

MFL Curriculum Coverage: Key Stage Two

Expected Vocabulary. NC Objectives. Intended activities. Additional knowledge for upper year groups

- **Communicator** – Ability to speak in another language
 - **Team player** – Working with others in speaking and listening activities.
 - **Independent** – Independent tasks during each unit.
 - **Challenge** – learning a new language.
 - **Resilient** – Keep on trying new pronunciation and spellings.
 - **Value** – Another’s culture.
 - **Curious** – Learn a new language and culture
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- **Numerate** – Birthday, money counting.
 - **Literate** – Reading, writing speaking and speaking in a new language

Year Three	Curriculum Objective	Knowledge/Activity	Vocab
Topic / Autumn One	<p>Lesson 1 - Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Lesson 2 – Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Lesson 3 - Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>French greetings with puppets Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day.</p> <p>Lesson 1 – French greetings Learning objective</p> <ul style="list-style-type: none"> • To greet someone and introduce yourself in French. <p>Success criteria</p> <ul style="list-style-type: none"> • I can use an appropriate greeting. • I can introduce myself. • I can find out someone else’s name. • I can use the correct pronunciation. <p>Lesson 2 – French greetings – day and night Learning objective</p>	<p>Vocabulary bonjour salut au revoir bonsoir bonne nuit ça va bien ça va mal c’est... comment tu t’appelles ? je m’appelle... non oui je tu bonjour bonsoir bonne nuit je m’appelle ça va bien ça va très bien comme ci, comme ça ça va mal ça va très mal au revoir</p>

	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Lesson 4 – Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p>	<ul style="list-style-type: none"> • To use the correct French greeting for the time of day. <p>Success criteria</p> <ul style="list-style-type: none"> • I know that different greetings are used at different times of the day. • I can recognise greetings words written in French. • I know when to use different greetings. • I can reflect on the differences in French culture. <p>Lesson 3 – How are you feeling – in French</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To ask and answer a question about feelings in French. <p>Success criteria</p> <ul style="list-style-type: none"> • I can ask how someone is feeling. • I can say how I am feeling. • I can use my tone of voice to help make myself understood. <p>Lesson 4 – French finger rhymes</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To perform a finger rhyme in French. <p>Success criteria</p> <ul style="list-style-type: none"> • I can join in with a rhyme in French using appropriate actions. • I can follow simple instructions in French to make a finger puppet. <p>Cultural awareness</p> <p>To know that in French there are formal and informal greetings.</p>	<p>c'est Comment tu t'appelles ? Ça va/Comment ça va ? I you hello good evening good night my name is I am fine I am very well so so I am not ok I am really not ok goodbye it is What is your name? How are you? (informal/formal).</p> <p>Phonics</p> <p>To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u.</p> <p>To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau.</p> <p>To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é, à.</p> <p>To know that a ç cedilla is the hook shape that sits under the letter 'c' when 'c' precedes the letters 'a', 'o', 'u'. It changes the pronunciation of the 'c' from a hard to a soft 'ss' sound.</p> <p>To know that consonants at the end of words in French are not usually pronounced: the 't' is silent in salut, comment, petit</p>
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			<p>and vert. The 'e' at the end of m'appelle and the 's' at the end of t'appelles and pas are silent, as is the 'd' in grand.</p> <p><u>Grammar</u></p> <p>To know that the pronoun ça means 'it'. To know that there are high frequency verbs s'appeler, avoir, être and aller that are used to formulate and answer questions. To know that je/j', and tu are subject pronouns.</p>
<p>Topic / Autumn Two</p>	<p>Lesson 1 – Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Lesson 2 – Present ideas and information orally to a range of audiences.</p>	<p><u>French adjectives for colour, size and shape</u> Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates and practising language skills</p> <p>Lesson 1 – Colours in French Learning objective</p> <ul style="list-style-type: none"> • To recognise and name colour words. <p>Success criteria</p> <ul style="list-style-type: none"> • I can listen to and repeat the words to describe colour. • I can recognise colour words when I hear them and then find a brick in that colour. • I can say a sequence of colour words. <p>Lesson 2 – Shapes and colours Learning objective</p> <ul style="list-style-type: none"> • To describe shapes by their colour. <p>Success criteria</p> <ul style="list-style-type: none"> • I can describe shapes using a colour adjective. 	<p><u>Vocabulary</u></p> <p>rouge bleu jaune vert orange un cercle un triangle un carré un rectangle grand petit c'est grand petit rouge blue jaune vert blanc noir orange violet rose brun un cercle un carré un rectangle un triangle big small red blue yellow green white black orange purple</p>

	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>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.</p> <p>Lesson 3 - Present ideas and information orally to a range of audiences.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>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.</p> <p>Lesson 4 – Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>	<ul style="list-style-type: none"> I can notice differences in word order between English and French. <p>Lesson 3 – Shapes of different colours and sizes Learning objective</p> <ul style="list-style-type: none"> To describe shapes by their size and colour. <p>Success criteria</p> <ul style="list-style-type: none"> I can describe shapes using a colour and size adjective. I can notice differences in word order between English and French. <p>Lesson 4 – Using shapes like the French Artist Matisse Learning objective</p> <ul style="list-style-type: none"> To understand and recognise what are cognates and near cognates. <p>Success criteria</p> <ul style="list-style-type: none"> I can use French shape, size and colour words to give instructions. I can create a Matisse-style composition using the shapes I have asked for. I can ask for something politely and say thank you. I can recognise written similarities between French and English nouns. I can explain what a cognate or near cognate is. <p>Lesson 5 – In the style of French artist Matisse Learning objective</p> <ul style="list-style-type: none"> To follow instructions in French. <p>Success criteria</p> <ul style="list-style-type: none"> I can recognise the French words for colours, shapes and sizes. I can listen carefully to instructions in French. 	<p>pink brown a circle a square a rectangle a triangle</p> <p>Phonics</p> <p>To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u. To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é, à. To know that consonants at the end of words in French are not usually pronounced: the ‘t’ is silent in salut, comment, petit and vert. The ‘e’ at the end of m’appelle and the ‘s’ at the end of t’appelles and pas are silent, as is the ‘d’ in grand.</p> <p>Grammar</p> <p>To understand that every French noun is either masculine or feminine. To know that the gender affects the form of the indefinite article un or une.</p>
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	<p>Present ideas and information orally to a range of audiences.</p> <p>Lesson 5 – roaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Present ideas and information orally to a range of audiences.</p>	<p><u>Cultural awareness</u></p> <p>To name some famous paintings by French artists.</p>	<p>To know that most adjectives are placed after the noun in French.</p> <p>To know that adjectives of size such as petit and grand are placed before the noun.</p> <p>To know that c'est means 'it is' and is used to describe what something is.</p> <p>To know that the word order is sometimes different in French compared to English.</p> <p>To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi.</p> <p>To know that accents in French can change the sound of a letter.</p>
<p>Topic / Spring One</p>	<p>Lesson 1 – Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Lesson 2 – Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p>	<p><u>French playground games – numbers and age</u></p> <p>Counting in French from one to twelve, asking how old someone is and answering the same question, comparing sentence structures in French and English.</p> <p>Lesson 1 – Let's count in French</p> <p>Learning objective</p> <ul style="list-style-type: none"> To count from one to six in French. <p>Success criteria</p> <ul style="list-style-type: none"> I can say the numbers one to six in French. I can recognise some of the number words one to six in French. I can play a game using number words. 	<p><u>Vocabulary</u></p> <p>un deux trois quatre cinq six sept huit neuf dix onze douze</p>

	<p>Lesson 3 - speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Lesson 4 – Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Lesson 5 – Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Lesson 2 – Let’s count higher in French Learning objective</p> <ul style="list-style-type: none"> To count beyond six in French. <p>Success criteria</p> <ul style="list-style-type: none"> I can say the numbers six to twelve in French. I can use my fingers to show the number I hear in French. I can join in with a traditional French finger rhyme. <p>Lesson 3 – How old are you in French Learning objective</p> <ul style="list-style-type: none"> To use number words to give more information about ourselves. <p>Success criteria</p> <ul style="list-style-type: none"> I can find out how old someone is, in French. I can tell someone my age, in French. I can compare sentences in French and English and describe similarities and differences. <p>Lesson 4 – Reading French numbers Learning objective</p> <ul style="list-style-type: none"> To recognise the numbers one to twelve, written in French. <p>Success criteria</p> <ul style="list-style-type: none"> I can read and recognise the number words one to twelve in French. I can pronounce the phonemes ‘eu’, ‘oi’ and ‘ou’ and name French words that contain these sounds. <p>Lesson 5 – Outdoor games in France Learning objective</p> <ul style="list-style-type: none"> To use the number words one to twelve when playing playground games. <p>Success criteria</p>	<p>Combien ? Tu as quel âge ? un deux trois quatre cinq six sept huit neuf dix onze douze plus moins et font/égale How many/much? How old are you? one two three four five six seven eight nine ten eleven twelve plus minus and Equals (in Maths)</p> <p>Phonics</p> <p>To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u. To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m’appelle; the s at the end of t’appelles and pas are silent, as is the d in grand.</p> <p>Grammar</p> <p>To know that most nouns in French become plural by adding an ‘s’ at the end, as</p>
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		<ul style="list-style-type: none"> • I can count from one to twelve in French. • I can use the language of game playing and taking turns in French. <p><u>Cultural awareness</u></p> <p>To know some playground games played in France.</p>	<p>in English, but that some are irregular: des ciseaux. To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi.</p>
<p>Topic / Spring Two</p>	<p>Lesson 1 – Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Lesson 2 – Describe people, places, things and actions orally and in writing.</p> <p>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.</p> <p>Lesson 3 - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>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</p>	<p><u>In a French classroom</u> Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either ‘masculine’ or ‘feminine.’</p> <p>Lesson 1 – Follow the French teacher Learning objective</p> <ul style="list-style-type: none"> • To understand and respond to simple classroom instructions. <p>Success criteria</p> <ul style="list-style-type: none"> • I can understand and respond to instructions in the classroom. • I can give instructions in the classroom. • I can recognise words that the teacher mouths silently. <p>Lesson 2 – Pencils and things in the French classroom Learning objective</p> <ul style="list-style-type: none"> • To name school bag objects and recognise if they are masculine or feminine. <p>Success criteria</p> <ul style="list-style-type: none"> • I can spot whether a noun is masculine or feminine. • I can compose a sentence to tell someone about an item I have in my pencil case. <p>Lesson 3 – To have or not have in the French classroom Learning objective</p> <ul style="list-style-type: none"> • To ask and answer a question about something you have or do not have. 	<p><u>Vocabulary</u> un crayon un taille-crayon un stylo un cahier un sac une règle une gomme une trousse des ciseaux j’ai je n’ai pas tu as...?</p> <p>écoutez ! écrivez ! lisez ! fermez ! ouvrez ! parlez ! regardez ! levez-vous ! asseyez-vous ! dans mon sac j’ai... je n’ai pas de... mais Tu as... ? listen write read close open speak watch/look stand up sit down in my bag I have... I do not have... but Do you have...?</p> <p><u>Phonics</u></p>

	<p>and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>Lesson 4 – Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>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.</p> <p>Lesson 5 – Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p>Success criteria</p> <ul style="list-style-type: none"> • I can ask a question in French about something I have or do not have. • I can answer a question in French about something I have or do not have. • I can use and share different strategies to help me remember new vocabulary. <p>Lesson 4 – School bag French detectives</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To read and understand short sentences. <p>Success criteria</p> <ul style="list-style-type: none"> • I can read short sentences and match them to pictures. • I can create a sentence of my own from an example. <p>Lesson 5 – In my French bag</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To prepare and present a short spoken text. <p>Success criteria</p> <ul style="list-style-type: none"> • I can plan a short presentation in French, using an example. • I can include vocabulary learned in previous lessons. • I can speak clearly and confidently when delivering my presentation. <p><u>Cultural awareness</u></p> <p>Discussing similarities and differences between customs and traditions in France and the UK.</p>	<p>To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English). To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à.</p> <p><u>Grammar</u></p> <p>To understand that every French noun is either masculine or feminine. To know that the gender affects the form of the indefinite article un or une. To know that feminine nouns often (but not always) end in 'e'. To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux. To know that most adjectives are placed after the noun in French. To know that adjectives of size such as petit and grand</p>
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			<p>are placed before the noun.</p> <p>To know that je/j', and tu are subject pronouns.</p> <p>To know that placing ne...pas around the verb makes it negative: ne + verb + pas.</p> <p>To know that the word order is sometimes different in French compared to English.</p> <p>To know that we can use conjunctions such as et (and) and puis (then) to join clauses. To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. To know that accents in French can change the sound of a letter.</p>
<p>Topic / Summer One</p>	<p>Lesson 1 – Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>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</p>	<p>French transport Using detective skills to spot cognates and working out meaning, learning new transport-related vocabulary and constructing sentences using parts of the verb 'aller' – to go.</p> <p>Lesson 1 – French transport language detectives Learning objective</p> <ul style="list-style-type: none"> To be able to compare French with English and identify words that are cognates. <p>Success criteria</p> <ul style="list-style-type: none"> I can use my detective skills to identify the meaning of new words in French. I can explain what a cognate is. 	<p>Vocabulary</p> <p>un ferry un train un autobus un ballon un hélicoptère un vélo un sous-marin un avion une voiture un bateau à pied je vais</p>

	<p>apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>Lesson 2 – Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Lesson 3 - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Lesson 4 – Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Lesson 5 – Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine</p>	<p>Lesson 2 – How shall we travel in France Learning objective</p> <ul style="list-style-type: none"> To make changes to simple phrases and perform a song to an audience. <p>Success criteria</p> <ul style="list-style-type: none"> I can listen carefully and sequence words I hear in a song. I can create my own version of a song to perform to the class. <p>Lesson 3 – On the road in France Learning objective</p> <ul style="list-style-type: none"> To be able to adapt, ask and answer questions about a picture prompt. <p>Success criteria</p> <ul style="list-style-type: none"> I can ask and answer questions about a picture. I can create a short paragraph to describe a scene by adapting phrases with known vocabulary. <p>Lesson 4 – Travel the French speaking world Learning objective</p> <ul style="list-style-type: none"> To be able to describe a journey to different French-speaking countries around the world. <p>Success criteria</p> <ul style="list-style-type: none"> I can repeat phrases aloud and adapt them to make my own sentences. I can name some cities and countries where French is spoken. <p>Lesson 5 – Journey to a French school Learning objective</p> <ul style="list-style-type: none"> To be able to conduct a survey in French and select an appropriate method to present the results. <p>Success criteria</p>	<p>en/à je vais en/à ... puis Tu vas où ? Tu vas comment ? Il y a combien de ... ? Comment tu vas à l' école ? By (referring to transport) I go by... then Where are you going? How are you going? How many ... are there? How do you go to school? Colour adjectives Names in French of French-speaking countries and places</p> <p>Phonics</p> <p>To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English). To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à. To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert; the e at the end of m'appelle and the s at the end of t'appelles and</p>
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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.

- I can plan an investigation, make a prediction and choose how to present my results.
- I can write a sentence in French and include the various different accents.

Cultural awareness

To know the names and locations of some of the cities in France. To know that French is spoken in different countries around the world. To identify some French-speaking countries.

pas are silent, as is the d in grand.

Grammar

To understand that every French noun is either masculine or feminine. To know that the gender affects the form of the indefinite article un or une. To know that feminine nouns often (but not always) end in 'e'. To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux.

To know that when a preposition and a definite article are contracted this indicates a place: au/à la/aux.

To know that there are high frequency verbs s'appeler, avoir, être and aller that are used to formulate and answer questions.

To know that je/j', and tu are subject pronouns. To know that il y a is used to say 'there is/are.'

To know that en is usually used as a preposition when the mode of transport is something you get into e.g.

			<p>en voiture, whereas à is usually used when you are not getting into a form of transport e.g. à pied which means 'on foot'.</p> <p>To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. To know that accents in French can change the sound of a letter.</p>
<p>Topic / Summer Two</p>	<p>Lesson 1 – Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>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.</p> <p>Lesson 2 – Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation</p>	<p><u>A circle of life in French</u> Using dictionary skills to develop animal vocabulary and habitat names and applying this vocabulary to create sentences and complete food chains.</p> <p>Lesson 1 – French animal nouns and sounds Learning objective</p> <ul style="list-style-type: none"> To research a new noun in French and determine its gender. <p>Success criteria</p> <ul style="list-style-type: none"> I can hear and recognise some key phonemes in new nouns. I can use a dictionary to find a new noun and decide if it is masculine or feminine. <p>Lesson 2 – French habitats Learning objective</p> <ul style="list-style-type: none"> To build sentences to describe where something lives or does not live. <p>Success criteria</p> <ul style="list-style-type: none"> I can build a sentence and identify different word classes. I can recognise and use a negative form. 	<p>un éléphant un lion un lapin un loup un oiseau un poisson un serpent un singe un ver une grenouille une tortue une girafe le la l' qui habite dans mange où est ? the (masc) the (fem) the (when the noun begins with a vowel or an h). who lives in eat where is?</p> <p><u>Phonics</u></p> <p>To become familiar with key phonemes represented by the following letters: a,</p>

	<p>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.</p> <p>Lesson 3 - 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.</p> <p>Lesson 4 – Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Lesson 5 – Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing.</p>	<ul style="list-style-type: none"> I can identify the gender of a noun and use the correct article (un/une; le/la). <p>Lesson 3 – Life cycle French detectives</p> <p>Learning objective</p> <ul style="list-style-type: none"> To use knowledge about language to solve a science-based puzzle. <p>Success criteria</p> <ul style="list-style-type: none"> I can look for patterns in language and compare them with English. I can use my knowledge from other subjects to help my understanding of new language. <p>Lesson 4 – French food chains</p> <p>Learning objective</p> <ul style="list-style-type: none"> To describe a food chain in French. <p>Success criteria</p> <ul style="list-style-type: none"> I can talk about an animal and what it eats. I can adapt a sentence using known or new vocabulary. <p>Lesson 5 – French food chain flips</p> <p>Learning objective</p> <ul style="list-style-type: none"> To write a range of sentences in French to describe a food chain. <p>Success criteria</p> <ul style="list-style-type: none"> I can write a sentence of my own using a model for support. I can spell some common phonemes in French and say how they are different from English sounds. 	<p>c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English). To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é, à.</p> <p><u>Grammar</u></p> <p>To understand that every French noun is either masculine or feminine. To know that the gender affects the form of the indefinite article un or une. To know that feminine nouns often (but not always) end in ‘e’. To know that most nouns in French become plural by adding an ‘s’ at the end, as in English, but that some are irregular: des ciseaux. To know that placing ne...pas around the verb makes it negative: ne + verb + pas. To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. To know that</p>
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			accents in French can change the sound of a letter.
Year Four			
Topic / Autumn One	<p>Lesson 1 – Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>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.</p> <p>Lesson 2 – Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>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</p>	<p><u>Portraits – describing in French</u> Learning adjectives for describing people’s physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.</p> <p>Lesson 1 – Portraits – getting French adjectives to agree Learning objective</p> <ul style="list-style-type: none"> To begin to understand that adjectives change if they describe a feminine noun. <p>Success criteria</p> <ul style="list-style-type: none"> I know that the Louvre is a famous art gallery in Paris. I can see that adjectives change when describing feminine nouns. <p>Lesson 2 – Simple descriptions in French Learning objective</p> <ul style="list-style-type: none"> To understand a simple description of hair and eye colour. <p>Success criteria</p> <ul style="list-style-type: none"> I can recognise a picture of someone from a description of their hair and eye colour. I know that colour adjectives go after the noun in French. I know it is common to add ‘s’ to describe a plural noun such as eyes and hair. 	<p>il a/elle a il est/elle est heureux/heureuse sérieux/sérieuse les cheveux les yeux petit/petite grand/grande il s'appelle... elle s'appelle... blond(e)(s) noir(e)(s) il/elle a les cheveux les yeux il/elle est poli(e) fort(e) travailleur/travailleuse sportif/sportive he/she has hair eyes he/she is polite strong hard working sporty colour adjectives in masculine, feminine and plural forms</p> <p><u>Phonics</u></p> <p>To know that ‘h’ at the start of a word in French is not pronounced.</p> <p><u>Grammar</u></p>

	<p>sentences; and how these differ from or are similar to English.</p> <p>Lesson 3 - Read carefully and show understanding of words, phrases and simple writing.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>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.</p> <p>Lesson 4 – Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>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.</p>	<p>Lesson 3 – Describing people in French</p> <p>Learning objective</p> <ul style="list-style-type: none"> To create simple descriptive sentences. <p>Success criteria</p> <ul style="list-style-type: none"> I can create a sentence, using word cards, to describe hair and eye colour. I remember that colour adjectives follow the noun in French. I understand that if the noun is plural, like ‘hairs’ or ‘eyes’, then the adjective becomes plural too. <p>Lesson 4 – Describing personality in French</p> <p>Learning objective</p> <ul style="list-style-type: none"> To understand simple descriptive sentences. <p>Success criteria</p> <ul style="list-style-type: none"> I can understand sentences to describe someone’s appearance. I know some words that describe personality traits. I can describe personality traits of my friends. I know how to change most adjectives to describe a feminine noun. 	<p>To know that the ending of an adjective changes depending on the gender and number of the noun it describes.</p> <p>To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange.</p> <p>To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc.) – violette (fem.); blanc (masc.) – blanche (fem.); heureux – heureuse.</p> <p>To know that the endings of verbs change according to the subject.</p> <p>To know how to form the first, second and third person of the verbs avoir (to have) and être (to be).</p> <p>To know that we can use conjunctions to link phrases such as et/mais.</p> <p>To know that the verbs avoir and être are used to describe appearance and personality.</p> <p>To know how avoir (to have) and être (to be) are conjugated in the third person singular forms: il/elle a; il/elle est.</p>
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	<p>Lesson 5 – Describe people, places, things and actions orally and in writing.</p> <p>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.</p>	<p>Lesson 5 – Writing portraits of friends in French</p> <p>Learning objective</p> <ul style="list-style-type: none"> To write descriptive sentences. <p>Success criteria</p> <ul style="list-style-type: none"> I can write simple sentences to describe my friend using the phrases il/elle a and il/elle est. I know how to make the adjectives agree with the noun. <p>Adjectives – Y3 Autumn 2</p>	<p>To know that the ending of an adjective changes depending on the gender and number of the noun it describes.</p> <p>To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange.</p> <p>To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc.) – violette (fem.); blanc (masc.) – blanche (fem.), heureux-heureuse.</p> <p>To know that the endings of verbs change according to the subject.</p> <p>To know how to form the first, second and third person of the verbs avoir (to have) and être (to be).</p> <p>To know that we can use conjunctions, such as et/mais, to link phrases. To know that the verbs avoir and être are used to describe appearance and personality.</p> <p>To know how avoir (to have) and être (to be) are conjugated in the third person singular forms: il/elle a; il/elle est.</p>
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<p>Topic / Autumn Two</p>	<p>Lesson 1 –</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • 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. • 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. <p>Lesson 2 – Pupils should be taught to:</p> <ul style="list-style-type: none"> • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • Write phrases from memory, and adapt these to create new 	<p>Clothes – getting dressed in French</p> <p>Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Expressing opinions about outfits in French.</p> <p>Lesson 1 – Clothes in French</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To recognise and use vocabulary relating to clothing. <p>Success criteria</p> <ul style="list-style-type: none"> • I can pronounce new vocabulary. • I can build a statement from this new vocabulary. • I understand and can use appropriate determiners: un, une, des, mon, ma, mes. <p>Lesson 2 – Clothes and colours in French</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To apply their understanding of noun and adjective agreement in French. <p>Success criteria</p> <ul style="list-style-type: none"> • I know that I need to add an ‘e’ to the adjective if it is describing a feminine (la/une) word. • I know to put the colour adjective after the noun (object). • I can recognise the written form of new words. <p>Lesson 3 – Where do adjectives go in French</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To understand adjectival position and agreement for gender and number. <p>Success criteria</p> <ul style="list-style-type: none"> • I can describe where colour words come in a sentence (after the noun). • I can describe where size words come in a sentence (before the noun). • I can add an ‘s’ to the adjective if it is describing a plural word. 	<p>un une des mon/ma/mes dans ma valise il y a Il/elle porte j’aime/je n’aime pas C’est de quelle couleur ? a/an (masculine article of clothing) a/an (feminine article of clothing) For articles of clothing that take the plural form in French my (m/f/pl) in my suitcase there is/are he/she is wearing I like/I do not like Which colour is it? Nouns for items of clothing</p> <p>Phonics</p> <p>To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez.</p> <p>Grammar</p> <p>To know the equivalents for the word ‘the’ in French: le/la/l’/les and ‘a/an/some’ : un, une, des. To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator. To know that the ending of an adjective changes depending on the gender</p>
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	<p>sentences, to express ideas clearly.</p> <p>Lesson 3 - Pupils should be taught to:</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Read carefully and show understanding of words, phrases and simple 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. <p>Lesson 4 –</p> <ul style="list-style-type: none"> • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. 	<ul style="list-style-type: none"> • I can identify a description based on a spoken sentence. <p>Lesson 4 – A French clothes catalogue</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To express an opinion (like/dislike). <p>Success criteria</p> <ul style="list-style-type: none"> • I can say if I like or dislike an outfit. • I can use a range of adjectives to describe clothing. • I can label items of clothing using nouns and adjectives. <p>Lesson 5 – What is our French model wearing</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To describe an outfit using adjectives correctly. <p>Success criteria</p> <ul style="list-style-type: none"> • I can say what someone is wearing. • I can use il or elle accurately. • I know when adjectives need to go before or after the noun. • I can put the right ending on an adjective to make it agree with its noun. <p>Adjectives – Y3 Autumn 2, Y4 Autumn 1</p>	<p>and number of the noun it describes.</p> <p>To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange.</p> <p>To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc.) – violette (fem.); blanc (masc.) – blanche (fem.); heureux – heureuse.</p> <p>To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe. To know that the endings of verbs change according to the subject.</p> <p>To know the meaning of the verb porter (to wear) in the third person singular form: il/elle porte, and aimer in the third person plural form: ils aiment.</p> <p>To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.</p>
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	<ul style="list-style-type: none"> Describe people, places, things and actions orally and in writing. <p>Lesson 5 –</p> <ul style="list-style-type: none"> Describe people, places, things and actions orally and 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. 		
Topic / Spring One	<p>Lesson 1 –</p> <ul style="list-style-type: none"> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Read carefully and show understanding of words, phrases and simple writing. <p>Lesson 2 –</p> <ul style="list-style-type: none"> Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. 	<p><u>French numbers, calendars and birthdays</u> Learning French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys. Researching the dates of French festivals.</p> <p>Lesson 1 – Learning number 1-31 in French Learning objective</p> <ul style="list-style-type: none"> To recall and use numbers 1 to 31 in French. <p>Success criteria</p> <ul style="list-style-type: none"> I can say the numbers from 1 to 31 in French. I can read the numbers from 1 to 31 in French. I can read and say maths calculations in French. <p>Lesson 2 – Days of the week in French Learning objective</p> <ul style="list-style-type: none"> To say the days of the week in French. 	<p>Le jour la semaine hier demain aujourd’hui les mois je voudrais C’est quand ton anniversaire ? Mon anniversaire c’est le ... Quelle est la date aujourd’hui ? lundi mardi mercredi jeudi vendredi samedi dimanche the day the week yesterday tomorrow today the months I would like When is your birthday? My birthday is on the... What is the date today? Monday Tuesday Wednesday Thursday Friday Saturday</p>

	<ul style="list-style-type: none"> • Read carefully and show understanding of words, phrases and simple writing. <p>Lesson 3 –</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Read carefully and show understanding of words, phrases and simple writing. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. 	<p>Success criteria</p> <ul style="list-style-type: none"> • I can say the days of the week. • I can say what day came yesterday and what day will come tomorrow. <p>Lesson 3 – Months of the year in French</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To say the months of the year. <p>Success criteria</p> <ul style="list-style-type: none"> • I can recognise the months when I hear them. • I can recognise the months when I see them. • I can say when my birthday is. <p>Lesson 4 – Seasons and dates in French</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To select vocabulary to discuss the date in French. <p>Success criteria</p> <ul style="list-style-type: none"> • To pronounce the seasons accurately. • To listen to the dates of birthdays and write them down. • To translate the date from English to French. 	<p>Sunday numbers 13-31 months of the year</p> <p>Phonics</p> <p>To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez.</p> <p>To recognise and begin to predict key word patterns and spellings.</p> <p>To know that ‘h’ at the start of a word in French is not pronounced.</p> <p>Grammar</p> <p>To know the equivalents for the word ‘the’ in French : le/la/l’/les and ‘a/an/some’: un, une, des.</p> <p>To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator.</p> <p>To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence.</p> <p>To know that basic sentence structures in English and French have</p>
	<p>Lesson 4 –</p> <ul style="list-style-type: none"> • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. 	<p>Lesson 5 – Celebrating a French birthday</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To compare similarities and differences between traditional birthday celebrations in France and England. <p>Success criteria</p> <ul style="list-style-type: none"> • I can describe similarities between birthday celebrations in France and England. • I can say French words related to birthdays and parties. • I can write a wish list of gifts I would like for my birthday. <p>Numbers – Y3 Spring 1</p>	

	<p>Lesson 5 –</p> <ul style="list-style-type: none"> • Present ideas and information orally to a range of audiences. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. 		<p>the same pattern: subject + verb + object.</p>
<p>Topic / Spring Two</p>	<p>Lesson 1 –</p> <ul style="list-style-type: none"> • 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 the spelling, sound and meaning of words. <p>Lesson 2 –</p> <ul style="list-style-type: none"> • Present ideas and information orally to a range of audiences. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. <p>Lesson 3 –</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show 	<p><u>French weather and the water cycle</u> Learning phrases to describe the weather and vocabulary for the compass points; counting from 1-100 in multiples of ten and combining this knowledge to make statements about what the temperature is.</p> <p>Lesson 1 – French weather phrases Learning objective</p> <ul style="list-style-type: none"> • To learn weather phrases. <p>Success criteria</p> <ul style="list-style-type: none"> • I can listen carefully and pronounce weather phrases accurately. • I know some weather phrases and recognise their meanings. <p>Lesson 2 – French weather rap Learning objective</p> <ul style="list-style-type: none"> • To repeat short phrases accurately. <p>Success criteria</p> <ul style="list-style-type: none"> • I can memorise the weather rap. • I can pronounce French weather phrases correctly. • I can perform the weather rap without looking at the words. <p>Lesson 3 – Compass points in French Learning objective</p>	<p>Quel temps fait-il aujourd’hui? il fait beau il fait mauvais il fait chaud il fait froid il pleut il neige il y a du soleil il y a du vent il y a des nuages dans le nord l’est le sud l’ouest Quel temps fait-il aujourd’hui? What is the weather like today? it is good weather it is bad weather it is hot weather it is cold weather it is raining it is snowing it is sunny it is windy it is cloudy in the north the east the south the west What is the weather like today? multiples of 10</p> <p>Phonics</p> <ul style="list-style-type: none"> • To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez. • To recognise and begin to predict

	<p>understanding by joining in and responding.</p> <ul style="list-style-type: none"> 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. <p>Lesson 4 –</p> <ul style="list-style-type: none"> Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Read carefully and show understanding of words, phrases and simple writing. <p>Lesson 5 –</p> <ul style="list-style-type: none"> Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. 	<ul style="list-style-type: none"> To describe the weather using points of the compass. <p>Success criteria</p> <ul style="list-style-type: none"> I can recall and pronounce weather phrases. I can describe the weather in the north, south, east or west of a country. I know that compass points weather phrases can be added to the front or end of a weather phrase and it will have the same meaning. <p>Lesson 4 – The temperature in France</p> <p>Learning objective</p> <ul style="list-style-type: none"> To recognise the French written words for multiples of ten. <p>Success criteria</p> <ul style="list-style-type: none"> I can understand and say multiples of ten up to 100. I can recognise the written words of multiples of ten up to 100. I can describe the weather in French by including temperature, weather and compass points. <p>Lesson 5 – The Water Cycle in French</p> <p>Learning objective</p> <ul style="list-style-type: none"> To understand the water cycle in French. <p>Success criteria</p> <ul style="list-style-type: none"> I understand cognates (shared words) in the water cycle. I can match the spoken word to its written word. I can create my own water cycle wheel. <p>Cultural awareness</p> <ul style="list-style-type: none"> Comparing the weather between France and the UK. 	<p>key word patterns and spellings.</p>
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		<ul style="list-style-type: none"> To know that in France the temperature is measured in Celsius. 	
Topic / Summer One	<p>Lesson 1 –</p> <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. <p>Lesson 2 –</p> <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Read carefully and show understanding of words, phrases and simple writing. Broaden their vocabulary and develop their ability to understand new words that are 	<p>Numbers – Year 3 Spring 1, Year 4 Spring 1</p> <p>French food – Miam Miam! Learning food vocabulary and revising numbers to 100, this time in the context of money and prices. Developing language detective skills and confidence with practical conversational French.</p> <p>Lesson 1 – Ordering food and drink in a French cafe Learning objective</p> <ul style="list-style-type: none"> To begin to understand a conversation in French. <p>Success criteria</p> <ul style="list-style-type: none"> I can listen to and pick out certain words in spoken French. I can work out what new French words mean by looking for cognates. I can begin to order food in a French café. <p>Lesson 2 – Managing money in French Learning objective</p> <ul style="list-style-type: none"> To read and say amounts of money in French. <p>Success criteria</p> <ul style="list-style-type: none"> I can add up in French. I understand how prices are written in euros. I can work out what new words mean by looking for cognates. <p>Lesson 3 – French shops Learning objective</p> <ul style="list-style-type: none"> To identify and pronounce the names of French shops correctly. <p>Success criteria</p> <ul style="list-style-type: none"> I can pick out key words when listening to spoken French. 	<p>le menu une boisson une entrée un plat principal l’addition s’il vous plaît ça fait ... le serveur / la serveuse un billet une pièce de monnaie Vous désirez ? menu drink starter main dish the bill please it comes to... (amount) waiter/waitress a banknote a coin What would you like? Names of different shops and eateries nouns for foods and drinks</p> <p>Phonics</p> <ul style="list-style-type: none"> To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez. To know that ‘h’ at the start of a word in French is not pronounced. <p>Grammar</p> <ul style="list-style-type: none"> To know the equivalents for the word ‘the’ in French : le/la/l’/les and

	<p>introduced into familiar written material, including through using a dictionary.</p> <p>Lesson 3 –</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Read carefully and show understanding of words, phrases and simple writing. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. 	<ul style="list-style-type: none"> • I can work out what new words mean by looking for cognates. • I can spell French words accurately. <p>Lesson 4 – French food</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To work out the meaning of unfamiliar words. <p>Success criteria</p> <ul style="list-style-type: none"> • I can pick out key words when listening to spoken French. • I can work out what new words mean by looking for cognates. • I can spell French words accurately. <p>Lesson 5 – French food – Le Menu</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To create a French menu based on authentic texts. <p>Success criteria</p> <ul style="list-style-type: none"> • I can ask and respond to full questions. • I can recognise that different texts (menus/recipes) will have the same conventions of style and layout. • I can use a range of strategies to understand an unfamiliar text. 	<p>‘a/an/some’: un, une, des.</p> <ul style="list-style-type: none"> • To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas. <p>To know that basic sentence structures in English and French have the same pattern: subject + verb + object.</p> <ul style="list-style-type: none"> • To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French. • To know that orders are typically taken at the table in France.
	<p>Lesson 4 –</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. 	<p>Cultural awareness</p> <ul style="list-style-type: none"> • Ordering typical French food and drink. • To know that in French there is a formal and informal version of the word for ‘you’, and when to use which one. • To know that the currency used in France is euros and to recognise some of the notes and coins. 	

	<ul style="list-style-type: none"> • Read carefully and show understanding of words, phrases and simple writing. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • Lesson 5 – Listen attentively to spoken language and show understanding by joining in and responding. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Read carefully and show understanding of words, phrases and simple writing • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. 	<p>Numbers – Y3 Spring 1. Y4 Spring 1, Spring 2</p>	
<p>Topic / Summer Two</p>	<p>Lesson 1 –</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. 	<p><u>French and the Eurovision contest</u> Revising vocabulary from Year 3 and 4 by writing original songs in French, learning additional musical vocabulary and expanding their knowledge of the French names for European countries</p> <p>Lesson 1 – Musical instruments in French</p>	<p>jouer du/de la/de l' je ne joue pas d'instrument je préfère je déteste Tu joues d'un instrument ? Quel genre de musique aimes-tu ? to play the... I do not play</p>

	<ul style="list-style-type: none"> Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Read carefully and show understanding of words, phrases and simple writing Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. <p>Lesson 2 –</p> <ul style="list-style-type: none"> Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. <p>Lesson 3 –</p> <ul style="list-style-type: none"> Speak in sentences, using familiar vocabulary, phrases and basic language structures. Read carefully and show understanding of words, phrases and simple writing. <p>Lesson 4 –</p> <ul style="list-style-type: none"> Write phrases from memory, and adapt these to create new sentences, to express ideas clearly; 	<p>Learning objective</p> <ul style="list-style-type: none"> To be able to say which musical instrument you play. <p>Success criteria</p> <ul style="list-style-type: none"> I can listen carefully to some spoken French and pick out certain words. I can work out what some new words mean by looking for cognates (words that look like English words). I can answer the question which musical instrument I play. <p>Lesson 2 – Musical genres in French</p> <p>Learning objective</p> <ul style="list-style-type: none"> To be able to say what kind of music you like or do not like. <p>Success criteria</p> <ul style="list-style-type: none"> I can say what kind of music I like or do not like. I can ask someone what kind of music they like. I can identify music genres in written form. <p>Lesson 3 – France and the countries of Europe</p> <p>Learning objective</p> <ul style="list-style-type: none"> To research and write information about European countries in French. <p>Success criteria</p> <ul style="list-style-type: none"> I can use cognates to work out what new words mean. I can recognise and understand the names of ten European countries. I can write information about a European country in French. I can say that I live in the UK. <p>Lesson 4 – Writing songs and rehearsals in French</p> <p>Learning objective</p> <ul style="list-style-type: none"> To write a short, simple text, using familiar language. <p>Success criteria</p>	<p>an instrument I prefer I detest Do you play an instrument? Which type of music do you like? Names of instruments</p> <p>Phonics</p> <ul style="list-style-type: none"> To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez. <p>Grammar</p> <ul style="list-style-type: none"> To know that the endings of verbs change according to the subject. To know that we can use conjunctions to link phrases, such as et/mais. To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas. To know that basic sentence structures in English and French have the same pattern:
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	<p>Lesson 5 –</p> <ul style="list-style-type: none"> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrase Present ideas and information orally to a range of audiences. 	<ul style="list-style-type: none"> I can write simple sentences in French. I can remember previously learned vocabulary. I can work as part of a group. <p>Lesson 5 – French singing contest and grand finale</p> <p>Learning objective</p> <ul style="list-style-type: none"> To perform a song in French from memory with accurate pronunciation. <p>Success criteria</p> <ul style="list-style-type: none"> I can perform a song from memory. I can pronounce key vocabulary. I can listen, understand and respond to simple questions. <p>Cultural awareness</p> <ul style="list-style-type: none"> Creating a song in French for a famous song contest. To know that the Eurovision song contest is an annual competition between countries in the euro area and that it was created to promote cooperation between countries after the Second World War. 	<p>subject + verb + object.</p> <ul style="list-style-type: none"> To know that you can make a statement into a question simply by changing the intonation of your voice in French. To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.
Year Five			
Topic / Autumn One	<p>Lesson 1 –</p> <ul style="list-style-type: none"> Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Lesson 2 – Describe people, places, things and actions orally and in writing. 	<p>Space exploration in French</p> <p>Using figurative language, developing sentence structure by adding adjectives, using prepositions and making simple adjectival comparisons.</p> <p>Lesson 1 – The solar system in French</p> <p>Learning objective</p> <ul style="list-style-type: none"> To identify keywords, phrases and ideas from spoken French. <p>Success criteria</p> <ul style="list-style-type: none"> I can make predictions about language. 	<p>énorme minuscule fragile tranquille plus ... que moins ... que parce que loin/proche/près de enormous tiny fragile calm more ... than less ... than because far/close/near to names of planets</p> <p>Phonics</p> <ul style="list-style-type: none"> To apply changes in sound caused by

	<ul style="list-style-type: none"> • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Lesson 3 - Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. <p>Lesson 4 –</p> <ul style="list-style-type: none"> • 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. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. <p>Lesson 5 –</p> <ul style="list-style-type: none"> • Engage in conversations; ask and answer questions; express opinions and respond to those 	<ul style="list-style-type: none"> • I can identify cognates and near cognates in English and French. • I can translate unfamiliar vocabulary using contextual clues. <p>Lesson 2 – French sun and moon metaphors</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To apply knowledge of noun and adjective agreement to create metaphors in French. <p>Success criteria</p> <ul style="list-style-type: none"> • I can discover new nouns using a dictionary. • I can use the correct adjective form to agree with the noun. • I know where to position adjectives in a sentence. • I can write a metaphor in French. <p>Lesson 3 – Comparing planets in French</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To make comparisons in French. <p>Success criteria</p> <ul style="list-style-type: none"> • I can use a model to help build a phrase. • I can compare using the language ‘bigger than’ and ‘smaller than’ in French. • I can compare using the language ‘hotter than’ and ‘colder than’ in French. <p>Lesson 4 – A galaxy guide in French</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To develop understanding of the rules of adjectival agreement. <p>Success criteria</p> <ul style="list-style-type: none"> • I can select the correct word to complete a sentence. • I can justify why I have selected each word. • I can apply my knowledge of French grammar. 	<p>accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç).</p> <ul style="list-style-type: none"> • To know that a change in voice intonation can indicate when a question is being asked. <p>Grammar</p> <ul style="list-style-type: none"> • To know that a simple metaphor requires two nouns and the verb ‘to be’ e.g: Le Soleil est un ballon jaune. • To know that adjectives must agree with the gender and number of the noun being described. • To know that I can compare nouns by placing plus/moins and que around the adjective of comparison. • To know that when making comparisons, the
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	<p>of others; seek clarification and help. Present ideas and information orally to a range of audiences.</p>	<p>Lesson 5 – French alien words Learning objective</p> <ul style="list-style-type: none"> To form questions in order to ask for information about alien planets. <p>Success criteria</p> <ul style="list-style-type: none"> I can adapt a sentence from a model to create a question and answer. I can recall and select some key vocabulary from memory. I can ask questions and listen to answers in order to draw a picture of a mystery planet. <p>Adjectives – Y3 Autumn 1 and Autumn 2, Year 4 Autumn 1 and Autumn 2, Y5 Autumn 2</p>	<p>ending of the adjective may need to change depending on the gender and number of the noun it is describing.</p> <ul style="list-style-type: none"> To know all subject pronouns in French and that je contracts to j’ when the verb begins with a vowel. To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb avoir (to have) is used, not the verb to be as in English. To understand that words in French and English will not always have a direct equivalent in the other language.
Topic / Autumn Two	<p>Lesson 1 –</p> <ul style="list-style-type: none"> Broaden their vocabulary and develop their ability to understand new words that are 	<p>French monster pets Revising noun gender, using the correct article to go with nouns, making adjectives agree with the noun they describe</p>	<p>de court(e) +s pointu(e) +s long (masc) +s (plural) longue (fem) +s (plural) il/elle habite il/elle mange</p>

	<p>introduced into familiar written material, including through using a dictionary.</p> <p>Lesson 2 –</p> <ul style="list-style-type: none"> • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Read carefully and show understanding of phrases and simple writing. • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms. <p>Lesson 3 –</p> <ul style="list-style-type: none"> • Describe people, places, things and actions orally and in writing. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. <p>Lesson 4 –</p> <ul style="list-style-type: none"> • Present ideas and information orally to a range of audiences. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Develop accurate pronunciation and intonation so that others 	<p>and sentence constructions, placing the adjectives in the correct place.</p> <p>Lesson 1 – Beware the dragon</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To investigate a text for clues to understand new words. <p>Success criteria</p> <ul style="list-style-type: none"> • I can recognise a text type from its key features. • I can decode a text using a range of detective skills. • I can use detective skills to help identify key facts about Komodo dragons. <p>Lesson 2 – Body parts in French</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To identify nouns by their gender, number and meaning. <p>Success criteria</p> <ul style="list-style-type: none"> • I can match a written word to how it sounds. • I can describe how and why the article of a noun might change. • I can identify clues to determine the gender of a noun. <p>Lesson 3 – A French Monster Mash up</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To apply knowledge of French nouns and gender agreement to a short piece of writing. <p>Success criteria</p> <ul style="list-style-type: none"> • I can write short sentences in French to make a presentation. • I can build a sentence using the correct articles for masculine and feminine nouns. • I can write a sentence in the third person (il/elle a) (he/she has). 	<p>Qu'est-ce que c'est ? la tête les épaules les genoux les pieds un oeil les oreilles la bouche les bras les dents le nez les jambes (fem.) of short pointy long he/she lives he/she eats What is it? head shoulders knees feet an eye ears mouth arms teeth nose legs colour adjectives in masculine, feminine and plural forms</p> <p>Phonics</p> <ul style="list-style-type: none"> • To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç). • To know that a change in voice intonation can indicate when a question is being asked. <p>Grammar</p> <ul style="list-style-type: none"> • To know that adjectives must agree with the gender and number of the noun being described.
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	<p>understand when they are reading aloud or using familiar words and phrases.</p> <p>Lesson 5 –</p> <ul style="list-style-type: none"> Describe people, places, things and actions orally and 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. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. 	<p>Lesson 4 – About a beast with French adjectives</p> <p>Learning objective</p> <ul style="list-style-type: none"> To develop understanding of adjectival rules in French. <p>Success criteria</p> <ul style="list-style-type: none"> I can recognise how and why adjectives change. I arrange adjectives in the correct order within a sentence. I can apply my knowledge of French spelling rules to spell adjectives with accuracy. <p>Lesson 5 – Fantastic French beasts</p> <p>Learning objective</p> <ul style="list-style-type: none"> To apply knowledge of vocabulary and grammar to a piece of writing. <p>Success criteria</p> <ul style="list-style-type: none"> I can adapt phrases to build an extended piece of writing. I can use a dictionary to help find or check new vocabulary I want to write. <p>Adjectives- Y3 Autumn 2, Y4 Autumn 1 and Autumn 2, Yea 5 Autumn 1</p>	<ul style="list-style-type: none"> To know that compound sentences join two simple sentences together using connectives such as et and mais. To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips – crisps, les baskets – trainers. To understand that words in French and English will not always have a direct equivalent in the other language.
Topic / Spring One	<p>Lesson 1 –</p> <ul style="list-style-type: none"> Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Read carefully and show understanding of words, phrases and simple writing. 	<p><u>Shopping in France</u></p> <p>Learning to construct high numbers in French, developing food-related vocabulary, building on their understanding of sentence structures, questions and phrases.</p> <p>Lesson 1 – French money, numbers and prices</p> <p>Learning objective</p> <ul style="list-style-type: none"> To build numbers and prices confidently in French. <p>Success criteria</p>	<p>du / de la / de l' / des bon appétit ! c'est délicieux laisser cuire laver couper ajouter émincer Je vais au marché et j'achète... C'est combien ? il a faim il n'a pas faim il a tout mangé il reste au lit some enjoy your food! It is delicious leave to</p>

	<p>Lesson 2 –</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • 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. <p>Lesson 3 –</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Present ideas and information orally to a range of audiences. 	<ul style="list-style-type: none"> • I can read and recognise written number words and sums of money. • I can use my knowledge of numbers to build bigger numbers. • I know how prices are written and said in French. <p>Lesson 2 – French fruit market Learning objective</p> <ul style="list-style-type: none"> • To name different foods in French and notice patterns in sounds. <p>Success criteria</p> <ul style="list-style-type: none"> • I can correctly pronounce masculine and feminine articles (un/une) and decide when to use each. • I can match pictures to words that I hear. • I can use my understanding of different sounds in French to attempt to pronounce new vocabulary. <p>Lesson 3 – Monsieur Mangetout’s French food week Learning objective</p> <ul style="list-style-type: none"> • To be able to join in with and perform a short, repetitive story using voice and actions to communicate to an audience. <p>Success criteria</p> <ul style="list-style-type: none"> • I can listen and join in with a story. • I can memorise a short text. • I can rehearse and perform with a small group. <p>Lesson 4 – Shopping in French – How much? Learning objective</p> <ul style="list-style-type: none"> • To be able to use vocabulary to describe a quantity of different food nouns. <p>Success criteria</p> <ul style="list-style-type: none"> • I can recognise whether a noun is masculine or feminine. • I can select the correct article for ‘some’. 	<p>cook wash cut add slice I go to the market and I buy... How much is it? He is hungry He is not hungry He ate everything He stays in bed fruits and vegetables numbers 60-100 1000</p> <p>Phonics</p> <ul style="list-style-type: none"> • To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç). • To know that a change in voice intonation can indicate when a question is being asked. <p>Grammar</p> <ul style="list-style-type: none"> • To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb avoir (to have) is used, not the verb <i>to be</i> as in English.
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	<p>Lesson 4 –</p> <ul style="list-style-type: none"> • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. <p>Lesson 5 –</p> <ul style="list-style-type: none"> • Read carefully and show understanding of words, phrases and simple writing • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> • I can apply my grammatical understanding to new vocabulary. <p>Lesson 5 – French detectives in the kitchen</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To be able to explore and understand an authentic French text. <p>Success criteria</p> <ul style="list-style-type: none"> • I can use a range of strategies to decode an authentic French text. • I can compare French and English text structures. • I can share my ideas with others. <p>Numbers – Y3 Spring 1. Y4 Spring 1, Spring 2, Summer 1</p> <p>Food - Y4 Autumn 2</p>	<ul style="list-style-type: none"> • To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips – crisps, les baskets – trainers. • To understand that words in French and English will not always have a direct equivalent in the other language.
Topic / Spring Two	<p>Lesson 1 –</p> <ul style="list-style-type: none"> • Understand and respond to spoken language. • Develop accurate pronunciation. <p>Lesson 2 –</p> <ul style="list-style-type: none"> • Read carefully and show understanding of simple writing. • Describe places orally and in writing. 	<p><u>French speaking world</u></p> <p>Learning about French speaking countries, learning to give and follow directions in French, discussing climate and using comparative language.</p> <p>Lesson 1 – Directions in France</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To recognise, read and respond to directional language. <p>Success criteria</p> <ul style="list-style-type: none"> • I can recognise and use the points of the compass in French. • I can speak clearly, using accurate pronunciation. • I can recall number vocabulary and use it to describe distance. 	<p>j’ai trouvé les pas au nord au sud à l’est à l’ouest un pays I found steps to the north to the south to the east to the west a country names of countries</p> <p>Phonics</p> <p>To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç). To know that a change in</p>

	<p>Lesson 3 –</p> <ul style="list-style-type: none"> • Present ideas and information orally. • Deepen their understanding of the world. 	<p>Lesson 2 – Where in the world is French spoken? Learning objective</p> <ul style="list-style-type: none"> • To read and give directions in French <p>Success criteria</p> <ul style="list-style-type: none"> • I can name different countries where French is spoken in the world. • I can use directional vocabulary to locate a country. • I can read a description and match it to a country or its symbol. 	<p>voice intonation can indicate when a question is being asked.</p> <p>Grammar</p> <p>To know that I can compare nouns by placing plus/moins and que around the adjective of comparison.</p>
	<p>Lesson 4 –</p> <ul style="list-style-type: none"> • Respond to spoken/written language from authentic sources. • Read carefully and show understanding of phrases. 	<p>Lesson 3 – Treasures of the French speaking world Learning objective</p> <ul style="list-style-type: none"> • To identify features of countries in the French-speaking world. <p>Success criteria</p> <ul style="list-style-type: none"> • I can ask and answer questions in French using full sentences. • I can make a good attempt to pronounce new vocabulary. • I can deduce and recall key features of some French-speaking countries. 	
	<p>Lesson 5 –</p> <ul style="list-style-type: none"> • Present ideas and information orally. • Ask and answer questions 	<p>Lesson 4 – Investigating climate in the French speaking world Learning objective</p> <ul style="list-style-type: none"> • To investigate climate data from the French-speaking world using authentic materials. <p>Success criteria</p> <ul style="list-style-type: none"> • I can use ‘gisting’ skills to help me understand spoken French. • I can interpret information from a chart or graph. • I can recognise the language of comparison. 	
		<p>Lesson 5 – French globetrotters Learning objective</p>	

		<ul style="list-style-type: none"> To ask and answer questions about different countries in the French-speaking world. <p>Success criteria</p> <ul style="list-style-type: none"> I can ask and answer questions to find and provide information. I can present information clearly to an audience. I can write sentences to justify my opinions. <p>Cultural awareness</p> <ul style="list-style-type: none"> Identifying key geographical features of countries in the French-speaking world. Analysing climate data for some French-speaking countries. To be able to name French-speaking countries and recognise the flags of those countries. To be able to explain how climate varies in some French-speaking countries. <p>Countries – Y4 Summer 2 Weather – Year 4 spring 2</p>	
Topic / Summer One	<p>Lesson 1 –</p> <ul style="list-style-type: none"> Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Speak in sentences, using familiar vocabulary, phrases and basic language structures. <p>Lesson 2 –</p>	<p>Verbs in a week Identifying the infinitive form of verbs and subject pronouns, grouping French verbs and learning that there are regular and irregular verbs.</p> <p>Lesson 1 – French action! Learning objective</p> <ul style="list-style-type: none"> To recognise that verbs take different forms and to find infinitive verbs in a dictionary. <p>Success criteria</p> <ul style="list-style-type: none"> I can identify a verb in the infinitive form in the dictionary. I can name three different endings for an infinitive verb. 	<p>nous vous ils/elles avoir être chanter courir danser dormir lire nager sauter habiter regarder écrire jouer we you (formal/group) they (masculine/feminine) to have to be to sing to run to dance to sleep to read to swim to jump to live to look/watch to write to play</p> <p>Phonics</p>

	<ul style="list-style-type: none"> Describe people, places, things and actions orally and 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. <p>Lesson 3 –</p> <ul style="list-style-type: none"> Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. 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. 	<ul style="list-style-type: none"> I can begin to use infinitive verb forms to give an opinion. <p>Lesson 2 – Who is doing what in French</p> <p>Learning objective</p> <ul style="list-style-type: none"> To begin to recognise some regular verbs in the present tense. <p>Success criteria</p> <ul style="list-style-type: none"> I can recognise and use different subject pronouns in French. I know that a verb ending changes depending upon the person to whom it is referring. <p>Lesson 3 – French verbs in a spin</p> <p>Learning objective</p> <ul style="list-style-type: none"> To recognise that verbs take different forms and to find infinitive verbs in a dictionary. <p>Success criteria</p> <ul style="list-style-type: none"> I can identify a verb in the infinitive form in the dictionary. I can name three different endings for an infinitive verb. I can begin to use infinitive verb forms to give an opinion. <p>Lesson 4 – French irregulars – to have and to be</p> <p>Learning objective</p> <ul style="list-style-type: none"> To know that some verbs do not follow regular patterns. <p>Success criteria</p> <ul style="list-style-type: none"> I can conjugate the high frequency irregular verbs ‘to have’ and ‘to be’. I can think of ways to practise new language with a partner. I can apply my understanding of pronunciation to new words. 	<p>To know that a change in voice intonation can indicate when a question is being asked.</p> <p>Grammar</p> <ul style="list-style-type: none"> To know all subject pronouns in French and that je contracts to j’ when the verb begins with a vowel. To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated. To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb avoir (to have) is used, not the verb to be as in English. To know that ne is contracted to n’ when followed by a vowel: je n’ai pas faim.
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	<p>Lesson 4 –</p> <ul style="list-style-type: none"> • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • 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. <p>Lesson 5 –</p> <ul style="list-style-type: none"> • appreciate stories, songs, poems and rhymes in the language. • Describe people, places, things and actions orally and in writing. 	<p>Lesson 5 – A French week</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To build and deliver a short presentation, choosing and using a range of action verbs. <p>Success criteria</p> <ul style="list-style-type: none"> • I can choose the correct sentence by looking at the context. • I can create my own text by adapting from a model. • I can present my ideas to the class. 	
Topic / Summer Two	<p>Lesson 1 –</p> <ul style="list-style-type: none"> • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Read carefully and show understanding of words, phrases and simple writing. <p>Lesson 2 –</p>	<p>Meet my French family</p> <p>Learning family and relations vocabulary, the possessive adjective: ‘my’ and ‘how’ to express likes and dislikes. Learning to compose a written composition by recycling and re-ordering known words and phrases.</p> <p>Lesson 1 – My French brothers and sisters</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To recognise and use phrases to say if I have a brother or sister. <p>Success criteria</p>	<p>j’ai un frère j’ai une sœur je n’ai pas de je suis fils(masc)/fille (fem) unique son anniversaire c’est le ... j’adore I have a brother I have a sister I do not have I am an only child his/her birthday is on the ... I love names of family members names of fruits</p>

	<ul style="list-style-type: none"> • Present ideas and information orally to a range of audiences. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. <p>Lesson 3 –</p> <ul style="list-style-type: none"> • Read carefully and show understanding of words, phrases and simple writing. • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • 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. <p>Lesson 4 –</p> <ul style="list-style-type: none"> • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 	<ul style="list-style-type: none"> • I can match a phrase or sentence to a picture. • I can recognise how some words change in a sentence. • I can read and draw a picture to show my understanding. <p>Lesson 2 – A French family tree</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To be able to name different family members on a family tree. <p>Success criteria</p> <ul style="list-style-type: none"> • I can recall the names of different family members. • I know that there are different words for ‘my’ and how to choose which one I need. <p>Lesson 3 – Describing my French family</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To be able to build descriptive sentences into a short paragraph. <p>Success criteria</p> <ul style="list-style-type: none"> • I can choose words to build and change sentences. • I know that word order is sometimes different in French from English. • I can choose and write some simple adjectives from memory. <p>Lesson 4 – What my French family likes</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To be able to understand and express simple opinions. <p>Success criteria</p> <ul style="list-style-type: none"> • I can say what I, and others in my family, like or do not like. • I can speak clearly and practise speaking with a partner. <p>Lesson 5 – My extraordinary French family</p>	<p>Phonics</p> <ul style="list-style-type: none"> • To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç). <p>Grammar</p> <ul style="list-style-type: none"> • To know that there are compound nouns in French e.g. mon grand-père, mes grand-parents. • To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb avoir (to have) is used, not the verb <i>to be</i> as in English. • To know that compound sentences join two simple sentences together using

	<ul style="list-style-type: none"> • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Describe people, places, things and actions orally and in writing. <p>Lesson 5 –</p> <ul style="list-style-type: none"> • Describe people, places, things and actions orally and in writing. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. 	<p>Learning objective</p> <ul style="list-style-type: none"> • To plan and prepare a short presentation about my family. <p>Success criteria</p> <ul style="list-style-type: none"> • I can organise words correctly to build phrases and sentences. • I can turn my ideas into an original short paragraph. <p>Adjectives – Y3 Autumn 1 and Autumn 2, Year 4 Autumn 1 and Autumn 2, Y5 Autumn 1, Autumn 2</p>	<p>connectives such as et and mais.</p> <ul style="list-style-type: none"> • To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim. • To know that there is no possessive apostrophe in French. To say 'my father's sister' in French would be the sister of my father: la sœur de mon père. • To understand that words in French and English will not always have a direct equivalent in the other language.
Year 6			
Topic / Autumn One	<p>Lesson 1 –</p> <ul style="list-style-type: none"> • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. <p>Lesson 2 –</p>	<p>French sport and the Olympics</p> <p>Conjugating the verb 'aller'- to go, identifying correct prepositions, learning sports vocabulary and how to express preferences plus the infinitive.</p> <p>Lesson 1 – Sports in French</p> <p>Learning objective</p>	r

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- 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.

Lesson 3 –

- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency

- To express an opinion about sports and to say which sports you play.

Success criteria

- I can pronounce new vocabulary accurately.
- I can say if I play a sport and if I like a sport.
- I can write sentences about what sports I play and like.

Lesson 2 – France and around the world

Learning objective

- To learn the words in French for countries around the world

Success criteria

- I can recall and understand what cognates are and how to identify them.
- I can use different methods to learn new words.
- I can read and accurately pronounce new vocabulary.
- I can identify different countries round the world and give the French name for them.

Lesson 3 – France – ready go!

Learning objective

- To conjugate the verb ‘to go’ and say I or someone else is going to a country.

Success criteria

- I can label the countries in French on a map.
- I can learn new verbs and conjugate them in the present tense.
- I can use prepositions with some accuracy.

Lesson 4 – La competition – Le tour de France

Learning objective

- To rehearse orally new vocabulary.

Success criteria

- I can show understanding of various sports by responding in mime.

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.

Lesson 4 –

- Listen attentively to spoken language and show understanding by joining in and responding.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

Lesson 5 –

- Listen attentively to spoken language and show understanding by joining in and responding.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Broaden their vocabulary and develop their ability to

- I can use key phrases in French.
- I can use correct pronunciation when using new vocabulary in French.

Lesson 5 – French boules - petanque

Learning objective

- To learn about the French game of **pétanque** and to rehearse new vocabulary.

Success criteria

- I can understand how to play **pétanque**.
- I can say and write phrases about what sports I like and what sports I do not like.
- I can use correct pronunciation when using new vocabulary in French.

Lesson 6 – The French go to the Olympic games

Learning objective

- To write an interview magazine article about the Olympic Games.

Success criteria

- I can identify cognate words for sports in French.
- I can use key phrases in French to write a magazine article.

Cultural awareness

Playing the traditional French game of la pétanque. Researching information about the French cycle race, la Tour de France. Comparing sporting activities in France and the UK. To know the rules for playing French boules. To know how the maillot jaune is awarded during the Tour de France race.

Countries – Y4 Summer 2, Year 5 Spring 2

	<p>understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Lesson 6 –</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. 		
Topic / Autumn Two	<p>Lesson 1 –</p> <ul style="list-style-type: none"> • Explore the patterns and sounds of language and link the spelling, sound and meaning of words. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written 	<p>French football champions Developing and practising language learning strategies, developing reading, speaking and listening skills, responding to questions about footballers.</p> <p>Lesson 1 – Football vocabulary in French Learning objective</p> <ul style="list-style-type: none"> • To explore French football vocabulary through a variety of language-learning techniques. <p>Success criteria</p> <ul style="list-style-type: none"> • I can use different methods to learn vocabulary. • I can work out the meanings of some new words using cognates, near cognates and my existing knowledge. • I can begin to read and say new French vocabulary. 	<p>une équipe un match de foot un joueur/joueuse de foot un supporter venir de je viens de il/elle vient de a team a football match a football player (masc/fem) a supporter to come from I come from he/she comes from</p> <p>Phonics</p> <ul style="list-style-type: none"> • To know that an understanding of different sounds in French can help

	<p>material, including through using a dictionary.</p> <p>Lesson 2 –</p> <ul style="list-style-type: none"> • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. <p>Lesson 3 –</p> <ul style="list-style-type: none"> • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written 	<ul style="list-style-type: none"> • I can evaluate my strategies for recalling new vocabulary. <p>Lesson 2 – Footballer profiles in French</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To use language detective skills to decode French football player profiles. <p>Success criteria</p> <ul style="list-style-type: none"> • I can learn new vocabulary. • I can work out what new words mean by looking for cognates. • I can begin to read and speak about football players in French. <p>Lesson 3 – French footballers – where do they come from?</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To describe where a person comes from, using forms of the verb phrase venir de. <p>Success criteria</p> <ul style="list-style-type: none"> • I can recall words and phrases from previous learning. • I can construct sentences including new vocabulary. • I can say where I, or someone else, comes from. • I can apply the correct form of venir de to agree with the person. <p>Lesson 4 – French football vocabulary tournament</p> <p>Learning objective</p> <ul style="list-style-type: none"> • To develop reading and comprehension skills in French by answering questions about French footballers. <p>Success criteria</p> <ul style="list-style-type: none"> • I can recall key vocabulary from this unit. • I can identify key facts from a written piece of French. • I can answer questions about a written piece of French. 	<p>when attempting to pronounce new vocabulary.</p> <p>Grammar</p> <ul style="list-style-type: none"> • To know whether to use the pronouns il ‘he’ or elle ‘she’ when describing someone. • To know that the way verbs change to match the pronoun is called conjugation. • To know that some verbs do not follow regular patterns, including avoir (to have), être (to be) and aller (to go). • To know that venir de + the infinitive of the second verb indicates a recent action: je viens de finir – I have just finished, or a place of origin. •
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material, including through using a dictionary.

Lesson 4 –

- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

Lesson 5 –

- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written

Lesson 5 – Creating a footballer profile on French

Learning objective

- To apply knowledge and understanding of French football vocabulary to create a footballer profile in French.

Success criteria

- I can recall football-related vocabulary and phrases.
- I can apply knowledge of football-related vocabulary to answer questions.
- I can create a profile for a football player using written French.
- I can present my ideas orally using accurate pronunciation and intonation so my peers can understand me.

Cultural awareness

- To know that football is immensely popular in France which is reflected in the support for the national team, **les Bleus**.

Sport – Y6 Autumn 1

	<p>material, including through using a dictionary.</p>		
<p>Topic / Spring One</p>	<p>Lesson 1 –</p> <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Describe people, places, things and actions orally and in writing. <p>Lesson 2 –</p> <ul style="list-style-type: none"> Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. <p>Lesson 3 –</p> <ul style="list-style-type: none"> Speak in sentences, using familiar vocabulary, phrases and basic language structures. 	<p><u>In my French house</u> Learning how to describe a house - the different rooms and who lives there. Learning about prepositions to explain where items are arranged in their bedrooms.</p> <p>Lesson 1 – In my French house Learning objective</p> <ul style="list-style-type: none"> To describe houses in French. <p>Success criteria</p> <ul style="list-style-type: none"> I know the vocabulary to describe different types of houses and rooms in French. I can ask and answer questions in French. I can listen to and understand a description of a house in French. <p>Lesson 2 – My French house and family Learning objective</p> <ul style="list-style-type: none"> To write a description of a house in French. <p>Success criteria</p> <ul style="list-style-type: none"> I can read, speak and write the French vocabulary for the elements of a house. I can use vocabulary relating to my family members. I can use a writing model to write my own description. <p>Lesson 3 – Describing my French room Learning objective</p> <ul style="list-style-type: none"> To use prepositions to describe the position of items in the bedroom. <p>Success criteria</p> <ul style="list-style-type: none"> I can learn new vocabulary and put the words into simple sentences. I can use prepositions accurately. 	<p>J’habite dans... un appartement une grande/petite maison une maison jumelée la salle à manger la cuisine la chambre le salon il y a il n’y a pas de au rez-de-chaussée au premier étage en bas en haut sous devant derrière à côté du /de la / de l’ / des Où est... ? Qu’est-ce que c’est ? c’est la salle à manger I live in a flat a big/small house a terraced house the dining room the kitchen the bedroom the living room there is there is not on the ground floor on the first floor downstairs upstairs under in front of behind next to the... Where is...? What is it? it is the dining room nouns for objects in a bedroom</p> <p>Phonics</p> <ul style="list-style-type: none"> To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g. est-ce que at the beginning of

- Develop accurate 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.
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

Lesson 4 –

- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate 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.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

Lesson 4 – Where is it in my French bedroom

Learning objective

- To use prepositions to describe the positions of objects in the bedroom.

Success criteria

- I can place an object in different positions and say the correct preposition.
- I can describe the position of objects in the bedroom and write as a sentence.

Lesson 5 – A letter about my French house

Learning objective

- To write a letter describing my home.

Success criteria

- I can describe all the rooms in a house.
- I can describe objects in a bedroom.
- I can use at least three prepositions to describe the rooms in a house and objects in a bedroom.
- I can describe where I live and with whom.
- I can write questions.

Adjectives – Y3 Autumn 1 and Autumn 2, Year 4 Autumn 1 and Autumn 2, Y5 Autumn 1, Autumn 2, Summer 2

Family – Y5 Summer 2

a statement, or by inverting the subject and verb: **quel genre de musique aimes-tu ?**

- To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.

Grammar

- To know that partitive articles describe where something is placed: **le livre est à côté du stylo.**
- To know a range of prepositions to describe the position of objects.

	<ul style="list-style-type: none"> Describe people, places, things and actions orally and in writing. <p>Lesson 5 –</p> <ul style="list-style-type: none"> Read carefully and show understanding of words, phrases and simple writing. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. 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. 		
Topic / Spring Two		This term has been left free due to SATs practise.	•
Topic / Summer One	<p>Lesson 1 –</p> <ul style="list-style-type: none"> Understand basic grammar and conjugation of high-frequency verbs, how to apply these to build sentences, express opinions, write phrases to create new sentences. <p>Lesson 2 –</p> <ul style="list-style-type: none"> Read and show understanding of words, speak in sentences, 	<p>Planning a French holiday</p> <p>Learning to use a combination of present and near-future tenses, and becoming familiar with holiday-related vocabulary around packing a suitcase and planning a journey.</p> <p>Lesson 1 – To go to France and other countries</p> <p>Learning objective</p> <ul style="list-style-type: none"> To begin using the near future tense. <p>Success criteria</p> <ul style="list-style-type: none"> I can recall the present tense of the verb aller – to go. I can recognise and use some infinitive verbs. 	<p>la plage les montagnes il/elle va nous allons vous allez ils/elles vont Je vais aller au/en/aux rester faire Quand/où/pourquoi vas-tu en vacances ? En été ou en hiver ? Quel temps va-t-il faire ? Que vas-tu faire ? Qu'est-ce qu'il y a dans ta valise ? the beach the mountains he/she goes we</p>

	<p>understand basic grammar and patterns of language.</p> <p>Lesson 3 –</p> <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding, speak in sentences using familiar vocabulary, write phrases and adapt these to write new phrases. <p>Lesson 4 –</p> <ul style="list-style-type: none"> Read carefully and show understanding of words, phrases and simple writing. <p>Lesson 5 –</p> <ul style="list-style-type: none"> To describe places and things in writing, present ideas to a range of audiences, develop ability to understand new words, read carefully and show understanding of words. 	<ul style="list-style-type: none"> I can distinguish between the present and near future tense in French. <p>Lesson 2 – The near future in French</p> <p>Learning objective</p> <ul style="list-style-type: none"> To identify and form the present and near future tenses. <p>Success criteria</p> <ul style="list-style-type: none"> I can conjugate the verb aller in the present tense. I can form the near future using the present tense of the verb aller and an infinitive verb. I can distinguish the present tense from the near future tense. <p>Lesson 3 – Holiday clothes</p> <p>Learning objective</p> <ul style="list-style-type: none"> To describe which clothes to pack for a holiday. <p>Success criteria</p> <ul style="list-style-type: none"> I can identify and recall common holiday items. I can use the verb aller to form the present and near future tenses. I can use a writing frame to structure my written response. <p>Lesson 4 – Holiday story</p> <p>Learning objective</p> <ul style="list-style-type: none"> To read and understand a story about a summer holiday. <p>Success criteria</p> <ul style="list-style-type: none"> I can use language detective skills to predict the meaning of some unfamiliar words. I recognise that ‘gisting’ is getting the sense of a whole text, not every word. I can demonstrate an understanding of a text by answering retrieval questions. 	<p>go you go (formal/group) they go (masc or mixed group/fem) I am going to go to (masc/fem/plural) to stay to do/make When/where/where are you going on holiday? In summer or in winter? What will the weather be? What are you going to do? What is in your suitcase?</p> <p>Phonics</p> <p>To know understanding different sounds in French can help when attempting to pronounce new vocabulary.</p> <p>Grammar</p> <ul style="list-style-type: none"> To know that the way verbs change to match the pronoun is called conjugation. To know that some verbs do not follow regular patterns, including avoir – to have, être – to be, and aller – to go. To conjugate the verbs aller, jouer and faire. To know that parce que – because, can
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		<p>Lesson 5 – Planning my French holiday</p> <p>Learning objective</p> <ul style="list-style-type: none"> To plan a holiday to France. <p>Success criteria</p> <ul style="list-style-type: none"> I can recognise different ways to get to France. I can navigate French accommodation websites. I can record my research on a holiday planning sheet. <p>Adjectives – Y3 Autumn 1 and Autumn 2, Year 4 Autumn 1 and Autumn 2, Y5 Autumn 1, Autumn 2, Summer 2, Y6 Spring 1</p> <p>Clothes – Y4 Autumn 2</p> <p>Countries – Y4 Summer 2. Year 5 Spring 2</p>	<p>be used to extend a sentence and give a justification.</p>
<p>Topic / Summer Two</p>	<p>Lesson 1 –</p> <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. 	<p>Visiting a town in France</p> <p>Learning directional and transport vocabulary and prepositional phrases, practising giving opinions and talking about a trip to France.</p> <p>Lesson 1 – French directions to school</p> <p>Learning objective</p> <ul style="list-style-type: none"> To create a description of my route to school. <p>Success criteria</p> <ul style="list-style-type: none"> I can say the different ways to get to school. I can describe places I may pass on my route to school. I can put together phrases and places to describe my route to school. <p>Lesson 2 – Directions to places in a French town</p> <p>Learning objective</p> <ul style="list-style-type: none"> To begin to understand, ask for and speak directions to places in a town. <p>Success criteria</p> <ul style="list-style-type: none"> I can say the names of places in a town. 	<p>un billet un carnet entre près/loin de chez moi voici tourne à gauche / à droite la deuxième à gauche / à droite un billet pour Paris s’il vous plaît où est ... ? tu vas aller au/à la/à l’... ? non, je ne vais pas aller au/à la/à l’... a ticket a book of tickets between near to/far from at my house/home here is/are turn left/right second on the left/right a ticket for Paris please Where is...? Are you going to...? Non, I am not going to... nouns for transport and places in town</p> <p>Phonics</p>

	<p>Lesson 2 –</p> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • 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. <p>Lesson 3 –</p> <ul style="list-style-type: none"> • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Read carefully and show understanding of words, phrases and simple writing. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. <p>Lesson 4 –</p>	<ul style="list-style-type: none"> • I know the direction words and can describe a route to a destination. • I can ask for directions to places in a town using preposition sentence openers. <p>Lesson 3 – Transport in a French town Learning objective</p> <ul style="list-style-type: none"> • To learn about travel to France through role play. <p>Success criteria</p> <ul style="list-style-type: none"> • I can role play a journey to France, developing a conversation. • I can begin to use negative sentences accurately. <p>Lesson 4 – Sightseeing in a French town Learning objective</p> <ul style="list-style-type: none"> • To express and justify an opinion on where to visit in a town. <p>Success criteria</p> <ul style="list-style-type: none"> • I can express an opinion about where to visit in a town. • I can use a standalone adjective to describe a place. • I can use connectives in my writing. <p>Lesson 5 – French tourism Learning objective</p> <ul style="list-style-type: none"> • To analyse a text and identify key grammatical features. <p>Success criteria</p> <ul style="list-style-type: none"> • I can identify the grammatical elements of a text. • I can use the text as a model for my own writing to describe my village, town or city. <p>Countries – Y4 Summer 2. Year 5 Spring 2</p> <p>Transport – Year 3 Summer 1</p>	<p>To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p> <p>Grammar</p> <ul style="list-style-type: none"> • To know that partitive articles describe where something is placed: le livre est à côté du stylo. • To know a range of prepositions to describe the position of objects. • To know that the way verbs change to match the pronoun is called conjugation. • To know that some verbs do not follow regular patterns, including avoir (to have), être (to be) and aller (to go). • To know that, for regular verbs, the singular imperative verb (tu) is formed by removing the s from the second person singular of a verb e.g. tourne
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	<ul style="list-style-type: none"> Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. 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. <p>Lesson 5 –</p> <ul style="list-style-type: none"> Read carefully and show understanding of words, phrases and simple writing. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new 	<p>Directions – Y5 Spring 2</p>	<p>becomes tourne (turn).</p> <ul style="list-style-type: none"> To know that parce que (because) can be used to extend a sentence and give a justification.
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	<p>sentences, to express ideas clearly.</p> <ul style="list-style-type: none">• 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.		
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