

Year 3 Autumn				
Week	Knowledge and Vocabulary Greetings and Numbers and colours (E)		Skills	Vocabulary
1 - 6	To know how to pronounce these key phrases in French. To know how to read these French key phrases. To know how to write the key words/phrases.		<p>Listening- listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.</p> <p>Speaking - learn to repeat and reproduce the language I hear with accurate pronunciation. Learn to articulate keywords introduced in the lesson and understand their meaning. Communicate with others using simple words and short phrases covered in the units.</p> <p>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.</p> <p>Writing - write familiar words & short phrases using a model or vocabulary list. EG:'I play the piano'. 'I like apples'.</p> <p>Grammar - start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English. 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...'</p>	Les salutations = Salutations / Greetings Bonjour = Hello Salut = Hello / Hi Je m’appelle... = My name is... Ça va? = How are you? Ça va bien = I am well/good Ça va mal = I am not well/great Comme ci, comme ça = So so Au revoir = Goodbye À plus tard = See you soon
7 - 12	To know how to pronounce these colours and numbers to ten in French. To know how to read these French words. To know how to write these colour and number words in French.			Les Couleurs et Les Nombres - colours and numbers Blanc = White Bleu = Blue Gris = Grey Jaune = Yellow Marron = Brown Noir = Black Orange = Orange Rouge = Red Vert = Green Violet = Purple Un = One Deux = Two Trois = Three Quatre = Four Cinq =Five Six =Six Sept =Seven Huit =Eight Neuf =Nine Dix =Ten
Learning links to enhance long term memory		Use aspects of French in other subjects throughout the term too eg, Maths, Geography etc.	Assessment	Can children: Say hello using ‘salut’ and/or ‘bonjour’. Say ‘my name is...’ Ask how somebody is feeling and give a reply? Say goodbye and/or see you soon? Say 10 common colours in French? Count from 1-10 in French?

Year 3 Spring

Week	Knowledge Shapes and Animals (E)	Skills	Vocabulary
1 - 6	To know how to name up to 10 shapes in French. To know how to spell some of the shapes in French. To know how to write which shapes are un or une. To know numbers 1 -5 in French.	Listening- listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught. Speaking - learn to repeat and reproduce the language I hear with accurate pronunciation. Learn to articulate keywords introduced in the lesson and understand their meaning. Communicate with others using simple words and short phrases covered in the units. 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. Writing - write familiar words & short phrases using a model or vocabulary list. EG:'I play the piano'. 'I like apples'. Grammar - start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English. 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...'	Les Formes – Shapes Un triangle =A triangle Triangles = Triangles Un carré =A square Carrés =Squares Un ovale =An oval Ovaes =Ovals Un cercle= A circle Cercles= Circles Un rectangle =A rectangle Rectangles= Rectangles Un pentagone =A pentagon Pentagones =Pentagons Un hexagone =A hexagon Hexagones =Hexagons Un losange =A rhombus Losanges =Rhombuses/Rhombi Une étoile =A star Étoiles =Stars Une ligne =A line Lignes =Lines Dessinez... =Draw... Un =One Deux= Two Trois =Three Quatre =Four Cinq =Five Les animaux - The animals Un =“A” (masculine) Une =“A” (feminine) Un cochon== A pig Un mouton =A sheep Un canard =A duck Un lion =A lion Un singe= A monkey Un oiseau =A bird Une souris =A mouse Un lapin =A rabbit Une vache =A cow Un cheval =A horse Je suis... =I am...
7 -12	To know how to name up to 10 animals in French. To know how to spell some animals (nouns) in French. To know how to spell some of these nouns with their correct indefinite article un/ une. To know how to say je suis (I am) (a particular animal.)		
Learning links to enhance long term memory	Use aspects of French in other subjects/throughout the day eg registration	Assessment	Can children: Say the name of some animals with the correct un/une? Say the name of a shape? Spell the some names of shapes? Numbers?

Year 3 Summer				
Week	Knowledge Instruments and Nursery Rhymes (E)	Skills		Vocabulary
1-6	To know how to name some instruments in French. To know how to spell some instruments with their correct determiner in French. To know how to say I play..... (an instrument) in French.	<p>Listening- listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.</p> <p>Speaking - learn to repeat and reproduce the language I hear with accurate pronunciation. Learn to articulate keywords introduced in the lesson and understand their meaning. Communicate with others using simple words and short phrases covered in the units.</p>		<p>Le =“The” (masculine) La =“The” (feminine) Les =“The” (plural) La clarinette =The clarinet La harpe =The harp Le piano = The piano Le triangle =The triangle La trompette =The trumpet Le violon =The violin La batterie =The drums Les cymbals= The cymbals La guitar= The guitar La flûte à bec= The flute Je joue... (du, de la, des =) I play... (the)</p>
7 -12	To know how to actively participate in six traditional Nursery Rhymes in French. To know how to start to understand and decode more spoken/sung French that we hear.	<p>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.</p> <p>Writing - write familiar words & short phrases using a model or vocabulary list. EG:'I play the piano'. 'I like apples'.</p> <p>Grammar - start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English. 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...'</p>		<p>Comptines et Chansons – Nursery Rhymes There is no specific vocabulary for this unit but there will be a focus on the key words taken from the French nursery rhyme that is introduced each week.</p>
Learning links to enhance long term memory		French Café- children will visit the French café in school to promote the use of French, they will have a choice of drinks/ food which children have to order in French. Class could perform a French Nursery Rhyme in a class assembly.	Assessment	<p>Can children: Name some instruments in French? Spell some instruments in French with the right determiner?</p>

Year 4 Autumn			
Week	Knowledge I am learning..... and fruits (E)	Skills	Vocabulary
1-6	To know how to say I am learning ... in French. To know how to say how we are feeling in French.	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. 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.	J'apprends le français – I am learning French Bonjour =Hello Ça va? =How are you? Ça va bien= I am fine Ça va mal =I am not very well Comme ci, comme ça =So, so! Comment tu t'appelles?= What is your name? Je m'appelle... =My name is ... Au revoir =Goodbye Un =One Deux= Two Trois =Three Quatre =Four Cinq= Five Six =Six Sept= Seven Huit =Eight Neuf =Nine Dix =Ten Violet =Purple Rouge =Red Marron =Brown Bleu =Blue Gris =Grey Noir =Black Blanc =White Jaune =Yellow Vert =Green Orange =Orange
7 -12	To know how to say the names of up to ten fruits in French. To know how to spell some of these fruits (nouns) with their correct determiner. To know how to ask somebody in French if they like a particular fruit. To know how to say what fruits we like and dislike in French.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lesson 1 '.Understand most of what we read in the foreign language when it is based on familiar language. 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. 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...'	Une pomme =An apple Les pommes =The apples Une fraise =A strawberry Les fraises =The strawberries Une pêche =A peach Les pêches= The peaches Une banane =A banana Les bananes =The bananas Une cerise =A cherry Les cerises =The cherries Une orange =An orange Les oranges =The oranges Une prune =A plum Les prunes = The plums Une poire =A pear Les poires =The pears Un kiwi = A kiwi Les kiwis =The kiwis Un abricot =An apricot Les abricots =The apricots J'aime... =I like... Je n'aime pas... =I do not like...

Learning links to enhance long term memory	Link to Science lessons/ RSHE-keeping healthy, saying fruits in French	Assessment	Can children: Say J'apprends le français – I am learning French? Locate France, Paris and a few key cities on a map. Say their name, how they are feeling Recap up to ten colours in French. Know numbers 1-10 in French (out of sequence)?
Year 4 Spring			
Week	Knowledge Vegetables and I can.... (E)	Skills	Vocabulary
1-6	To know how to name, recognise and recall from memory up to 10 vegetables in French. To know how to attempt to spell some of these nouns with their plural article/determiner. To know how to use the high frequency phrase 'je voudrais' from the verb 'vouloir', to want in French.	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. 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. Read aloud short pieces of text applying knowledge learnt from 'Phonics Lesson 1 '.Understand most of what we read in the foreign language when it is based on familiar language. 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.	– Les Légumes -The vegetables Les aubergines =The aubergines Les épinards =The spinach Les oignons =The onions Les courgettes =The courgettes Les tomates =The tomatoes Les haricots verts =The green beans Les petits pois =The peas Les champignons =The mushrooms Les carottes =The carrots Les pommes de terre =The potatoes Un kilo de... / d'... =One kilo of... Un demi kilo de... / d'... =Half a kilo of... Bonjour =Hello Je peux vous aider? =Can I help you? Je voudrais... =I would like... S'il vous plaît =Please Et =And C'est combien? =How much is that? C'est tout?= Is that all/anything else? Merci =Thank you Au-revoir =Goodbye Dans mon panier j'ai... =In my basket I have... - Je peux... - I can (I am able to) Danser =To dance Manger =To eat Chanter =To sing Boire =To drink Cuisiner =To cook Regarder =To

7 -12	<p>To know how to recognise, use and remember 10 common French verbs/activities.</p> <p>To know how to use these verbs in the infinitive to make a short sentence starting with 'je peux'.</p>	<p>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...'</p>	<p>watch TV Sauter =To jump Écrire =To write Parler= To talk Écouter =To listen Je peux... =I am able to... (I can...)</p>
Learning links to enhance long term memory	Link to other subjects can children say which they like? PE -Danser, Music -boire etc	Assessment	<p>Can children: Say the names of vegetables in French? Spell the names of key phrases like.....Je peux etc?</p>

Year 4 Summer			
Week	Knowledge Little Red Riding Hood (E) and Presenting myself (I)	Skills	Vocabulary
1-6	<p>To know how to sit and listen to a familiar story -Le Petit Chaperon Rouge, in French (Little Red Riding Hood)</p> <p>To know how to use picture and word cards to recognise and help retain new language.</p> <p>To know how to say key parts of the body in French.</p>	<p>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.</p> <p>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.</p>	<p>Le Petit Chaperon Rouge – Little Red Riding Hood There is no specific list of language to be covered/learnt. There is a lot of language and we will pick how much we learn to retell the story.</p> <p>Petit Chaperon Rouge =Little Red Riding Hood La maison =The house La grand-mère =The grandmother (formal) Le loup =The wolf Le bûcheron=The woodcutter La forêt =The forest Les parents =The parents Des gâteaux =Some cakes Le corps =The body La tête =The head Les épaules =The shoulders La bouche =The mouth Le</p>

7 -12	<p>To know how to present themselves - Je me présente in French.</p> <p>To know how to say the numbers to twenty, in French.</p> <p>To know how to say the numbers to twenty, out of sequence.</p> <p>To know how to ask somebody how they are feeling and give an appropriate response back.</p> <p>To know how to ask somebody their age, name, where they live and reply to them.</p>	<p>Read aloud short pieces of text applying knowledge learnt from 'Phonics Lesson 1 '.Understand most of what we read in the foreign language when it is based on familiar language.</p> <p>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.</p> <p>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...'</p>	<p>nez =The nose Les yeux =The eyes Les pieds =The feet Les oreilles =The ears Les genoux =The knees</p> <p>Je me présente – Presenting myself Comment tu t'appelles?=What is your name? Je m'appelle.. =My name is Bonjour =Hello Ça va? =How are you? Ça va bien =I am fine Ça va mal= I am not very well Comme ci, comme ça =So, so! Quel âge as-tu? =How old are you? J'ai.....ans =I am... years old</p> <p>Où habites tu? =Where do you live? J'habite à...= I live in .. Je suis français =I am French (male) Je suis française =I am French (female) Je suis anglais= I am English (male) Je suis anglaise I am English (female) Au revoir =Goodbye Marron =Brown Violet =Purple Orange =Orange Gris =Grey Blanc =White Jaune =Yellow Vert =Green Noir =Black Bleu= Blue Rouge= Red Un =One Deux =Two</p> <p>Trois =Three Quatre =Four Cinq =Five Six =Six Sept =Seven Huit =Eight Neuf =Nine Dix =Ten Onze =Eleven Douze =Twelve Treize =Thirteen Quatorze =Fourteen Quinze =Fifteen Seize =Sixteen Dix-sept =Seventeen Dix-huit =Eighteen Dix-neuf =Nineteen Vingt =Twenty</p>
Learning links to enhance long term memory	<p>French Café- children will visit the French café in school to promote the use of French, they will have a choice of drinks/ food which children have to order in French. Could ask how they are? Where they live? Whilst in the café.</p>	Assessment	<p>Can children:</p> <p>Say the numbers to twenty?</p> <p>Ask somebody how they are feeling and give an appropriate response back.</p> <p>Ask somebody their age, name, where they live?</p>

Year 5 Autumn				
Week	Knowledge and Vocabulary The Classroom and The Family (I)		Skills	Vocabulary
1 - 6	<p>To know how to use a selection of nouns and indefinite articles for common classroom objects in French.</p> <p>To know how to use the negative in French.</p> <p>To know how to describe what we have and do not have in our pencil case in French.</p> <p>To know how to respond to simple classroom commands in French.</p>		<p>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.</p> <p>Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> <p>Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.</p> <p>Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 and 2'.</p> <p>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.</p> <p>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'.</p>	<p>En classe – In the classroom Un cartable = A school bag Une trousse = A pencil case Un taille crayon = A pencil sharpener Un cahier = An exercise book Un crayon = A pencil Un bâton de colle = A glue stick Un stylo = A pen Un livre = A reading book Une gomme = A rubber Une règle = A ruler Une calculatrice = A calculator Des ciseaux = A pair of scissors J'ai = I have Je n'ai pas de/d' = I do not have Qu'est ce qu'il y a dans ta trousse? = What do you have in your pencil case? Dans ma trousse j'ai... = In my pencil case I have.. Dans ma trousse je n'ai pas de... = In my pencil case I do not have.. Écoutez = Listen Écrivez = Write Répétez = Repeat Silence = Silence Ouvrez vos cahiers = Open your books Fermez vos cahiers = Close your books Pensez = Think Lisez = Read Demandez = Ask Levez la main = Raise your hand</p>
7 - 12	<p>To know the nouns for family members in French.</p> <p>To know how to describe our own or a fictitious family in French by name, age and relationship.</p> <p>To know how to understand possessive adjectives better in French.</p> <p>To know how to count up to 100 in French.</p>			<p>La mère The mother Le père The father La soeur The sister Le frère The brother La grand-mère The grandmother La tante The aunty L'oncle The uncle Les parents The parents Les grandparents The grandparents As-tu un frère? Do you have a brother? Oui, j'ai un frère Yes, I have a brother Il s'appelle... He is called... Oui, j'ai deux frères Yes, I have two brothers As-tu une soeur? Do you have a sister? Oui, j'ai une soeur Yes, I have a sister Elle s'appelle She is called Oui, j'ai deux soeurs Yes, I have two sisters Non, je suis fils unique No, I am an only son Non, je suis fille unique No, I am an only daughter Dix 10 Vingt 20 Trente 30 Quarante 40 Cinquante 50 Soixante 60 Soixante-dix 70 Quatre-vingts 80 Quatre-vingt-dix 90 Cent 100 Mon My (masculine singular) Ma My (feminine singular) Mes My (masculine and feminine plural)</p>
Learning links to enhance long term memory		Use aspects of French in other subjects throughout the term too eg, RSHE, English etc.	Assessment	Can children: Recall from memory a selection of nouns and indefinite articles for common classroom objects? Say and use the negative in French? Describe what we have and do not have in our pencil case/ who is in our family?

Year 5 Spring				
Week	Knowledge and Vocabulary At the café and My home (I)	Skills		Vocabulary
1 - 6	To know how to order a selection of typical foods, drinks and snacks from a French menu. To know how to order a French breakfast.	<p>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.</p> <p>Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> <p>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 and 2'.</p>		<p>Le petit déjeuner = breakfast Du pain =Some bread Du beurre =Some butter Une omelette au jambon =A ham omlette Un jus d'orange =An orange juice Une crêpe à la confiture =A pancake with jam Un café =A black coffee Un café au lait =A white coffee Un sandwich au fromage =A cheese sandwich Un croque-monsieur =A toasted ham and cheese Un thé au citron= A lemon tea Un coca-cola =A coke Un thé au lait= A tea with milk Un orangina =A fizzy orange Un chocolat chaud =A hot chocolate Des frites =Some chips Un croissant= A croissant Des céréales =Cereal De la confiture =Some jam Des biscottes =Some melba toast Qu'est-ce tu prends pour le petit déjeuner? What au café - in the café Order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast. Perform a simple role play ordering food, drink and/or snacks in a French café using useful language such as 'hello', 'can I have...', 'the bill please', 'thank you' and 'goodbye' do you have for breakfast? Vous désirez? What would you like? Je prends... I would like... S'il vous plaît Please L'addition s'il vous plaît The bill please Chez moi -My home Une cuisine A kitchen Une salle à manger A dining room Une salle de bains A bathroom Une chambre A bedroom Une buanderie A utility room Un sous-sol A basement Un bureau An office / a study Un salon A living room Un garage A garage Un jardin A garden Une maison A house Un appartement An apartment En ville In town À la campagne In the countryside À la montagne In the mountains Au bord de la mer By the sea Dans un village In a village Et And Mais But Où habites-tu? Where do you live? J'habite dans... I live in... Chez moi il y a... In my home there is... / there are... Chez moi il n'y a pas de... In my home there is not... / there are no...</p>
7 - 12	To know how to say and write in French whether we live in a house or an apartment. To know how to say what rooms we have and do not have at home using the key structure- chez moi il y a... and chez moi in n'y a pas de/d'... To know how to use the conjunction 'et' to link two sentences together in French.	<p>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.</p> <p>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'.</p>		
Learning links to enhance long term memory		Use aspects of French in Role Play eg, in a café situation to order foods and drinks	Assessment	Can children: Order a food/ drinks from a menu? Say where they live? What that house is like?

Year 5 Summer			
Week	Knowledge and Vocabulary Goldilocks and Clothes (I)	Skills	Vocabulary
1 - 6	<p>To know how to listen to a whole fairy tale Boucle D'Or et les trois ours –Goldilocks and the Three Bears attentively in French.</p> <p>To know how to remember a new language using picture, word and phrases cards.</p> <p>To know how to improve gist reading and gist listening skills.</p> <p>To know how to attempt to re-tell a familiar fairy tale in French using a mini book for support.</p>	<p>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.</p> <p>Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> <p>Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.</p> <p>Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 and 2'.</p> <p>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.</p>	<p>Boucle D'Or et les trois ours =Goldilocks and the three bears Chez moi -My home Say and write in French whether we live in a house or an apartment. Say what room we have and do not have at home using the key structure- chez moi il y a... and chez moi in n'y a pas de/d'... Use the connective/conjunction 'et' to link two sentences together La moyenne chaise= The medium chair Mou =Soft Boucle D'or =Goldilocks La petite chaise =The small chair Le grand bol était trop salé.= The large bowl was too salty Papa ours =Father bear Le grand lit =The big bed Le moyen bol était trop sucré =The medium bowl was too sweet Maman ours =Mother bear Le moyen lit =The medium bed Le petit bol était juste comme il faut =The small bowl was just right Bébé ours =Baby bear Le petit lit =The small bed La grande chaise était trop grande =The big chair was too tall/high Une maison =A house Sucré =Sweet La moyenne chaise était trop basse =The medium chair was too short Une forêt =A forest Salé =Salty La petite chaise était juste comme il faut = The small chair was just right Le grand bol =The big bowl Grand =Tall/high Le grand lit était trop dur =The big bed was too hard Le moyen bol =The medium bowl Basse= Low Le moyen lit était trop mou= The medium bed was too soft Le petit bol =The small bowl Dur =Hard Le petit lit était juste comme il faut= The small bed was just right La grande chaise= The big chair ER 2 –Les vêtements The clothes Des gants A pair of gloves Boucle D'Or et les trois ours –Goldilocks and the Three Bears Listen attentively to a whole familiar fairy tale in French. Remembering new language using picture, word and phrases cards. Improve gist reading and gist listening skills. Attempt to re-tell a familiar fairy tale in French using a mini book for support Un pantalon A pair of trousers Des bottes Boots Un maillot de bain Swim wear Des collants Tights Un pull A jumper Des sandales Sandals Un tee shirt A tee shirt Des lunettes Sunglasses Un manteau A coat Un chemisier A blouse Un short A pair of shorts Des chaussures A pair of shoes Une robe A dress Des chaussettes A pair of socks Une cravate A tie wear Une écharpe A scarf Une veste A jacket Une jupe A skirt Une chemise A shirt Une casquette A cap lundi (on) Monday mardi (on) Tuesday mercredi (on) Wednesday jeudi (on) Thursday vendredi (on) Friday samedi (on) Saturday dimanche (on) Sunday Je porte I Tu portes You wear Il porte He wears Vous portez You all wear Elle porte She wears Nous portons We wear Ils portent They wear (masculine or</p>
7 - 12	<p>To know how to recognise and recall from memory 21 items of clothing.</p> <p>To explore the regular 'er' whole verb, present tense conjugation of the verb PORTER to describe what you and somebody else is wearing.</p> <p>To revisit the use of the possessive adjective 'my' in French Describe clothes in terms of colour.</p>	<p>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'.</p>	

			<p>mixed group) Elles portent They wear (feminine group) À l'école je porte.. For school I wear... Quand il fait beau je porte.. When it is nice weather I wear... Quand il neige je porte.. When it snows I wear... Quand je suis en vacances je porte... When I am on holiday I wear... Mon My (masculine singular) Ma My (feminine singular) Mes My (plural)</p>
Learning links to enhance long term memory	<p>French Café- children will visit the French café in school to promote the use of French, they will have a choice of drinks/ food which children have to order in French.</p>	Assessment	<p>Can children: Recognise and say items of clothing in French? Retell the story of Goldilocks using a mini book to help?</p>

Year 6 Autumn				
Week	Knowledge and Vocabulary Do you have a pet? What is the date? (I)		Skills	Vocabulary
1 - 6	<p>To know the nouns and indefinite articles for 8 common pets.</p> <p>To know how to ask somebody if they have a pet and give an answer back.</p> <p>To say in French what pet we have/do not have and give our pet's name.</p> <p>To know how to start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences.</p>		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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'.</p>	<p>As-tu un animal? Do you have a pet? Un chien =A dog Un chat =A cat Un lapin =A rabbit Un hamster =A hamster Un poisson rouge =A gold fish Un oiseau =A bird Une souris =A mouse Une tortue =A tortoise As-tu un animal? =Do you have a pet? J'ai= I have Je n'ai pas de / d'= I do not have J'ai une =I have a (feminine) J'ai un= I have a (masculine) Qui s'appelle =That is called Et =And Mais= But Y6 – Quelle est la date aujourd'hui? What is the date today? janvier =January février = February mars =March avril =April mai= May juin =June juillet= July août =August septembre =September novembre =November décembre= December lundi =Monday mardi =Tuesday mercredi =Wednesday jeudi =Thursday vendredi =Friday samedi =Saturday dimanche Sunday</p>
7 - 12	<p>To know how to recognise and recall the 12 months of the year in French.</p> <p>To know days of the week out of sequence.</p> <p>To know the numbers 1-31 out of sequence.</p> <p>To know how to ask what the date is and say the date in French.</p> <p>To know how to ask somebody when their birthday is and say when their own birthday is in French.</p>			
Learning links to enhance long term memory		Speaking French in different subjects to and during different parts of the day, lunch, registration etc	Assessment	<p>Can children:</p> <p>Say do you have a pet?</p> <p>Say in French what pet we have/do not have and give our pet's name?</p> <p>use the simple connectives et (and) and mais (but) to make more complex and interesting sentences?</p>

Year 6 Spring				
Week	Knowledge and Vocabulary Weather (I) and At School (P)	Skills	Vocabulary	
1 - 6	To know how to recognise and recall the 9 weather expressions in French from memory. To know how to ask what the weather is today and give a reply in French. To know how to describe the weather in France, in French, using a weather map with symbols.	<p>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.</p> <p>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.</p>	<p>Il fait chaud =It is hot Il pleut= It is raining Il fait froid =It is cold Il neige =It is snowing Il y a un orage =There is a storm Il y a du soleil =It is sunny Il y a du vent= It is windy Il fait beau= The weather is fine Il fait mauvais= The weather is not good Quel temps fait-il?= What weather is it? Le temps =The weather Dans le nord de la France= In the north of France Dans le sud de la France= In the south of France Dans l'est de la France= In the east of France Dans l'ouest de la France= In the west of France Dans le centre de la France= In the centre of France</p> <p>Le français =French Le dessin =Art Le sport =P.E L'anglais =English La musique= Music La géographie =Geography L'histoire= History Les maths= Maths Les sciences =Science L'informatique =ICT C'est= It is... Je n'aime pas ...= I do not like ... Je déteste ...= I hate ... Quelle est ta matiere préférée?= What is your favourite subject? Ma matiere préférée c'est...= My favourite subject is... Est-ce que tu aimes...? =Do you like...? Oui, j'aime ...= Yes, I like ... Oui, j'adore ... =Yes, I love ... Non, je n'aime pas ... =No, I do not like ... Non, je déteste ... =No, I hate ...</p> <p>J'aime ...= I like ... J'adore ... =I love ... Inutile =Pointless Amusant =Fun Difficile =Difficult Intéressant =Interesting Facile =Easy Ennuyeux =Boring Utile =Useful Et =And Mais =But Cependant =However Parce que =Because Quelle heure est-il? =What time is it? Il est une heure =It is one o'clock Il est deux heures =It is two o'clock Il est trois heures =It is three o'clock Il est quatre heures =It is four o'clock Il est cinq heures= It is five o'clock Il est six heures= It is six o'clock Il est sept heures= It is seven o'clock Il est huit heures =It is eight o'clock Il est neuf heures =It is nine o'clock Il est dix heures =It is ten o'clock Il est onze heures =It is eleven o'clock Il est douze heures =It is twelve o'clock</p>	
7 - 12	To know how to name the subjects we study in school in French with the correct definite article/determiner. To know how to extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. To know how to start to tell the time by learning how to say time by the hour. To know how to say what time we study certain subjects at school, in French.	<p>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.</p> <p>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.</p> <p>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'.</p>		
Learning links to enhance long term memory		Use links with Geography/climate change lessons to use weather vocabulary in French.	Assessment	Can children: Ask what the weather is like? Tell the time in French? Say what the weather is like in The UK and France?

Year 6 Summer				
Week	Knowledge and Vocabulary The Weekend and Healthy living (P)	Skills		Vocabulary
1 - 6	To know how to tell the time in French using quarter past, half past and quarter to. To know how to say and write in French what we do at the weekend using two or more sentences. To be able to integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.	<p>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.</p> <p>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.</p> <p>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. 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.</p> <p>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'.</p>		<p>Je me lève = I get up Je prends mon petit déjeuner = I have my breakfast Je regarde la télé = I watch television Je lis des bandes dessinées = I read comics J'écoute de la musique = I listen to music Je joue à l'ordinateur = I play computer games Je joue au foot = I play football Je vais à la piscine = I go to the swimming pool Je vais au cinéma = I go to the cinema Je me couche = I go to sleep Et = And Après = After Aussi = Also Plus tard = Later on Finalement = Finally Manger et bouger = Eat and move Des céréales = Some cereal Du lait écrémé = Some skimmed milk Des légumes = Some vegetables Du pain complet = Some wholemeal bread Des fruits = Some fruit De l'eau = Some water De la viande blanche = Some white meat Des frites = Some chips Des noisettes = Some nuts Des bonbons = Some sweets Du chocolat = Some chocolate Du fromage allégé = Some low fat cheese Des boissons sucrées = Some fizzy drinks Du pain blanc = Some white bread Du lait entier = Some whole fat milk De la viande rouge = Some red meat Du poisson = Some fish Des chips = Some crisps Du beurre = Some butter Des biscuits = Some biscuits Manger = To eat Boire = To drink Je mange = I eat Je bois = I drink Bon pour la santé = Good for (your) health Mauvais pour la santé = Bad for (your) health Pour ma santé je mange ... = To stay in good health I eat... Pour ma santé je ne mange pas de ... = To stay in good health I don't eat... Pour ma santé je ne bois pas de ... = To stay in good health I don't drink... Pour ma santé je bois ... = To stay in good health I drink... Pour ma santé ... = To stay in shape... Je joue au foot = I play football Je fais des promenades = I walk my dog Je fais de la natation = I go swimming Je fais du cyclisme = I go cycling Je fais du judo = I do judo Je fais du tennis = I play tennis Je ne regarde pas la télévision = I do not watch television Je ne joue pas aux jeux électroniques = I do not play electronic games Une recette saine = A healthy recipe Épluchez! = Peel Coupez! = Cut Ajoutez! = Add Mélangez! = Mix Râpez! = Grate Faites cuire! = Cook</p>
7 - 12	To know how to say and write what we eat and drink to stay healthy. To know how to say and write what we do not eat and drink to stay healthy. To know how to say and write the activities we do and do not do, to stay healthy, including a choice of physical activities. To know how to follow a simple, healthy recipe in French.			
Learning links to enhance long term memory		Children will run the French Café for the other classes, they will serve in French and design and make French menus.	Assessment	Can children: Say and write what they eat and drink, in French? Use extended sentences using and or but in French? Say what they're doing at the weekend?

Emerging (E)

Intermediate (I)

Progressive (P)

Please note Year 4, Year 5 and Year 6 have a phonetics lesson incorporated too, to focus on core vocabulary.