking	3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 4 Speak in sentences, using familiar vocabulary, phrases and basic language structures 5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 6 Present ideas and information orally to a range of audiences	3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 4 Speak in sentences, using familiar vocabulary, phrases and basic language structures 5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 6 Present ideas and information orally to a range of audiences	3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 4 Speak in sentences, using familiar vocabulary, phrases and basic language structures 5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 6 Present ideas and information orally to a range of audiences	3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 4 Speak in sentences, using familiar vocabulary, phrases and basic language structures 5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 6 Present ideas and information orally to a range of audiences	3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 4 Speak in sentences, using familiar vocabulary, phrases and basic language structures 5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 6 Present ideas and information orally to a range of audiences	3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 4 Speak in sentences, using familiar vocabulary, phrases and basic language structures 5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 6 Present ideas and information orally to a range of audiences
Reading	7 Read carefully and show understanding of words, phrases and simple writing 9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	7 Read carefully and show understanding of words, phrases and simple writing 9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	7 Read carefully and show understanding of words, phrases and simple writing 9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	7 Read carefully and show understanding of words, phrases and simple writing 8 Appreciate stories, songs, poems and rhymes in the language 9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	7 Read carefully and show understanding of words, phrases and simple writing 9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	7 Read carefully and show understanding of words, phrases and simple writing 9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
Writing	10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly 11 Describe people, places, things and actions orally and in writing	11 Describe people, places, things and actions orally and in writing	10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly 11 Describe people, places, things and actions orally and in writing
Grammar	12 Understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English					
	Nouns & articles First person singular of high frequency verbs Using the negative form Opinions & justifications	Nouns & articles First person singular of high frequency verbs Plural use of the definite article plus high frequency structure "I would like..."	First person singular of high frequency verbs Adjectives & adjectival agreement	Nouns & articles First person singular of high frequency verbs Possessive adjectives Using the negative form Conjunctions & connectives	First person singular of high frequency verbs Conjunctions & connectives	Nouns & articles First person singular of high frequency verbs Possessive adjectives Using the negative form
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.					

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 tout?, 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-monsieur, un coca-cola, un orangina, des frites, l'addition</p>	<p>Un taille crayon, un cahier, 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>
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Key knowledge

<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.
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5	As-tu u animal? (Do you have a pet)	Phonics 3 La date (The date)	Chez moi (My home)	Quelle temps fait-il? (What is the weather like?)	Bouclé d'Or et les Trois Ours (Goldilocks and the three bears)	Les vêtements (Clothes)
National Curriculum links						
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Writing	10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly 11 Describe people, places, things and actions orally and in writing	10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly 11 Describe people, places, things and actions orally and in writing	10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly 11 Describe people, places, things and actions orally and in writing		10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly 11 Describe people, places, things and actions orally and in writing
Grammar	12 Understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English					
	Nouns & articles First person singular of high frequency verbs Using the negative form Conjunctions & connectives		Nouns & articles First person singular of high frequency verbs Using the negative form Conjunctions & connectives	Nouns & articles First person singular of high frequency verbs	Nouns & articles First person singular of high frequency verbs Conjunctions & connectives	Nouns & articles First person singular of high frequency verbs Possessive adjectives Adjectives & adjectival agreement Regular whole verb conjugation
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 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 salle à manger, une salle de bains, une chambre, 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 cravate, 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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6	Phonics 4 À l'école (At school)	Le week-end (The weekend)	Manger et bouger (Healthy lifestyle)	Moi dans le monde (Me in the world)
National Curriculum links				
Listening	1 Listen attentively to spoken language and show understanding by joining in and responding 2 Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	1 Listen attentively to spoken language and show understanding by joining in and responding 12 Understand basic grammar appropriate to the language being studied	1 Listen attentively to spoken language and show understanding by joining in and responding	1 Listen attentively to spoken language and show understanding by joining in and responding
Speaking	3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 4 Speak in sentences, using familiar vocabulary, phrases and basic language structures 5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 6 Present ideas and information orally to a range of audiences	3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 4 Speak in sentences, using familiar vocabulary, phrases and basic language structures 5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 6 Present ideas and information orally to a range of audiences	3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 4 Speak in sentences, using familiar vocabulary, phrases and basic language structures 5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 6 Present ideas and information orally to a range of audiences	3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 4 Speak in sentences, using familiar vocabulary, phrases and basic language structures 5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 6 Present ideas and information orally to a range of audiences
Reading	8 Appreciate stories, songs, poems and rhymes in the language 9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	8 Appreciate stories, songs, poems and rhymes in the language 9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
Writing	10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly 11 Describe people, places, things and actions orally and in writing	10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly 11 Describe people, places, things and actions orally and in writing	10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly 11 Describe people, places, things and actions orally and in writing	10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly 11 Describe people, places, things and actions orally and in writing
Grammar	12 Understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English			
	Nouns & articles High frequency verbs Adjectives & adjectival agreement Use of the negative form Conjunctions & connectives Regular whole verb conjugation Opinions & justifications	Nouns & articles High frequency verbs Conjunctions & connectives Irregular whole verb conjugation Opinions & justifications	Nouns & articles High frequency verbs Use of the negative form Conjunctions & connectives	Nouns & articles High frequency verbs Conjunctions & connectives Opinions & justifications
Phonics	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.			

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, elle, ils, je vais, tu vas, il va, elle va, nous allons, vous allez, ils vont, elle 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>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"> • 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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Language Learning Skills Progression by year group				
	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.