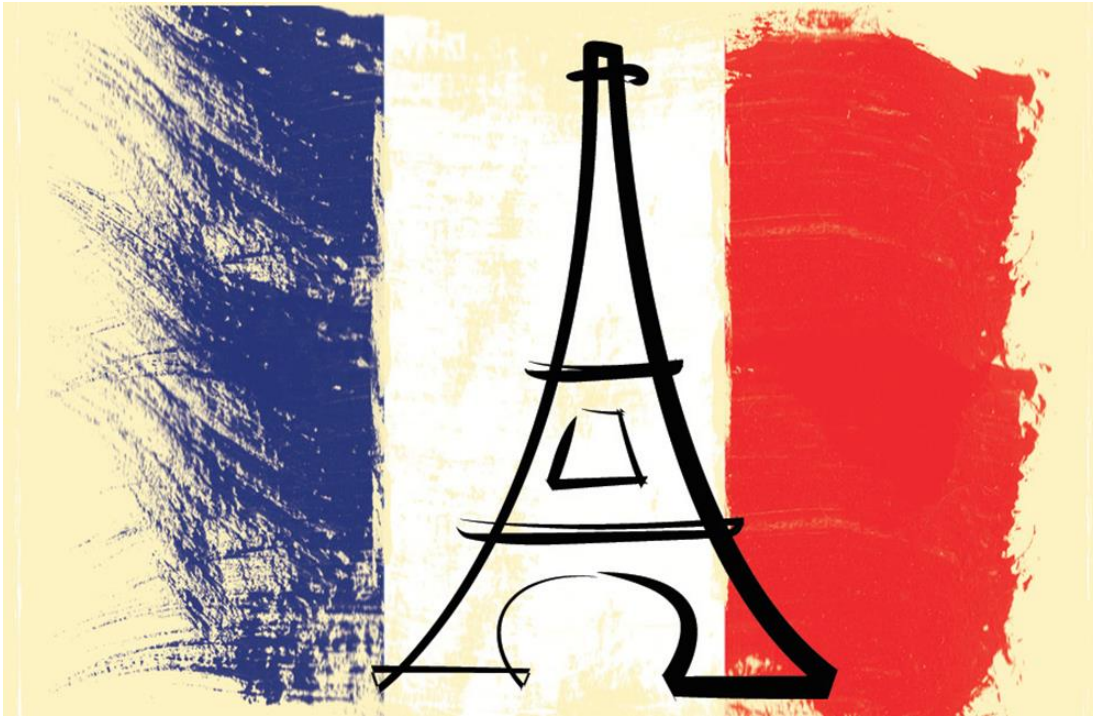




Horbury Primary Academy

Key Stage 2 French



Progression of Learning Objectives

National Curriculum

'The focus of study in modern languages will be on practical communication. Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.'

Expectation – Speaking and Listening

Speak in sentences, using familiar vocabulary, phrases and basic language structures

National Curriculum:

- *Listen attentively to spoken language and show understanding by joining in and responding*
- *Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words*
- *Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- *Speak in sentences, using familiar vocabulary, phrases and basic language structures*
- *Develop accurate and pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- *Present ideas and information orally to a range of audiences*
- *Describe people, places, things and actions orally*
-

Expectation – Reading

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

National Curriculum:

- *Read carefully and show an understanding of words, phrases and simple writing*
- *Appreciate stories, songs, poems and rhymes in the language*
- *Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary*
-

Expectation – Writing

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

National Curriculum:

- *Write phrases from memory, and adapt these to create new sentences, to express ideas clearly*
 - *Describe people, places, things and actions in writing*
- Understand basic grammar appropriate to the language being studied, including (where relevant): 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.*

	LKS2		UKS2	
	Year 3	Year 4	Year 5	Year 6
<p>La Jolie Ronde content including:</p> <p>Lesson Theme including LO for each lesson</p> <p>Content</p> <p><i>Grammar</i></p> <p><i>Speaking and Listening /Phonics</i></p> <p><i>Reading and Writings</i></p>	<p>TERM 1 Ongoing <i>Imitate pronunciation</i> <i>Know how to pronounce grapheme – oi, eu</i></p> <p>1 Numbers To understand and say numbers 0-10 with correct pronunciation To meet and establish common letter strings Numbers 0-10</p> <p>2 Greetings To participate in a short exchange greeting someone To identify rhyming words in a poem Greetings and stating name</p> <p>2 Classroom Commands To answer the register appropriately To hear the difference between un/une To enjoy making French sounds and copying intonation patterns To revise 'Comment ca va!' To follow simple classroom commands Classroom instructions <i>Respond with single word or short phrase</i></p> <p>4 Names To introduce oneself by understanding, asking and answering the question 'What is your name?'</p>	<p>TERM 1 Ongoing <i>Imitate pronunciation</i></p> <p>1 Parts of the Body To listen to and follow a short story To understand and give the names of 5 parts of the body To understand the meaning of 5 adjectives and recognise that adjectives can change spellings Re-visit colours Parts of the body Adjectives to link to the text 'Grand Monstre Vert' <i>Introduction to adjectives, position and agreement</i> <i>Write sentences to describe the monster, following a model:</i> <i>Le monstre a cinq jambes et deux yeux bleus.</i> <i>Le monstre a un petit nez vert.</i> <i>Le monstre est très grand.</i></p> <p>2 Parts of the Body To understand and say 7 parts of the body in French To understand that all nouns have a gender in French To be able to ask how to say something in French To listen for and identify a key sound as it occurs in a rhyme Re-visit adjectives Asking for the French equivalent of a word in English <i>Re-visit the concept of gender</i></p>	<p>TERM 1 Ongoing <i>Pronunciation of grapheme ch, an, é, in</i> <i>Understand the use of stalling strategies / fillers in French during conversations and use them during a short conversation</i></p> <p>1 The High Street To recite a short text with accurate pronunciation To say what buildings can be found on the high street To recognise similarities and difference in the high street, at home and in France <i>Il y a</i> <i>State what can be found on the high street and the location of shops and buildings: c'est à gauche, à droite, au coin</i></p> <p>2 The High Street To identify the position of adjectives in a sentence To understand the function of words in a sentence To memorise and present 2 or 3 sentences describing the high street <i>Il y a</i> <i>State what can be found on the high street and the location of shops and buildings: c'est à gauche, à droite, au coin</i></p>	<p>TERM 1 Ongoing <i>Pronunciation of grapheme eau, an, au, th</i> <i>Use correct intonation when asking a question</i> <i>Use knowledge of English to deduce meaning of unfamiliar vocabulary</i> <i>Use a bilingual dictionary</i></p> <p>1 Classroom Routines To be familiar with classroom routines, giving information appropriately in French To be able to follow instructions To begin preparations for a classroom sketch <i>Re-visit classroom routines and commands</i> <i>Re-visit stating the date</i> <i>Re-visit weather conditions</i> <i>Re-visit and extend explanation of negative sentences with high frequency verb avoir: j'ai / je n'ai pas de</i> <i>Use correct intonation when asking a question</i></p> <p>2 Classroom Equipment To contribute to a group presentation and perform to an audience To understand key details from an authentic text, recalling vocabulary learned in previous years <i>Classroom items</i> <i>As-tu....?</i></p>

	<p>To understand and use the forms of address for an adult – Monsieur, Madame, Mademoiselle To perform a short role play To be introduced to typical French first names and surnames Greetings and stating name Recognising formal forms of address <i>Write short introductory sentence</i> 5 Numbers To read and revise 0-10 and extend with numbers 11-15 To participate in chorusing a finger rhyme ‘Deux petites oiseaux’ To understand and respond to the questions ‘How old are you?’ Re-visit numbers in understanding and stating age Stating name and age Learning key verb avoir <i>Introduction to key verb avoir used with age: J’ai sept ans.</i> <i>Introduction to the concept of gender</i> <i>J’ai – I have</i> <i>Tu as – You have</i> <i>Recite a short rhyme with accurate pronunciation</i> <i>Present a short dialogue with greeting, asking and answering name and age</i> <i>Record short dialogue in writing following a model.</i> Christmas lessons</p>	<p><i>recognising masculine and feminine nouns</i> 3 Nursery Rhymes To appreciate the similarities between nursery rhymes in French and English To recite a nursery rhyme with accurate pronunciation To Read and demonstrate an understanding of a short text 4 Zoo Animals To be able to say the names of 6 zoo animals from memory and with accurate pronunciation To follow a story using visual clues To recognise some letters of the alphabet in French Re-visit numbers 0-10 Zoo animals <i>Re-visit gender and agreement of adjectives when describing zoo animals</i> <i>Respond with single word or short phrase whilst reading a core text</i> <i>Listen for specific words and phrases, recognising previously learned vocabulary in a new context</i> 5 Vowels To be able to say the 5 vowel sounds in French To be able to say and write a short simple sentence in French using noun, verb and adjective <i>Re-visit high frequency verbs avoir and être</i> <i>Introduction to third person pronoun: il , elle</i> <i>Use quantifiers: assez, très</i></p>	<p><i>Re-visit the position and agreement of adjectives, knowing that petit and grand are placed in front of the noun</i> <i>Give two sentences describing what can be found on the high street, using adjectives in the correct position</i> 3 The High Street: asking for places and understanding directions To understand key information from a short exchange To be able to ask for a place in French To be able to give basic directions in French To take part in a simple conversation, adding expression and authenticity <i>Il y a</i> <i>State what can be found on the high street and the location of shops and buildings: c’est à gauche, à droite, au coin</i> <i>Understand the use of stalling strategies / fillers in French during conversations and use them during a short conversation</i> <i>Use correct intonation when asking a question</i> <i>Read and order a conversation asking for directions</i> 4 The High Street: what is it like? To take appreciate how activity on the high street varies at different times and be able to express this in French To substitute adjectives and quantifies into sentences</p>	<p><i>Use correct intonation when asking a question</i> <i>Perform a classroom role play as part of a group, speaking in complete sentences where appropriate</i> <i>Read and deduce meaning from a non-fiction text relating to a healthy breakfast; use a bilingual dictionary as appropriate</i> 3 School Uniform To be aware of cultural differences related to school uniform and school life To construct a paragraph by adapting a model <i>Re-visit and extend clothes vocabulary</i> <i>Adjectives to describe clothes – super, joli, moche, laid</i> <i>Re-visit indefinite determiner: un and une and the plural des (some)</i> <i>Re-visit position and agreement of adjectives</i> <i>Re-visit use of the determiner: J’aime le bleu</i> <i>Write a short paragraph stating name, age, describing and giving opinion of school uniform, adapting a model</i> 4 Families and descriptions To know the names of members of the family in French To demonstrate an understanding of a short written text To follow a story as it is real aloud demonstrating an understanding of the main points <i>Re-visit family members</i> <i>Re-visit adjectives to describe family members: sympa, intelligent, amusant, sportif, beau</i> <i>Re-visit quantifiers: très, assez</i></p>
--	---	---	---	--

		<p><i>Know how to pronounce 6 vowel sounds through the introduction of vocabulary and through songs</i> <i>Say simple sentences to describe an animal</i> <i>Read short sentences with accurate pronunciation when describing animals</i></p> <p>6 Christmas To participate in a short drama in French To play a game in groups using French as a means of communication To say 2 weather conditions and 4 items of clothing with accurate pronunciation <i>Re-visit</i></p> <p>7 Christmas To participate in singing a French song To write individual words and short sentences in French</p>	<p>To collect and record evidence and express it in simple French terms Re-visit days of the week Time of day: lundi matin à dix heures Adjectives to describe the high street at different times Re-visit quantifiers: assez, un peu, très <i>Pronunciation re-cap of graphemes oir and in</i></p> <p>5 A short story: Le petit Thomas To understand a short story containing familiar language To match text and pictures from the story To write short phrases to Through short story and related writing task, re-visit vocabulary relating to: likes and dislikes, stalling strategies, directions, parts of the body, hobbies <i>Re-visit formation of negative sentences with ne.....pas on either side of verb</i> <i>Re-visit expressing an opinion in front of an infinitive verb: Je déteste faire du shopping</i> <i>Re-visit use of determiner: J'adore le football</i> <i>Demonstrate understanding of a short story with familiar and unfamiliar vocab using context to deduce meaning</i> <i>Match extracts of a story to the correct image</i> <i>Write a short paragraph to describe a character from a story: name, age, family members, hobbies and opinions</i></p> <p>6 Christmas: L'arbre de Noel</p>	<p>Traditional tale: Le Petit Chaperon Rouge <i>Re-visit describing someone using third person verbs: il / elle s'appelle</i> <i>Re-visit third person of high frequency verbs:</i> <i>Avoir – il a, elle a</i> <i>Etre - il est, elle est</i> <i>Listen to and follow a traditional, well-known tale, identifying key information from the audio recording</i> <i>Read a letter in French and answer true/false statements in French, relating to the content</i></p> <p>5 Occupations and Gender To know the names of 5 occupations in French To understand that word order / sentence structure may be different in a foreign language To understand that some nouns for occupations change their spellings in relation to gender To understand key details from a short spoken passage Occupations: Il est vendeur <i>Re-visit third person of high frequency verbs:</i> <i>Avoir – il a, elle a</i> <i>Etre - il est, elle est</i> <i>Re-visit agreement of adjectives</i> <i>Understand that the determiner is not used when describing occupations: il est vendeur</i> <i>Order the lyrics of a song as it is played</i> <i>Identify family members and occupations from an audio recording</i> <i>Use a bilingual dictionary to write statements about the members of an imaginary family and their occupations</i></p>
--	--	---	--	---

			<p>To recite a short text with accurate pronunciation To follow the transcript of a short story To learn and join in singing a French carol</p> <p>7 Christmas: L'arbre de Noel To learn and sing a French carol To make a traditional French Christmas sweet To join in performing a short story in French</p>	<p>6 Christmas To recognise adjectival agreements in a short text To read aloud phrases from a text using a variety of voices and expressions To prepare songs and sketches for performance</p> <p>7 Christmas To sing French songs with accurate pronunciation To speak audibly and clearly with good pronunciation and perform to an audience</p>
	<p>TERM 2 Ongoing Re-visit graphemes oi and eu <i>Know that the final consonant is rarely pronounced in French</i></p> <p>6 Colours To warm up for a PE lesson by performing the actions to French song To understand and say the names of some colours in French To practise the sounds of the letter strings oi and eu by responding to the sounds as they occur in the poem</p> <p>Colours Re-visit grapheme – oi eu through a rhyme <i>Know the pronunciation of grapheme – oi eu</i></p> <p>7 Colours To understand and be able to say 11 colours in French To write a short sentence in French</p>	<p>TERM 2 Ongoing <i>Confidently pronounce graphemes: ou, in, oi, eau</i></p> <p>8 Nursery Rhymes To recite a short poem from memory To learn a French nursery rhyme To identify rhyming words in short texts To know how to pronounce the letter string - in <i>Recognise and order the lyrics of a traditional song</i></p> <p>9 Family To be able to say the French for family members To be able to say the names of members of the family, knowing where to use il and elle To present a short role play introducing family members, asking and answering questions</p> <p>Family members – asking and answering questions</p>	<p>TERM 2 Ongoing <i>Pronounce grapheme: on</i> <i>Pronounce grapheme an</i></p> <p>8 Keeping Fit To understand that eating well and taking exercise are necessary to be healthy To express likes / dislikes of different sporting activities in French To prepare a keep fit plan for the week ahead</p> <p>Re-visit days of the week Re-visit leisure activities and extend with: jouer au, faire du/de la <i>Recap expressing an opinion in front of an infinitive verb: J'aime jouer au tennis</i> <i>Write a 'keep fit' plan using immediate future tense and verbs in the infinitive:</i> <i>Lundi – je vais nager: 30 minutes</i></p> <p>9 Keeping Healthy To be able to find words in a dictionary and check spelling</p>	<p>TERM 2 Ongoing <i>Pronounce grapheme: on, an, é, è</i> <i>Use knowledge of English to deduce meaning of unfamiliar vocabulary</i> <i>Use a bilingual dictionary</i></p> <p>8 House and Home To be aware of cultural differences in housing abroad and at home To be able to match sound to individual words To identify the sounds of some letters of the alphabet To recognise the meaning of 8 rooms of the house in French</p> <p>Re-visit: il y a House and home: rooms of the house Re-visit preposition: dans Re-visit stating where you live: J'habite à Wakefield. French alphabet <i>Order statements as a recording is played</i></p> <p>9 House and Home To contribute to a shared writing task describing an ideal home</p>

	<p>Re-visit colours and the plural of the verb être Re-visit numbers 1-10 though a French song; extend to 12 <i>Introduction to key verb être: Elmer est – Elmer is</i> <i>Les éléphants sont - Elephants are</i> Record short sentences describing the animal, using the verb être Use a range of adjectives to give the description, with correct punctuation.</p> <p>8 Fruits To recognise how to pronounce 'on' in French To understand and say the names of 6 fruits in French To understand respond to the question 'C'est bon pour la sante?' Names of fruit and other food items Explore healthy eating choices when describing foods that are good/bad for health Use of the determiner in French: <i>J'aime le chocolat.</i> <i>Le chocolat, c'est bon pour la santé?</i> Re-visit the concept of gender linked to food items: <i>Le – masculine</i> <i>La – feminine</i> <i>Les – plural</i> Plural forms of nouns Record short phrases, stating which foods are good or bad for health, using the correct determiner and correct form of the verb être</p> <p>Easter</p>	<p>Using third person to give information about family members <i>Introduce possessive pronoun: mon, ma</i> Use first and third person of verb avoir and re-visit third person pronouns: <i>il, elle</i> Re-visit gender and determiners Ask and answer questions about family members Take notes to prepare a role play Write the scene from an airport role play with correct possessive pronoun and correct verb</p> <p>10 Brothers and Sisters To be able to ask for and give information about brothers and sisters To recognise plural forms To acquire cultural knowledge about family life in France To recognise rhyming words in a song and understand that the final consonant is not pronounced in French Re-visit numbers when stating age Participate in a role play, introducing family members and stating names and ages Introduction of graphemes: <i>ou, in</i> and recap of key rule of not pronouncing final consonant</p> <p>11 Pets To recognise the similarities between traditional stories in French and English To follow a French story and be able to join in reading sections with the teacher To recognise word classes: nouns and verbs in French</p>	<p>To understand that eating well and taking exercise are necessary to be healthy To know how to say numbers 1 – 50 in French To join in playground games, reciting French with accurate pronunciation Recap numbers 0-20 Introduce numbers 30 – 50</p> <p>10 Keeping Healthy To understand that exercise causes the pulse rate to increase To be able to understand comparative statements in French Introduce comparatives with adjectives: plus.... Que Introduction of immediate future tense in first and second person: <i>Qu'est-ce que tu vas faire? je vais + infinitive</i> Say a sentence in the immediate future tense in response to a question Write comparative sentences as part of a display on health and fitness following a model Complete the gaps in a transcript of a recording as part of a dictation on exercise</p> <p>11 Keeping Healthy – Food: likes / dislikes To be able to say 10 food items in French with accurate pronunciation To demonstrate understanding of others likes / dislikes To locate words in a bilingual dictionary To take part in a conversation expressing likes / dislikes of</p>	<p>To produce own piece of writing adapting a model Adjectives to describe ideal home Prepositions: <i>en bas, en haut</i> Re-visit position and agreement of adjectives Follow a recording at near normal speed matching nouns to adjectives Write a description of an ideal home: <i>Dans ma maison idéale il y a une grande cuisine, un joli jardin et une salle de bains de luxe. En haut il y a aussi.....</i></p> <p>10 House and Home To memorise and perform a verse from a song To understand the gist of an audio recording matching adjectives to nouns To identify different text types Re-visit vocabulary relating to house and home Identify different text types from authentic French written extracts: <i>letter, recipe, weather report, joke etc.</i></p> <p>11 House and Home To identify nouns and adjectives contained in a text To be familiar with the abbreviations used in a dictionary to identify nouns, verbs, adjectives and adverbs To read phrases with appropriate intonation and expression Re-visit prepositions: <i>sur, sous</i> Re-visit gender and how the abbreviations indicate nouns and their gender in a bilingual dictionary Prepare and record a short radio advert for a rented property,</p>
--	--	---	---	---





		<p>To know the names of 8 pets in French and be able to pronounce them accurately</p> <p>Pets <i>Follow a traditional tale, joining in with repeated phrases</i></p> <p>12 Pets To be able to recognise the names of 8 pets To be able to say in French 'J'ai' and 'Je n'ai pas' to talk about pets To understand simple rules for converting singular nouns into plural form To present a rhyme in French To know some details about the kind of pets that are popular in France Text: 'Le radis géant' <i>Introduction to negative sentences: Je n'ai pas de</i> <i>Re-visit verb avoir</i> <i>Use first person of avoir to form positive and negative sentences</i> <i>Re-visit plural nouns and introduction to irregular plurals – oiseaux, souris</i></p> <p>13 About Me To follow a short text as it is read aloud To write simple sentences <i>Write sentences using familiar verbs to introduce members of a block of flats, stating name, age, family members, pets</i></p> <p>14 Easter To know about some French traditions to Easter To identify specific items of vocabulary in a longer text</p>	<p>different foods, using stalling strategies Revision and extension of food item vocabulary, appreciating cultural differences in eating habits Re-visit opinions vocabulary Re-visit stalling strategies <i>Choose the correct word order when writing sentences about likes and dislikes</i> <i>Sustain a short conversation describing likes and dislikes in relation to food items with correct pronunciation and intonation, following a model conversation</i> <i>Demonstrate understanding from a recording identifying likes/dislikes and food items</i></p> <p>12 Keeping Healthy To extend basic sentences by introducing connectives: et, mais, aussi To understand the importance of healthy eating and design a balanced meal in French Re-visit conjunctions: et, mais, aussi <i>Re-visit formation of negative sentences</i> <i>Produce a powerpoint presentation writing in sentences to provide information about self /likes / dislikes</i> <i>Write dictated sentences containing familiar vocabulary accurately: J'aime le fromage et j'aime aussi le jambon</i></p> <p>13 Keeping Healthy: Food and eating habits in France To memorise and present a short rhyme To identify similarities and differences in eating habits and customs between UK and France</p>	<p><i>attempting good intonation and accurate pronunciation</i> <i>Identify key information from an advert for a house available to rent</i></p> <p>12 House and Home To be able to ask for repetition / clarification in French To use knowledge of pronunciation and sound patterns to create a rap using familiar language</p> <p>13 House and Home To be able to sustain a conversation of at least four exchanges To be able to find key information from an authentic text Appreciation of French literature: Liberté by the poet Paul Eluard <i>Re-visit French alphabet</i> <i>Sustain a conversation, re-visiting familiar themes: name, age, family, favourite colour, house using stalling strategies and correct intonation when asking questions</i></p>
--	--	--	---	--


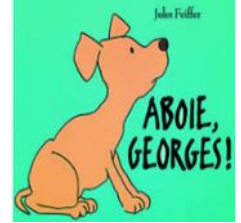

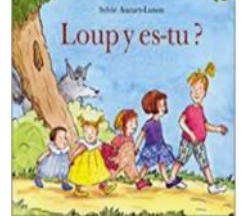
		<p>To pronounce a sentence in oral and written form to describe a painted egg</p>	<p>14 Food: French breakfast To know what is eaten at breakfast time in France To be able to say the name of breakfast food / drink items in French To take part in a breakfast role play situation, offering/asking for/accepting/refusing in French <i>Modal verb: vouloir when offering and accepting food</i> <i>Tu veux?</i> <i>Je voudrais</i> <i>Use appropriate form of vouloir when offering and accepting food</i></p>	
	<p>TERM 3 Ongoing Re-visit pronunciation rule of not pronouncing final consonant <i>Re-visit use of the determiner and gender</i> 9 Numbers To make up a rhythm and chant a list of food items in French To know numbers 0-12 and recognise letter strings oi and eu To listen and respond to an authentic nursery rhyme To listen and respond to an extended text Re-visit numbers 0-12 Re-visit food items Re-visit grapheme oi <i>Use accurate pronunciation when reading a rap containing practised sounds and the grapheme oi</i> <i>Join in reading repeated phrases from a story book</i> <i>Re-read and be able to place in the correct order jumbled up sentences from the story book</i></p>	<p>TERM 3 Ongoing <i>Pronounce graphemes on and eau accurately</i> 15 Using a dictionary To recognise word classes: nouns, verbs, adjectives To be able to sort words into dictionary order by first / second letter To become familiar with the layout of simple bilingual To participate in playing a traditional game and sing accompanying song 16 Hobbies To identify common sounds in a list of verbs To identify strategies for learning new vocabulary To attempt a short dictation activity Leisure activities <i>Deduce meaning of unfamiliar vocabulary</i></p>	<p>TERM 3 Ongoing <i>Pronounce grapheme eau</i> 15 Preparing a traditional desert To be able to follow a demonstration in French of the method for making a dessert To recreate the method using sentence cards To write a simple shopping list of the ingredients needed to make the desert 16 Date / Weather To be able to give the date in French To be able to identify the date from an audio recording To be able to understand and say 9 weather conditions with accurate pronunciation To be able to identify the type of material heard on an audio recording</p>	<p>TERM 3 14 Planning a Holiday to a French speaking country To have an understanding of where French is spoken in the world To choose a country / town for a holiday, investigating climate and date <i>Understand where French is spoken in the world</i> <i>Extended project: Plan a holiday to a French-speaking country</i> <i>Re-visit days, months, dates</i> <i>Re-visit immediate future tense – aller + infinitive – on va aller; on va partir; on va rester ; on va prendre</i> <i>Draft holiday plans in written form: On va aller au Maroc. On va partir le samedi 27 juillet pour une semaine.</i> 15 Planning a Holiday To choose a type of accommodation and write a letter to book accommodation <i>Accommodation: un hôtel, un appartement, un gîte, un camping</i></p>


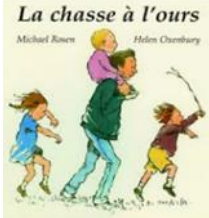

	<p>10 Days of the Week To participate in reading a story in French and give a physical response to phrases / words To match sound to the written word and re-order sentences from the text To copy write individual words correctly To know the days of the week in French Days of the week <i>Copy and learn key vocabulary</i></p> <p>11 Months of the Year To understand the 12 months of the year in French To say the months of the year with accurate pronunciation To recognise the months of the year in written form Months of the year</p>	<p>17 Hobbies To understand a paragraph detailing likes / dislikes of leisure pursuits To express likes / dislikes of leisure activities in oral and written form To recognise positive / negative statements Stating likes/dislikes in relation to hobbies Conjunctions – et, mais <i>Use an opinion in front of an infinitive verb</i> <i>Re-visit positive and negative verb form j'ai / je n'ai pas and relate to J'aime / je n'aime pas</i> <i>State simple sentences (positive and negative) joining clauses with a conjunction to provide information about hobbies</i> <i>Write sentences to describe hobbies as part of a classroom display</i></p> <p>18 Hobbies To understand and follow an interview between two native French speakers talking about their hobbies To conduct a short interview working with a partner asking / answering questions on leisure activities To understand and say numbers 12-31 Re-visit leisure activities and opinions Numbers to 30</p> <p>19 Leisure activities To know how to play a game that is very popular in France</p>	<p><i>Recognise dates on an audio recording at near normal speed</i> Re-visit days of the week, months of the year, numbers 0-31 Date</p> <p>17 Weather / Seasons To make up a short rhyming poem using the weather conditions To present a mini weather forecast in French To write 2/3 sentences describing the weather in each season in the UK <i>Deliver a short weather report using a model to substitute date, city, weather condition, temperature</i> <i>Apply knowledge of pronunciation rules and use place names and weather conditions to produce a short rhyming poem: A Marseilles il y a du soleil</i></p> <p>18 Weather / Saying where you live / Points of a compass To learn and join in singing a traditional French song To identify different word classes and specific vocabulary in a extended authentic text To be able to say where you live and reuse previously learned language to describe the climate Re-visit Re-visit points of the compass State where you live: J'habite à..... en Angleterre Weather expressions Seasons Adverbs: normalement, en general, quelquefois</p>	<p>Re-visit preposition: dans Re-visit immediate future tense – aller + infinitive – on va aller; on va partir; on va rester ; on va prendre Re-visit gender and its importance when learning nouns <i>Write a short letter to book holiday accommodation, adapting a model</i></p> <p>16 Planning a Holiday To research and decide upon travel arrangements To research food typical of the country To use immediate future tense to express intentions in written form Means of transport: en avion, en bateau, en train, en voiture Re-visit immediate future tense – aller + infinitive – on va aller; on va partir; on va rester ; on va prendre Re-visit gender and its importance when learning nouns <i>On va aller en avion; on va prendre l'avion de Manchester à 10h 55</i></p> <p>17 Planning a Holiday To find places of interest at holiday destination To write a programme of activities for a week on holiday using future tense Adverbials: d'abord, plus tard Places of interest: le musée, le château etc Re-visit conjunctions: et, aussi Re-visit immediate future tense – aller + infinitive - in third person: On va visiter <i>On va regarder</i> Re-visit gender and its importance when learning nouns <i>Adapt a programme of activities as part of a holiday plan: Lundi, on va</i></p>
--	--	---	---	---





		<p>To understand that typical leisure activities can vary between regions and countries</p> <p>To collect results of a class survey through asking and answering questions in French.</p> <p>To know the names of 5 means of transport.</p> <p>To know the names and locations of some major ports and airports in France.</p> <p>Means of transport</p> <p>Points of the compass</p> <p><i>Participate in a survey about leisure activities, answering in a complete sentence</i></p> <p>20 A Weekend Away</p> <p>To understand the different possibilities for travelling abroad</p> <p>To be able to access information to plan a journey</p> <p>To be able to pack an imaginary suitcase for a weekend in the south of France and label the contents of it.</p> <p>Re-visit months of the year</p> <p>Packing a suitcase for the holidays</p> <p><i>Basic adverbial at start of sentence: Normalement,</i></p> <p><i>Re-visit quantifiers: un peu, très, assez</i></p> <p><i>Re-visit colours and position of adjectives: un short rouge</i></p> <p><i>Present information about the climate in France, re-using previously learned vocabulary: En juillet il fait très chaud</i></p> <p><i>Write sentences to describe the climate in France</i></p>	<p><i>Extend basic sentences with the use of adverbs using correct punctuation</i></p> <p><i>à + city</i></p> <p><i>en + country (feminine)</i></p> <p><i>au + country (masculine)</i></p> <p><i>State where you live and where this is in the UK</i></p> <p><i>Write sentences to describe the climate in England in different seasons</i></p> <p><i>Read an extended weather report using skimming and scanning techniques to answer comprehension questions</i></p> <p><i>Re-arrange sentences to form a coherent paragraph</i></p> <p>19 Similarities / Differences between UK and France</p> <p>To understand that there are stereotypical images associated with countries</p> <p>To be aware of how these images compare with reality</p> <p>To consider key similarities and differences in daily life in the UK and France</p> <p>Compare objects and products which represent our culture with those of another country</p> <p>Understand stereotyping</p> <p>20 Similarities / Differences in supermarkets in the UK and France</p> <p>To identify similarities and differences in supermarkets in the UK and France</p> <p>To review key vocabulary and structures learned in Y5</p> <p>Compare objects and products which represent our culture with those of another country</p>	<p><i>visiter le château et plus tard on va visiter la plage.</i></p> <p>18 The Culture of the Country</p> <p>To present cultural information about a French speaking country</p> <p>19 Presenting Cultural Information</p> <p>To present information about an aspect of culture</p> <p><i>Present information about an aspect of culture of the country studied during the project</i></p>
--	--	--	--	---

			<p>Understand stereotyping</p> <p>CHECK WHERE THESE FIT IN FOR TERM 3</p> <p>Introduction to French literature: Déjeuner du Matin, by poet Jacques Prévert</p> <p>Prepositions: dans, sur, sous, sans, avec</p> <p><i>Recognise familiar vocabulary within a poem</i></p> <p><i>Recognise verbs within an extract of the poem Déjeuner du Matin</i></p>	
--	--	--	--	--

Year Group and Books	Subject Specific Vocabulary	Key Words	Key Phrases
<p style="text-align: center;">3</p>    	<p>Greetings -bonjour- hello salut- hi très bien- very good, bien- good, mal- bad comme ci comme ça - ok Monsieur, Madame, Mademoiselle</p> <p>Number- zéro, un deux trois quatre cinq six sept huit neuf dix onze douze</p> <p>Instructions- écoutez- listen regardez- look silence- silence asseyez-vous- sit levez-vous- stand répétez- repeat venez ici- come here</p> <p>Colours- bleu- blue blanc- white rouge- red noir- black jaune- yellow vert- green rose-pink gris-grey violet- purple marron- brown</p> <p>Food- les oranges- oranges, les poires- pears les prunes- plums les fraises- strawberries les pommes- apples les tomates- tomatoes les bananes les chips- crisps le coca cola- cola les sucettes- lollipops le chocolat- chocolate les bonbons- sweets</p> <p>Days- les jours- lundi- Monday mardi- Tuesday mercredi- Wednesday jeudi- Thursday vendredi- Friday samedi- Saturday dimanche- Sunday</p> <p>Months- les mois- janvier- January février- February mars- March avril- April mai- May juin- June juillet- July août - August septembre – September octobre- October novembre- November décembre- December</p>	<p>oui- yes</p> <p>non-no</p> <p>super- super</p> <p>tres bien- very good</p> <p>un/une- a</p> <p>le/la- the</p> <p>et- and</p> <p>ou - or</p>	<p>Comment ça va? How are you? Et toi? And you?</p> <p>Comment t'appelles- tu? What's your name?</p> <p>Je m'appelle..... I am called</p> <p>Quel âge as-tu? J'ai... ans how old are you? I am.....</p> <p>Quelle est ta couleur préférée?- What's your favourite colour?</p> <p>..c'est ma couleur préférée -... is my favourite colour</p> <p>C'est bon/mauvais pour la sante.- It is good/bad for health</p> <p>Quelle est la date aujourd'hui?- What day is it today?</p> <p>Quelle est la date de ton anniversaire?- What is the date of your birthday?</p> <p>Mon anniversaire c'est le..- my birthday is</p>

Year Group and Books	Subject Specific Vocabulary	Key Words	Key Phrases
<p style="text-align: center;">4</p>    	<p>Number- douze treize quatorze quinze seize dix-sept dix-huit dix-neuf vingt vingt-et-un vingt deux trente trente-et-un trente deux</p> <p>Colours- bleu- blue blanc- white noir- black jaune- yellow vert- green rose-pink gris-grey violet- purple marron- brown</p> <p>Parts of The Body- une tête- a head un nez- a nose une bouche- a mouth des yeux- some eyes des dents- some teeth des oreilles- some ears la jambe- the leg le pied- the foot le ventre- the stomach l'épaule- shoulders le genou- the knee le bras- the arm la main- the hand grand-big petit- small gros- fat long-long pointu-pointed</p> <p>Zoo animals- le tigre- tiger l'éléphant- elephant l'ours- bear la souris- mouse le lion-lion la giraffe- giraffe</p> <p>le singe- monkey le crocodile- crocodile le pingouin-the penguin</p> <p>Hobbies- danser- to dance nager- to swim lire-to read jouer au football- play football aller au parc- go to the park regarder la -télé to watch tv le petanque- bowling game</p> <p>Family- le père- the father papa-dad le frère- brother la mère- mother maman- mum la soeur-sister le grand-père- grandpa la grand-mère- grandma</p> <p>Pets- le chat- cat un chien- a dog un hamster-hamster un lapin- rabbit un poisson- fish un oiseau- bird un cochon d'Inde- guinea pig</p> <p>Clothes- un chapeau-hat une écharpe- scarf des gants- gloves un manteau- coat unshort- shorts un pantalon- trousers une jupe- skirt un pull- jumper un tee-shirt- t-shirt une chemise- a shirt un chapeau- a hat unmaillot de bain- swimsuit des lunettes de soleil- sunglasses</p> <p>Transport en bateau- by boat en voiture- by car en car- by coach en train- by train en avion- by air</p>	<p>rigolo- funny gentil- nice assez- quite tres- very un/une- a le/la/les- the et- and aussi- also de/du/des- some feroce- ferocious a toi/mor- your /my turn mon/ma- my par ici- this way par la- that way Ou?- where un peu- a bit</p> <p>letters of the alphabet</p>	<p>Comment dit-on.....en français? How do you say In French?</p> <p>Combien? How much Il est/Elle est- he/she is Qu'est-ce que s'est? What is it? Voici- Here is J'ai - I have Je n'ai pas- I don't have Je n'ai freres ni soeurs- I have no brothers or sisters AS-tu un animal?- Have you a pet? J'adore- I love J'aime- I like Je n'aime pas- I don't like Tu aimes.....? Do you like....? Il fait froid/chaud- It's hot/cold</p>

Year Group and Books	Subject Specific Vocabulary	Key Words	Key Phrases
<p style="text-align: center;">5</p>   	<p>High Street- un marché- a market un magasin- a shop un supermarché- a supermarket une poste- a post office une banque- a bank un café- a café une mairie- a town hall un magasin de vêtements- a clothes shop une boulangerie- a bakers</p> <p>Times/Days/ Months/WeatherSeasons matin- morning après-midi- afternoon soir- evening à 10 heures- at 10 o'clock à 4 heures et demie- at half past four Aujourd'hui, c'est le lundi 10 octobre il fait froid- it's cold il fait chaud- it's hot il fait beau- it's lovely weather Il fait mauvais- it's poor weather il y a du soleil- it's sunny il y a du vent- it's windy il y a du brouillard- it's foggy il pleu-t it's raining il neige- it's snowing en automne- in autumn en hiver- in winter au printemps- in spring en été -in summer</p> <p>Hobbies- jouer au + sport to play + sport nager- to swim faire du jogging-to go jogging</p> <p>Food-le pain- bread la baguette- French stick le riz- rice les pâtes- pasta les pommes de terre- potatoes le jambon- ham le poisson- fish le fromage- cheese l'eau- water le yaourt- yoghurt le chocolat- chocolate la glace- ice-cream le gateau- cake les biscuits- biscuits les chips- crisps les frites –chips la salade- lettuce/salad les carotte-s carrots les petits pois- peas un croissant- a croissant un pain au chocolat- name for a rectangular pastry with dark chocolate in the centre un pain aux raisins- name for a circular pastry with currants and raisins le sel-salt une tartine- a slice of bread and butter le sucre- sugar un chocolat chaud- a hot chocolate des œufs- eggs un jus d'orange- an orange juice le beurre- butter</p> <p>Where I Live- dans le nord - in the north dans le sud - in the south dans l'ouest - in the west dans l'est - in the east de l'Angleterre of England</p>	<p>et/aussi- and /also grand/ petit- big/small a gauche- on the left a droite- on the right ici- here c'est- it is et alors eh bien- well oui/non yes /no voyons- let's see tres- very assez- quite pollue(e)- polluted anime (e) –lively calme- calm proper- clean sal- dirty mais- but quelquefois en- sometime general- generally normalement- normally</p>	<p>Dans la rue principale il y a..... On the high street there is /are..... Ily a.....? Is there.....? au coin- on the corner Excusez-moi – excuse me Je vais/encore – I am going to /again j'aime/je n'aime pas- I like don't like</p> <p>Tu aimes le jambon? Do you like ham? Oui, j'ime le jambon- Et Toi? Non je n'aime pas le jambon. Do you like ham? Yes I like ham. And you? No I don't like ham.</p> <p>Tu veux.....? Would you like.....? Je voudrais..... I would like.... Quel temps fait-il? What 's the weather like? J'habite a..... I live in.....</p>

Year Group and Books	Subject Specific Vocabulary	Key Words	Key Phrases
<p>6</p>    	<p>Classroom- Je suis présent(e)- I'm present Il est absent- He's absent Elle est absente She's absent Aujourd'hui c'est le mardi 8 octobre- Today is Tuesday 8th October un stylo- pen un crayon- pencil une gomme- rubber un taille-crayon- pencil sharpener des ciseaux- scissors un cahier- exercise book un sac- school bag J'ai- I have a Je n'ai pas de- I don't have a</p> <p>Clothes-un pantalon- trousers un pull- jumper une chemise- shirt une jupe- skirt des chaussures- shoes des chaussettes- socks un sweat - sweatshirt une cravat- tie</p> <p>Occupations- Il est + occupation Elle est médecin doctor vendeur/vendeuse-shopkeeper agent de police- policeman/ policewoman serveur/serveuse - waiter/waitress professeur –teacher</p> <p>Visiting Places- visiter to visit regarder to watch d'abord first of all plus tard later on le musée museum le château castle la plage beach le zoo zoo le jardin publique public gardens la piscine swimming pool le centre commercial shopping centre le parc d'attractions fairground un match de a match of</p> <p>Houses-une maison- house un appartement- flat un salon- sitting room une salle à manger- dining room une cuisine- kitchen une salle de bains- bathroom un garage- garage un balcon- balcony un jardin- garden une chambre- bedroom petit –small grand- big joli- pretty superbe- superb magnifique- magnificent immense- immense/huge de luxe- luxurious en haut- upstairs en bas- downstairs une fenêtre- a window une piscine- a swimming pool une chaise- chair un divan- sofa une table- table un frigo- fridge une chaîne hi-fi- hi fi une douche -shower un micro-ondes- microwave un tapis - carpet une lampe- lamp</p> <p>Holidays-rester- to stay dans un hotel- in a hotel un appartement fl at/apartment un gîte gîte/cottage un camping campsite en bateau by boat en avion by plane en voiture by car en train by train</p>	<p>assez- quite tres- very sympa (e) nice intelligent- intelligent amusant (e) –funny sportif/sportive- sporty beau/belle- beautiful Donne-moi- Give me A toi- your turn A moi- my turn S'il te plait – please Merci- thank you voici- here is Il y a – there is sur- on sous-under on va- we are going aller- to go partir- to leave prendre- to take</p>	<p>Tu es prêt(e)?- Are you ready? As tu.....?- Have you got? J'aime- I like Je n'aime- I don't like Je n'aime pas le rouge- I don't like red c'est laid- It's ugly c'est moche- it's awful c'est super- It's great c'est joli- it's pretty J'adore- I love J'deteste- I hate Il/elle s'appelle- he /she is called Il a/ elle a- he/she has Il est/elle est- he/she has</p>

Extra Curricular

(pre-covid) Kerryann McLoughlin from Kidslingo runs French club. She currently runs a Year 1 and 2, Year 3 and Year 4 and 5 club each week.

At the beginning of each school year, she does an assembly to let children know about the clubs she runs. Year groups for clubs may change each school year depending on interest.