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|  |  |  | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn 1 | National curriculum strandY31, 3, 4, 5, 8Y41, 2, 5, 6, 11Y51, 5, 6, 8, 9, 10,11, 12Y61, 4, 6, 8, 9, 11,12 | Knowledge | **GETTING TO KNOW YOU – Unit 1**Hello.What’s your name?How are you? Goodbye.Counting 0-10. How old are you? | **ALL AROUND TOWN – Unit 1**Where do you live? In my town.Counting in tens. My address is… How do you say? | **GETTING TO KNOW YOU – Unit 1**When I grow up.How do you spell that? How are you feeling? What am I going to do? | **LET’S VISIT A FRENCH TOWN –****Unit 1**Who lives where?I go to school to learn. Where is the library?Maths. Welcome to my home. Ordinal numbers. |
| Skills | Say hello and goodbye. Introduce themselves. Say if they are feeling good/bad/so-so.Count to 10.Say how old they are.Use different greetings for different situations.Ask and answer simple questions - What is your name? How old are you? **Some children:**Use vocabulary they have learned elsewhere to develop their sentences.Recognise there is a difference between formal and informal language. | Name and locate some of the major cities of FranceIdentify and say typical amenities to be found in French towns and their own town.Say and order multiples of ten Ask and give a simple address in FrenchLocate the correct part of a bilingual dictionary to translate from French-English or vice versa and use it with increasing confidence.Use multiples of ten and number operations to do simple calculations**Some children:**Describe (in English) some features of the major cities Describe their own or a French city in terms of the amenities found thereCount with confidence to 100 and do simple calculationsHold a short dialogue about where they liveSuggest new words for a vocabulary set in French and find the translations in a bilingual dictionary. | Demonstrate prior learning from previous units.Say a simple future sentence and recognise the difference between English and French future tenses. Give an intention for the immediate future.Use body language or gesture to help understand.Say how they are feeling. Follow a simple story and recognise key vocabulary. Present information about themselves with support. Ask how to spell a word in French.Name the accents on French alphabet letters.Substitute vocabulary to change a sentence.**Some children:**Use the terms auxiliary verb and infinitive verb.Spell out words using the correct letter names including accents. Explain how adjectives according to the gender of the noun.Follow a story and take an educated guess at unknown words using their reading strategies.Make a longer personal presentation by combining a range of topic knowledge. | Make simple sentences with habiter (to live)Recognise key words and phrases and respondUse gestures to support what they are sayingIdentify places in a French town or city and talk about what there is to do in a town.Listen for familiar vocabulary Recognise ordinal numbers Recognise a spelling pattern. Choose the correct form to go with the subject of the sentence Use simple prepositional phrases Use a bilingual dictionary Ask/answer questions about where a place isUse appropriate words for number operations Recognise and use ordinal numbersIdentify a spelling pattern Listen to and join in with a songor poem to help remember new language.Some children:Vary the noun and verb appropriately for their purpose Compare and order numbers up to 1000Use prior learning to help make informed guessesApply a spelling pattern to make a new word |

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| Autumn 2 | National curriculum strandY31, 5, 7, 8 9, 12Y43, 5, 6, 11, 12Y51, 4, 5, 8, 10, 11Y63, 7, 12 | Knowledge | **ALL ABOUT ME – Unit 2**Classroom instructions. Body parts.Actions and action verbs. Colours.Clothes | **ON THE MOVE – Unit 2**Transport.How do you go to school? Directions.I like to move it and We all go together.How do I get to? | **ALL ABOUT OURSELVES – Unit 2**The body.What are you doing? Fashion.How are you feeling today?What’s the matter? | **LET’S GO SHOPPING – Unit 2**Shopping conversations. At the shops.Clothes. French money. Shopping lists.A shopping experience. |
| Skills | Give and respond to simple classroom instructions appropriatelyName parts of the body from a songIdentify coloursName items of clothing Ask and answer questions using the topic vocabulary Read and write simple wordsSay that un/une relate to masculine & feminine nouns **Some children:**Use a dictionary to develop topic vocabulary further | Name some types of transport Use Je… and Tu… correctly in a simple sentenceGive and respond to simple instructions for direction and movementFollow simple directions to find a place on a mapUse the correct article to precede a noun according to genderUse 1st person, 2nd person (singular) and 3rd person of ‘to go’ accurately with the correct pronoun**Some children:**Talk about types of transport in full sentencesUse correct subject/verb agreement for all parts of the verb ‘to goRecognise and accurately say the phoneme /sh/ when they see the spelling pattern ‘ch’ Give and respond to a sequence of movementsGive 2-step directions by substituting vocabulary as necessaryFollow 2-step direction instructions for finding places on a map. | Name some parts of the body and facial features.Respond appropriately when asked a simple questionGive a simple description of their eyes and hairPlace the adjective correctly in a simple sentenceUse a small number of everyday verbs in simple dialoguesMake simple statements in the third person Match emotion/health words with their pictures.Extend a description using a conjunction and further adjectivesMake noun/adjective combinations ‘agree’ according to gender and number, in pronunciationAsk and answer questions about everyday actions in the classroomMake questions and answers in the third personSay how they are feeling.**Some children:**Explain why adjectives change in French but not in English.Spell adjectives correctly according to gender/ number.Vary sentences by substituting other verbs, nouns or adjectives.Identify whether a sentence is in first, second or third person.Respond to questions about their emotionsor health with confidence. | Listen and respond to vocabulary regarding shopping. Answer questions using size, price and amount whilst shopping.Take part in role play as a shopper/shopkeeper, speaking in FrenchGreet and respondUse the preposition entre Write money amounts in French, up to 500 € in multiples of 50.Use the preposition à côté de and choose the correct masculine and feminine form Use adjectives (colours) and place them after the noun Write money amounts in French, up to 500 € in mutliples of 50.**Some children:**Use the nuances of colour foncé and clairCalculate change given and write the answer in French |

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| Spring 1 | National curriculum strandY33, 8, 11, 12Y43, 4, 10, 12Y53, 7, 10, 12 | Knowledge | **FOOD GLORIOUS FOOD – Unit 3**The Very Greedy Dog. Please may I have.Preferences. What did he eat? I’m hungry. | **GOING SHOPPING – Unit 3**Fruit. Vegetables. Clothes.Where can I buy? French money.Let’s go shopping. | **THAT’S TASTY – Unit 3**I’m thirsty.Open and closed. Breakfast.Sandwiches. I like to eat. Pizzas. | **THIS IS FRANCE – Unit 3**Neighbours. Distances. Directions. Paris.Famous people.Nationalities. |
| Skills | Follow a story and join in the repeated part.Say what foods from a set they like/dislikeDescribe the colour or size of an object. Some may be able to modify a colour adjective.Ask politely for something. Respond appropriately to a polite request.Be able to predict a repeated phrase.Make a range of simple statements by substituting vocabulary.**Some children:**Recognise the correct determiner depending on gender/number; Select adjectives based on gender/number of nounsOrder sentences correctly. | Listen and respond to shopping questions.Answer questions about shopping/purchases.Take part in role play as a shopper/shopkeeper speaking in French.Greet and respond.Choose the correct form when changing le to du la to de la and les to des.Use adjectives (colours) and place them after the noun. **Some children:**Change adjectives to feminine when needed.Use the appropriate form for ‘at’(au or a la) | Listen and respond to topic vocabularyAnswer questions orally using the topic vocabularyWrite an answer in a sentence using a modelled sentence.Take part in a role play using the key phrases studied.Interpret a chart written in French.Write an answer in a sentence from memory.Use the correct masculine and feminine form of adjectives. Use the correct masculine and feminine form for ‘some’.**Some children:**Use the correct masculine, feminine and plural form of adjectives.Use the correct masculine, feminine and plural form for ‘some’. | Listen and respond to topic vocabularyAnswer questions orally using the topic vocabularyCreate sentences independently using a modelled sentence.Write numbers in words which are multiples of ten up to 999. Describe position up to 8 compass points.Can choose the correct form of the verb etre (present or imperfect)Can choose the correct form of an adjective describing nationalities.**Some children:**Write numbers in words up to 1200.Create sentences independently using online translators/dictionaries to help. |

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| Sprin |  | Knowledge | **FAMILY AND FRIENDS – Unit -4**Meet my family.Pets. | **WHERE IN THE WORLD? – Unit 4**United Kingdom.Where do they speak French? | **FAMILY AND FRIENDS – Unit 4**Meet the family.At the farm. | **NO FRENCH SCHEDULED THIS****TERM** |

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|  | National curriculum strandY32, 3, 5, 6, 9, 10,12Y44, 9, 10, 12Y52, 4, 6, 9, 11, 12 |  | Alphabet.What’s his name? How do you spell? My home. | The Equator. Continents. Animals.Which continent are they from? | I live in a ….In my house.Do you like animals? What can I say? |  |
| Skills | Identify and introduce some of their relationsName some common pets Recognise some rooms in their home.Consider whether nouns are masculine or feminine Make new sentences bysubstituting other vocabulary appropriately.**Some children:**Use masculine/feminine articles and possessive pronouns. | Listen and respond to topic vocabularyAnswer questions orally using the topic vocabularyWrite an answer in a sentence using the topic vocabularyUse an English/French dictionary to translate from English to French.Understand that because a continent is always feminine the preposition ‘en’ is always used for ‘in’Use the correct masculine/feminine preposition. **Some children:**Use pronouns to replace the name of an animalCombine two simple sentences to form a compound sentence. | Join in traditional songs and rhymes and respond appropriately.Recognise rhyming sounds.Use 1st person possessive adjectives confidently and recognise that third person is different.Introduce family members.Say what sort of home they live in, its size and name items inside and where they can be found.Give a simple opinion about a named animal or object.Construct a simple sentence about a variety of topics.Suggest other rhyming words to extend a set Differentiate between first and third person possessive adjectives and verbsJoin two clauses with ‘et’ or ‘mais’appropriately.**Some children:**Suggest alternative sentences/song phrases by substituting new vocabularyMake increasingly complex descriptive links between family membersDifferentiate between first and third person possessive adjectives and verbs and use them appropriatelyDiscuss similarities and differences between French/English terms for the same idea Extend sentences and support opinions byusing conjunctions. |  |

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| Summer 1 | National curriculum strandY31, 3, 4, 9, 10, 12Y41, 3, 4, 7Y53, 4, 7, 12Y63, 9, 10, 11, 12 | Knowledge | **OUR SCHOOL – Unit 5**What’s in the classroom? What’s in your pencil case? School subjects.PE Lesson. Around School.What do you like. | **WHAT’S THE TIME? – Unit 5**O’clock and half past. My Day.What’s on television? Quarter past and quarter to. The school day.A maths lesson on time. | **SCHOOL LIFE – Unit 5**Where are they in the classroom? School subjects.Maths lesson. Asking questions. | **NO FRENCH SCHEDULED THIS TERM** |
| Skills | Listen and respond to vocabulary about classroom objects.Demonstrate understanding with actionsWrite sentences converting le/la to un/uneAnswer questions about what you like to do at school.From memory, begin to know if nouns from the topic are masculine or feminine.Use a dictionary/the internet to develop topic vocabulary further **Some children:**Write a sentence with an adverbial phrase e.g. I like to sing in the music room. ‘J’aimechanter dans la salle de musique’. | Say and write sentences to tell the time. (o’clock and half past) Count in fives to at least 30.Understand and use the terms avant and apres.Answer questions about a TV schedule.**Some children:**Say and write sentences to tell the time (o’clock, half past, quarter past and quarter to) Devise questions about a TV schedule. | Listen and respond to vocabulary about school and the classroom. Answer questions orally about where things are, what subjects they like and dislike and specific maths questions.Answer questions in writing about where things are, what subjects they like and dislike and specific maths questions.Take part in a conversation with a partner and show it to an audience.Use the pronouns 'il' and 'elle' toreplace a person’s name. Use a comparative adverb. **Some children:**Use the pronouns 'ils' and 'elles'to replace two people’s names. |  |

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| Summer 2 | National curriculum strandY31, 2, 4, 5, 6, 7 | Knowledge | **TIME - Unit 6** Counting 11-31. Days of the week. Months of the year. Birthdays.What’s the date?Yesterday, tomorrow, today. | **HOLIDAYS AND HOBBIES –****Unit 6**The Seasons. The Weather.Weather Around the World. Holidays.Sports.Hobbies. | **TIME TRAVELLING - Unit 6**Count with me.I’m 500 years old. French History.I was born. Famous lives. | **NO FRENCH SCHEDULED THIS TERM** |

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|  | Y43, 4, 6, 10, 12Y51, 7, 9, 12Y64, 7, 11, 12 | Skills | Say and order the days of the weekSay and order the months of the yearCount on from 11-31 Say their own birthday.Recognise how some larger numbers are made by combining words for smaller numbersAsk other people for their birthdaySay today’s dateIdentify the correct languagefor ‘yesterday’ and ‘tomorrow’.**Some children:**Ask and answer questions about datesUse simple past and present tenses. | Listen and respond to topic vocabularyAnswer questions orally using the topic vocabularyWrite an answer in a sentence using the topic vocabulary Present ideas and information orally to a range of audiences. Choose the correct preposition: en for feminine countries, au for masculine countriesChoose whether the mode of transport needs en or a **Some children:**Use third person plural conjugation of a verbUse the correct possessive adjective for a family member (ma, mon or mes). | Recognise number words in spoken sentencesSay numbers larger than 100Match the subject and verb for high- frequency verbsRecognise when someone is saying a date.Explain how larger numbers are often described by combining smaller number wordsUse numbers in a sentence correctly Demonstrate their understanding of a sentenceIdentify auxiliary verb and past participle verbApply prior knowledge to say when and where they were bornSay when significant people in French history were born and died.**Some children:**Identify numbers in a written sentence Give the year that some key historical events happened in FranceConstruct a past tense sentence with the passé composeChange the past participle of the main verb to agree with number and gender of the subject |  |