

Key Stage Two French Curriculum Overview

Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	French greetings with puppets	French adjectives of colour, size and shape	French playground games – numbers and age	In a French classroom	French transport	A circle of life in French
National Curriculum	<p>Appreciate stories, songs, poems and rhymes in the language</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>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</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>					
Key Vocabulary	<ul style="list-style-type: none"> <li>• bonjour - hello/good morning (formal)</li> <li>• salut - hi (informal)</li> <li>• je m'appelle... - My name is...</li> <li>• comment tu t'appelles ? - what's your name?</li> <li>• au revoir - goodbye</li> <li>• et toi ? - and you?</li> <li>• bonsoir - good evening</li> <li>• bonne nuit - good night</li> <li>• ça va ?/comment ça va ? - how are you?</li> <li>• ça va bien - I'm well, I'm fine</li> <li>• ça va très bien - I'm very well - its going well</li> <li>• ça va mal – it's not going well</li> <li>• ça va très mal - it's going badly (not ill)</li> <li>• ça va - I'm ok</li> </ul>	<ul style="list-style-type: none"> <li>• rouge – red</li> <li>• bleu – blue</li> <li>• jaune – yellow</li> <li>• vert – green</li> <li>• blanc – white</li> <li>• noir – black</li> <li>• orange – orange</li> <li>• rose – pink</li> <li>• brun – brown</li> <li>• violet – violet</li> <li>• et – and</li> <li>• l'arc-en-ciel - the rainbow</li> <li>• les couleurs - the colours</li> <li>• vrai ou faux - true or false</li> <li>• c'est vrai, répétez - if it's true, repeat</li> <li>• c'est faux, silence - if it's wrong/false, silence</li> </ul>	<ul style="list-style-type: none"> <li>• un - one</li> <li>• deux - two</li> <li>• trois - three</li> <li>• quatre - four</li> <li>• cinq - five</li> <li>• six - six</li> <li>• sept - seven</li> <li>• huit - eight</li> <li>• neuf - nine</li> <li>• dix - ten</li> <li>• onze - eleven</li> <li>• douze - twelve</li> <li>• plus (or you can use 'et') - plus</li> <li>• moins - minus</li> <li>• fait (literally 'makes') - equals</li> <li>• égale - equals</li> <li>• combien ? - how many?/how much?</li> <li>• à toi - your turn</li> <li>• à moi - my turn</li> </ul>	<ul style="list-style-type: none"> <li>• écoutez - listen</li> <li>• regardez - look</li> <li>• parlez - speak</li> <li>• écrivez - write</li> <li>• lisez - read</li> <li>• ouvrez - open</li> <li>• fermez - close</li> <li>• asseyez-vous - sit down</li> <li>• levez-vous - stand up</li> <li>• faux - false</li> <li>• vrai - true</li> <li>• répétez ! - repeat</li> <li>• silence - silence</li> <li>• Jacques a dit - Jacques said</li> <li>• qu'est-ce qui manque ? - what's missing?</li> <li>• un crayon - a pencil</li> <li>• un taille-crayon - a pencil sharpener</li> </ul>	<ul style="list-style-type: none"> <li>• je vais – I go</li> <li>• en - on, by, in</li> <li>• en vacances – on holiday</li> <li>• Il y a - there is/are</li> <li>• combien de...? - how many... ?</li> <li>• tu vas où? - where are you going?</li> <li>• je vais à... - I am going to...</li> <li>• tu vas comment? - how are you going?</li> <li>• je vais en... - I am going by...</li> <li>• puis - then</li> <li>• Comment tu vas à l'école? -</li> </ul>	<ul style="list-style-type: none"> <li>• les animaux - the animals</li> <li>• un lapin - a rabbit</li> <li>• un loup - a wolf</li> <li>• un oiseau - a bird</li> <li>• un poisson - a fish</li> <li>• un serpent - a snake</li> <li>• un singe - a monkey</li> <li>• un ver - a worm</li> <li>• une baleine - a whale</li> <li>• une grenouille - a frog</li> <li>• une tortue - a tortoise</li> <li>• qui ? - who?</li> </ul>

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	<ul style="list-style-type: none"> <li>• comme ci comme ça – so so/ok</li> <li>• c'est... - it is...</li> <li>• oui – yes</li> <li>• non – no</li> </ul>	<ul style="list-style-type: none"> <li>• qu'est-ce qui manque ? -what's missing?</li> <li>• un cercle - a circle</li> <li>• un triangle - a triangle</li> <li>• c'est - it is</li> <li>• c'est de quelle couleur ? - what colour is it?</li> <li>• marron – brown</li> <li>• un rectangle - a rectangle</li> <li>• un carré - a square</li> <li>• petit – small</li> <li>• grand – big</li> <li>• c'est un grand cercle - it's a big circle</li> <li>• c'est un petit cercle - it's a little circle</li> </ul>	<ul style="list-style-type: none"> <li>• J'ai gagné ! - I've won!</li> <li>• rouge - red</li> <li>• bleu - blue</li> <li>• vert - green</li> <li>• jaune - yellow</li> <li>• orange - orange</li> <li>• blanc - white</li> <li>• noir - black</li> <li>• rose - pink</li> <li>• violet - violet</li> <li>• c'est de quelle couleur ? - what colour is it?</li> <li>• c'est - it is</li> <li>• un cercle - a circle</li> <li>• un triangle - a triangle</li> <li>• un rectangle - a rectangle</li> <li>• un carré - a square</li> <li>• petit - small</li> <li>• grand - big</li> <li>• tu as quel âge? - how old are you?</li> <li>• J'ai [X] ans - I am [X] years old</li> <li>• l'intrus - odd one out</li> <li>• c'est qui ? - Who is it?</li> <li>• éliminé - out! (of the game)</li> <li>• (encore) plus vite - (even) faster</li> <li>• (encore) plus bas - (even) lower/quieter</li> </ul>	<ul style="list-style-type: none"> <li>• un stylo - a pen</li> <li>• un cahier - an exercise book</li> <li>• un sac - a bag</li> <li>• une règle - a ruler</li> <li>• une gomme - a rubber</li> <li>• une trousse - a pencil case</li> <li>• des ciseaux - some scissors</li> <li>• j'ai... - I have got...</li> <li>• je n'ai pas - I haven't got...</li> <li>• tu as...? - have you got ...?</li> <li>• dans mon sac ... - in my bag ...</li> <li>• et - and</li> <li>• mais - but</li> <li>• plus haut - higher</li> <li>• plus bas - lower</li> <li>• un - one</li> <li>• deux - two</li> <li>• trois - three</li> <li>• quatre - four</li> <li>• cinq - five</li> <li>• six - six</li> <li>• sept - seven</li> <li>• huit - eight</li> <li>• neuf - nine</li> <li>• dix - ten</li> </ul>	<p>How do you go to school?</p> <ul style="list-style-type: none"> <li>• Je vais à l'école - I go to school</li> <li>• Combien de personnes vont à l'école en bus? - How many people go to school by bus?</li> <li>• è (accent grave) - grave accent</li> <li>• é (accent aigu) - acute accent</li> <li>• un autobus - a bus</li> <li>• un avion - an aeroplane</li> <li>• un ballon - a balloon</li> <li>• un bateau- a boat</li> <li>• un ferry - a ferry</li> <li>• un hélicoptère - a helicopter</li> <li>• une moto - a motorbike</li> <li>• à pied – on foot</li> <li>• un scooter - a scooter (motorised)</li> <li>• un sous-marin - a submarine</li> <li>• un taxi - a taxi</li> <li>• un train - a train</li> </ul>	<ul style="list-style-type: none"> <li>• où est ? - where is?</li> <li>• il/elle habite - he/she/it lives</li> </ul>
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			<ul style="list-style-type: none"> <li>• le ciel - heaven</li> <li>• la terre - earth</li> </ul>			
<b>Prior Knowledge</b>	n/a	<p>Y3 French greetings with puppets</p> <ul style="list-style-type: none"> <li>• Look carefully at the speaker and respond confidently with the appropriate gesture and phrase.</li> <li>• Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form.</li> <li>• Link actions or pictures to the new language, both in spoken and written form.</li> <li>• Imitate the pronunciation of sounds.</li> <li>• Take turns to speak and use appropriate intonation.</li> </ul>	<p>Y3 French adjectives of colour, size and shape</p> <ul style="list-style-type: none"> <li>• Listen carefully to build correct sequences of three to four blocks.</li> <li>• Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board.</li> <li>• Recognise cognates.</li> <li>• Use please and thank you.</li> <li>• Listen carefully to instructions.</li> <li>• Describe some of the shapes in their work using language of colour, size or shape.</li> </ul>	<p>Y3 French playground games – numbers and age</p> <ul style="list-style-type: none"> <li>• Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in').</li> <li>• Join in with a song using actions.</li> <li>• Respond to numbers by showing fingers or ticking on whiteboards.</li> <li>• Ask and answer a question about their age.</li> <li>• Change their answers and</li> </ul>	<p>Y3 French adjectives of colour, size and shape</p> <ul style="list-style-type: none"> <li>• Listen carefully to build correct sequences of three to four blocks.</li> <li>• Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board.</li> <li>• Recognise cognates.</li> <li>• Use please and thank you.</li> <li>• Listen carefully to instructions.</li> <li>• Describe some of the shapes in their work using language of colour, size or shape.</li> <li>• Listen and then select the correct</li> </ul>	<p>Y3 French transport</p> <ul style="list-style-type: none"> <li>• Explain strategies for working out the meaning of words.</li> <li>• Recognise nouns that are cognates or near cognates.</li> <li>• Recognise transport words in written form.</li> <li>• Join in with a song using actions to aid recall.</li> <li>• Form simple statements about a picture, using and adapting a model.</li> <li>• Build phrases with generally accurate pronunciation.</li> <li>• Write a simple</li> </ul>

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			<ul style="list-style-type: none"> <li>• Listen and then select the correct decoration according to its colour.</li> <li>• Use software to produce artwork in the style of Matisse.</li> </ul>	<p>recognise number words.</p> <ul style="list-style-type: none"> <li>• Listen carefully and relate sounds to a written phoneme.</li> <li>• Recall numbers one to twelve with increasingly accurate pronunciation.</li> </ul>	<p>decoration according to its colour.</p> <ul style="list-style-type: none"> <li>• Use software to produce artwork in the style of Matisse.</li> </ul>	<p>sentence, including forming two different accents.</p>
<p><b>Key Knowledge (Substantive)</b></p>	<p>To know that in French there are formal and informal greetings and when it is appropriate to use each one.</p> <p>To know that different greetings are used at different times of the day.</p> <p>To know that tone of voice can indicate a question.</p> <p>To know that a cedilla is the tail mark under the ç and that it changes the pronunciation of the c from a hard sound to a soft 's' sound.</p> <p>To know that French words are pronounced differently to the way they are spelt.</p>	<p>To know that a cognate is a word that is the same in both French and English e.g. un triangle.</p> <p>To know that a near-cognate is a word that is very similar but not identical in French and English e.g. un cercle.</p> <p>To know that adjectives of size are positioned in front of the noun in French e.g. un grand cercle.</p> <p>To know that adjectives of colour are positioned after the noun in French e.g. un cercle bleu.</p>	<p>To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French.</p> <p>To know that sentences are often structured differently in French and English.</p> <p>To know the sounds the common phonemes eu, oi, ou and ui make in French.</p> <p>To know the names of some Parisian landmarks.</p>	<p>To know that in French, a space is needed before and after ? and !</p> <p>To understand some of the similarities and differences between school in France and schools in the UK.</p> <p>To understand that every French noun is either masculine or feminine.</p> <p>To know that gender affects the form of the word un or une (the definite article).</p>	<p>To know the phonemes oi, au, in and on.</p> <p>To know that I need to change my intonation to ask and answer questions.</p> <p>To know some French speaking countries around the world.</p> <p>To understand that I can use a model sentence as a guide for building other sentences.</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 a bilingual dictionary is a special dictionary to translate words from one language to another</p> <p>To know that a bilingual dictionary is in two parts- one where the words are listed in French and the other where the</p>

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			<p>To know some French playground games.</p>	<p>To know that when we turn the statement j'ai un/une (I have a...) into a negative je n'ai pas de (I don't have a...) then we change the article from un/une to de.</p>	<p>To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en train, whereas á is used when you are not getting into a form of transport e.g. à vélo (a bicycle).</p> <p>To know that feminine nouns often (but not always) end in e.</p> <p>To know that when talking about a specific noun in French we use the definite article le (m.) la (f.) l' (m./f. before a vowel) or les (m./f. plural).</p>	<p>words are listed in English</p> <p>To know that placing ne and pas around a verb makes the verb negative</p> <p>To know that we use the definite article when describing something specific and that the one we use depends on the gender of the noun: le (m.), la (f.), les (m./f. plural) and l' (when followed by a vowel)</p>
<p><b>Key Skills (Disciplinary)</b></p>	<p><b>Speaking and pronunciation</b></p> <p>Asking and/or answering simple questions.</p> <p>Practising speaking with a partner.</p> <p>Using short phrases to give information.</p>	<p><b>Speaking and pronunciation</b></p> <p>Asking and/or answering simple questions and using short phrases to give information.</p> <p>Practising speaking with a partner.</p> <p>Listening and repeating key phonemes with care and</p>	<p><b>Speaking and pronunciation</b></p> <p>Asking and/or answering simple questions.</p> <p>Using short phrases to give information.</p>	<p><b>Speaking and pronunciation</b></p> <p>Asking and/or answering simple questions.</p> <p>Forming simple statements with information including the negative.</p>	<p><b>Speaking and pronunciation</b></p> <p>Asking and/or answering simple questions.</p> <p>Practising speaking with a partner.</p> <p>Using short phrases to give information.</p>	<p><b>Speaking and pronunciation</b></p> <p>Asking and/or answering simple questions</p> <p>Practising speaking with a partner</p>

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	<p>Repeating short phrases accurately, including liaison of final consonant before vowel.</p> <p>Introducing self to a partner with simple phrases.</p> <p><b>Listening</b></p> <p>Listening and responding to single words and short phrases.</p> <p>Following verbal instructions in French.</p> <p>Responding to objects or images with a phrase or other verbal response.</p> <p>Listening and identifying key words in rhymes and songs and joining in.</p> <p>Listening and noticing rhyming words.</p> <p><b>Reading and writing</b></p> <p>Experimenting with simple writing, copying with accuracy.</p> <p><b>Intercultural understanding</b></p>	<p>beginning to identify vowel sounds.</p> <p>Repeating short phrases accurately, including liaison of final consonant before vowel.</p> <p><b>Listening</b></p> <p>Listening and responding to single words and short phrases.</p> <p>Following verbal instructions in French.</p> <p>Responding to objects or images with a phrase or other verbal response.</p> <p><b>Reading and writing</b></p> <p>Recognising some familiar words in written form and beginning to develop dictionary skills.</p> <p>Identifying cognates and near cognates.</p> <p>Experimenting with simple writing, copying with accuracy.</p> <p><b>Grammar</b></p>	<p>Listening and repeating key phonemes with care.</p> <p>Repeating short phrases accurately, including liaison of final consonant before vowel.</p> <p>Introducing self to a partner with simple phrases.</p> <p><b>Listening</b></p> <p>Listening and responding to single words and short phrases.</p> <p>Following verbal instructions in French.</p> <p>Responding to objects or images with a phrase or other verbal response.</p> <p>Listening and identifying key words in rhymes and songs and joining in.</p>	<p>Practising speaking with a partner.</p> <p>Using short phrases to give information.</p> <p>Beginning to adapt phrases from a rhyme/song.</p> <p>Listening and repeating key phonemes with care.</p> <p>Repeating short phrases accurately, including liaison of final consonant before vowel.</p> <p>Introducing self to a partner with simple phrases.</p> <p>Recognising and using adjectives.</p> <p><b>Listening</b></p> <p>Listening and responding to single words and short phrases.</p> <p>Following verbal instructions in French.</p>	<p>Beginning to adapt phrases from a rhyme/song.</p> <p>Listening and repeating key phonemes with care.</p> <p>Repeating short phrases accurately, including liaison of final consonant before vowel.</p> <p>Recognising and using adjectives.</p> <p><b>Listening</b></p> <p>Listening and responding to single words and short phrases.</p> <p>Responding to objects or images with a phrase or other verbal response.</p> <p>Listening and identifying key words in rhymes and songs and joining in.</p> <p>Beginning to identify vowel sounds and combinations.</p>	<p>Using short phrases to give information</p> <p>Listening and repeating key phonemes with care</p> <p>Repeating short phrases accurately, including liaison of final consonant before vowel</p> <p><b>Listening</b></p> <p>Listening and responding to single words and short phrases</p> <p>Following verbal instructions in French</p> <p>Responding to objects or images with a phrase or other verbal response</p> <p>Listening and identifying key words in rhymes and songs and joining in</p> <p>Beginning to identify vowel sounds and combinations</p>
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	<p>Showing awareness of the capital and identifying some key cultural landmarks.</p> <p>Recognising and using adjectives of colour and size, being attentive to placement relative to the noun.</p> <p><b>Intercultural understanding</b></p> <p>Showing awareness of the capital and identifying some key cultural landmarks.</p> <p>Recognising cultural similarities and differences between customs and traditions in France and England.</p>	<p>Beginning to identify vowel sounds and combinations.</p> <p>Listening and noticing rhyming words.</p> <p><b>Reading and writing</b></p> <p>Recognising some familiar words in written form.</p> <p>Reading aloud some words from simple songs, stories and rhymes.</p> <p>Identifying cognates and near cognates.</p> <p>Recalling and writing simple words from memory.</p> <p><b>Grammar</b></p> <p>Identifying plurals of nouns.</p> <p><b>Intercultural understanding</b></p> <p>Showing awareness of the capital and</p>	<p>Responding to objects or images with a phrase or other verbal response.</p> <p>Listening and identifying key words in rhymes and songs and joining in.</p> <p>Beginning to identify vowel sounds and combinations.</p> <p><b>Reading and writing</b></p> <p>Recognising some familiar words in written form.</p> <p>Recalling and writing simple words from memory.</p> <p>Experimenting with simple writing, copying with accuracy.</p> <p>Recognising and using adjectives of colour and size.</p> <p><b>Grammar</b></p> <p>Beginning to recognise gender of nouns,</p>	<p><b>Reading and writing</b></p> <p>Recognising some familiar words in written form.</p> <p>Identifying cognates and near cognates.</p> <p>Recalling and writing simple words from memory.</p> <p>Experimenting with simple writing, copying with accuracy.</p> <p><b>Grammar</b></p> <p>Beginning to recognise gender of nouns, definite and indefinite article.</p> <p>Identifying plurals of nouns.</p> <p>Recognising adjectives and placement relative to the noun.</p> <p>Beginning to understand that verbs have patterns.</p>	<p><b>Reading and writing</b></p> <p>Recognising some familiar words in written form.</p> <p>Beginning to develop dictionary skills</p> <p>Identifying cognates and near cognates</p> <p>Experimenting with simple writing, copying with accuracy</p> <p><b>Grammar</b></p> <p>Beginning to recognise gender of nouns, definite and indefinite article</p> <p>Identifying plurals of nouns</p> <p>Beginning to understand that verbs have patterns</p> <p>Noticing the negative form</p> <p>Beginning to use prepositions</p>
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			<p>identifying some key cultural landmarks.</p> <p>Recognising cultural similarities and differences between customs and traditions in France and England.</p>	<p>definite and indefinite article.</p> <p>Identifying plurals of nouns.</p> <p>Recognising adjectives and placement relative to the noun.</p> <p>Beginning to understand that verbs have patterns.</p> <p>Noticing the negative form.</p> <p><b>Intercultural understanding</b></p> <p>Recognising cultural similarities and differences between customs and traditions in France and England.</p>	<p>Beginning to use prepositions.</p> <p><b>Intercultural understanding</b></p> <p>Recognising that different languages are spoken in the community/world.</p> <p>Recognising cultural similarities and differences between customs and traditions in France and England.</p>	
<p><b>Possible sequence of lessons</b></p>	<p><b>Lesson 1:</b> To greet someone and introduce yourself in French.</p> <p><b>Lesson 2:</b> To use the correct French greeting for the time of day.</p>	<p><b>Lesson 1:</b> To recognise and name colour words</p> <p><b>Lesson 2:</b> To describe shapes by their colour.</p>	<p><b>Lesson 1:</b> To count from one to six in French</p> <p><b>Lesson 2:</b> To count beyond six in French.</p> <p><b>Lesson 3:</b> To use number words</p>	<p><b>Lesson 1:</b> To understand and respond to simple classroom instructions.</p> <p><b>Lesson 2:</b> To name school bag objects and recognise if they are masculine or feminine.</p>	<p><b>Lesson 1:</b> To be able to compare French with English and identify words that are cognates.</p> <p><b>Lesson 2:</b> To make changes to simple phrases and perform a song to an audience</p>	<p><b>Lesson 1:</b> To research a new noun in French and determine its gender.</p> <p><b>Lesson 2:</b> To build sentences to describe where something lives or does not live</p>

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	<p><b><u>Lesson 3:</u></b> To ask and answer a question about feelings in French.</p> <p><b><u>Lesson 4:</u></b> To perform a finger rhyme in French.</p>	<p><b><u>Lesson 3:</u></b> To describe shapes by their size and colour.</p> <p><b><u>Lesson 4:</u></b> To understand and recognise what are cognates and near cognates.</p> <p><b><u>Lesson 5:</u></b> To follow instructions in French.</p>	<p>to give more information about ourselves.</p> <p><b><u>Lesson 4:</u></b> To recognise the numbers one to twelve, written in French.</p> <p><b><u>Lesson 5:</u></b> To use the number words one to twelve when playing playground games.</p>	<p><b><u>Lesson 3:</u></b> To ask and answer a question about something you have or do not have.</p> <p><b><u>Lesson 4:</u></b> To read and understand short sentences.</p> <p><b><u>Lesson 5:</u></b> To prepare and present a short spoken text.</p>	<p><b><u>Lesson 3:</u></b> To be able to adapt, ask and answer questions about a picture prompt.</p> <p><b><u>Lesson 4:</u></b> To be able to describe a journey to different French-speaking countries around the world.</p> <p><b><u>Lesson 5:</u></b> To be able to conduct a survey in French and select an appropriate method to present the results.</p>	<p><b><u>Lesson 3:</u></b> To use knowledge about language to solve a science-based puzzle.</p> <p><b><u>Lesson 4:</u></b> To describe a food chain in French.</p> <p><b><u>Lesson 5:</u></b> To write a range of sentences in French to describe a food chain.</p>
<p><b>End of unit goals. Suggested assessment task?</b></p>	<p>Look carefully at the speaker and respond confidently with the appropriate gesture and phrase.</p> <p>Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form.</p> <p>Link actions or pictures to the new language, both in spoken and written form.</p>	<p>Listen carefully to build correct sequences of three to four blocks.</p> <p>Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board.</p> <p>Recognise cognates. Use please and thank you.</p> <p>Listen carefully to instructions.</p>	<p>Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in').</p> <p>Join in with a song using actions.</p> <p>Respond to numbers by showing fingers or ticking on whiteboards.</p>	<p>Show their understanding of key vocabulary with a physical response.</p> <p>Attempt to accurately imitate the pronunciation of vocabulary.</p> <p>Correctly identify masculine and feminine nouns in written form.</p>	<p>Explain strategies for working out the meaning of words.</p> <p>Recognise nouns that are cognates or near cognates.</p> <p>Recognise transport words in written form.</p> <p>Join in with a song using actions to aid recall.</p>	<p>Source new vocabulary from the dictionary and apply the appropriate indefinite article (un/une).</p> <p>Build a range of sentences from the model, selecting appropriate vocabulary.</p> <p>Create a sentence in the negative form.</p>

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	<p>Imitate the pronunciation of sounds.</p> <p>Take turns to speak and use appropriate intonation.</p>	<p>Describe some of the shapes in their work using language of colour, size or shape.</p> <p>Listen and then select the correct decoration according to its colour.</p> <p>Use software to produce artwork in the style of Matisse.</p>	<p>Ask and answer a question about their age.</p> <p>Change their answers and recognise number words.</p> <p>Listen carefully and relate sounds to a written phoneme.</p> <p>Recall numbers one to twelve with increasingly accurate pronunciation.</p>	<p>Use modelled language to create questions or sentences using appropriate articles.</p> <p>Deduce the meaning of new words, matching labels to pictures using a range of language detective skills.</p> <p>Attempt to build their own sentences using a label as a model.</p> <p>Speak clearly and present simple phrases when supported visually.</p> <p>Use appropriate intonation to engage the audience.</p>	<p>Form simple statements about a picture, using and adapting a model.</p> <p>Build phrases with generally accurate pronunciation.</p> <p>Write a simple sentence, including forming two different accents.</p>	<p>Identify some different word classes in a sentence.</p> <p>Recognise key vocabulary and structure clues, and use scientific understanding to solve a puzzle.</p> <p>Attempt to decode new sentences using their context and sentence structure.</p> <p>Apply understanding of the sentence structure to generate new phrases.</p>
<p>Suggestions for the development of deeper learning</p>	<p><b>Lesson 1:</b> Should be challenged to recall other French words that contain the same phonemes as on the <i>Activity: Sound count sheet</i>.</p> <p><b>Lesson 2:</b> Recognising word order quickly and spontaneously, adapting their performance with appropriate vocabulary, actions and sound effects; performing with confidence and increasing</p>	<p><b>Lesson 1:</b> increasingly accurate pronunciation, with an ability to listen to or build longer sequences of colours; quick to notice patterns in sounds, for example : ‘eu’ as in <b>bleu</b> and <b>deux</b>, ‘oi’ as in <b>noir</b>’ and <b>trois</b>’. Using spontaneous language in partner talk (like praise words and <b>oui</b> or <b>non</b>).</p> <p><b>Lesson 2:</b></p>	<p><b>Lesson 1:</b> recalling numbers confidently and without always needing to count in sequence. Keen and confident use of other transactional language for playing and turn-taking with a partner/group.</p> <p><b>Lesson 2:</b></p>	<p><b>Lesson 1:</b> using new instructions confidently; noticing patterns in the written form of words (ez ending).</p> <p><b>Lesson 2:</b> noticing patterns in grammar and beginning to apply to new/unknown words; listening carefully and retaining a sequence</p>	<p><b>Lesson 1:</b> identifying phonemes that have occurred in vocabulary previously encountered, for example, ‘ou’ as in <b>rouge</b> – red; ‘in’ as in <b>cinq</b> – five etc; identifying clues to a word’s meaning even when it is not a cognate/ near cognate.</p>	<p><b>Lesson 1:</b> challenging themselves to find original vocabulary and to think of other solutions if they cannot find what they want; the ability to comment on differences between masculine and feminine nouns to predict gender in new words encountered.</p>

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	<p>accuracy of pronunciation; using their understanding of pronunciation to make good attempts at saying new vocabulary from the dictionary.</p> <p><b>Lesson 3:</b> Joining ideas together to make a series of sentences, using additional information, for example, colour.</p> <p><b>Lesson 4:</b> Recognising and applying known spelling patterns to attempt pronunciation, for example, 'ou' in <b>Ouagadougou</b>; attempting longer phrases or incorporating alternative cities/transport words previously encountered.</p> <p><b>Lesson 5:</b> Being able to recognise and differentiate sentence structure and intonation between question and answer forms. Seeking alternative vocabulary choices and forming an extended sentence using the conjunction <b>et</b> – and.</p>	<p>Extending their use of vocabulary to include a range of colours and shapes, self-correcting and experimenting with different structures orally.</p> <p><b>Lesson 3:</b> extending their use of vocabulary to include a range of colours and sizes of shapes, self-correcting and experimenting with different structures orally.</p> <p><b>Lesson 4:</b> recognising cognates and comparing with English; recalling and manipulating colour and size adjectives to adapt sentences for their needs (with mostly accurate adjectival placement); using other, spontaneous language.</p> <p><b>Lesson 5:</b> describing accurately the shapes used in their work, including adjectives of colour, size and shape, and using the correct adjective position.</p>	<p>recognising quickly the new number words, even when presented out of sequence; being able to notice (and imitate) rhyming sounds.</p> <p><b>Lesson 3:</b> using given sentences and context to work out meaning; showing insight into how they could adapt the sentences for their own purposes.</p> <p><b>Lesson 4:</b> identifying common phoneme patterns in newly encountered language.</p> <p><b>Lesson 5:</b> seeking opportunities to use a wide range of spoken language throughout the activity.</p>	<p>of nouns, with correct article.</p> <p><b>Lesson 3:</b> their ability to distinguish between use of different articles and to use intonation to aid the listener in understanding.</p> <p><b>Lesson 4:</b> using the labels as a model for writing, being generally accurate with grammar and attempting more difficult phrases, for example, by using plurals, connectives, negative forms.</p> <p><b>Lesson 5:</b> speaking clearly and naturally; seeking opportunities to add extra information to the presentation; recognising/self-correcting points of grammar, such as articles and placement of adjectives.</p>	<p><b>Lesson 2:</b> recognising word order quickly and spontaneously, adapting their performance with appropriate vocabulary, actions and sound effects; performing with confidence and increasing accuracy of pronunciation; using their understanding of pronunciation to make good attempts at saying new vocabulary from the dictionary.</p> <p><b>Lesson 3:</b> Joining ideas together to make a series of sentences, using additional information, for example, colour.</p> <p><b>Lesson 4:</b> recognising and applying known spelling patterns to attempt pronunciation, for example, 'ou' in <b>Ouagadougou</b>; attempting longer phrases or incorporating alternative cities/transport words previously encountered.</p>	<p><b>Lesson 2:</b> recognising and building a range of sentences in positive and negative form, incorporating new vocabulary where appropriate.</p> <p><b>Lesson 3:</b> solving the puzzle and using given structures to adapt and write the missing captions; experimenting with new structures from the starter activity to create original sentences.</p> <p><b>Lesson 4:</b> presenting information with confidence to the class with a degree of accuracy in their pronunciation; grasping the new structure quickly and spotting similarities with the reverse (passive) form (is eaten by), as well as being able to build accurate sentences using both structures.</p>
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					<p><b>Lesson 5:</b> being able to recognise and differentiate sentence structure and intonation between question and answer forms. Seeking alternative vocabulary choices and forming an extended sentence using the conjunction <b>et</b> – and.</p>	<p><b>Lesson 5:</b> creating an accurate food chain in French, giving additional information about at least one of the elements, for example, where the animal lives or whether it is a carnivore, herbivore or omnivore, which information may be through negative statements.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Links to future learning</p>	<p>French adjectives of colour, size and shape (Year 3)</p> <ul style="list-style-type: none"> <li>• Listen carefully to build correct sequences of three to four blocks.</li> <li>• Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board.</li> <li>• Recognise cognates.</li> <li>• Use please and thank you.</li> <li>• Listen carefully to instructions.</li> <li>• Describe some of the shapes in their work using language of colour, size or shape.</li> <li>• Listen and then select the correct decoration according to its colour.</li> </ul>	<p>Portraits – describing in French</p> <ul style="list-style-type: none"> <li>• Understand that adjectives change depending on whether they are describing a boy or girl, for example: sérieux and sérieuse.</li> <li>• Correctly identify a person from a description of their hair and eye colour.</li> <li>• Place word cards in the correct order, with the adjectives following the noun.</li> <li>• Give a spoken sentence to describe a friend.</li> </ul>	<p>French transport</p> <ul style="list-style-type: none"> <li>• Explain strategies for working out the meaning of words.</li> <li>• Recognise nouns that are cognates or near cognates.</li> <li>• Recognise transport words in written form.</li> <li>• Join in with a song using actions to aid recall.</li> <li>• Form simple statements about a picture, using</li> </ul>	<p>French weather and the water cycle</p> <ul style="list-style-type: none"> <li>• Use a physical response to show their understanding of six to eight weather phrases.</li> <li>• Repeat new phrases with accurate pronunciation.</li> <li>• Say at least two sentences intelligibly to convey the weather in a given place.</li> <li>• Point or move in the correct direction</li> </ul>	<p>A circle of life in French</p> <ul style="list-style-type: none"> <li>• Source new vocabulary from the dictionary and apply the appropriate indefinite article (<b>un/une</b>).</li> <li>• Build a range of sentences from the model, selecting appropriate vocabulary.</li> <li>• Create a sentence in the negative form.</li> <li>• Identify some different word classes in a sentence.</li> </ul>	<p>Portraits – describing in French</p> <ul style="list-style-type: none"> <li>• Understand that adjectives change depending on whether they are describing a boy or girl, for example: sérieux and sérieuse.</li> <li>• Correctly identify a person from a description of their hair and eye colour.</li> <li>• Place word cards in the correct order,</li> </ul>

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	<ul style="list-style-type: none"> <li>• Use software to produce artwork in the style of Matisse.</li> <li>• Listen carefully to build correct sequences of three to four blocks.</li> <li>• Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board.</li> <li>• Recognise cognates.</li> <li>• Use please and thank you.</li> <li>• Listen carefully to instructions.</li> <li>• Describe some of the shapes in their work using language of colour, size or shape.</li> <li>• Listen and then select the correct decoration according to its colour.</li> <li>• Use software to produce artwork in the style of Matisse.</li> </ul>	<ul style="list-style-type: none"> <li>• Write four sentences accurately with the correct adjectival agreement, helped by a support sheet.</li> </ul>	<p>and adapting a model.</p> <ul style="list-style-type: none"> <li>• Build phrases with generally accurate pronunciation.</li> <li>• Write a simple sentence, including forming two different accents.</li> </ul>	<p>during a compass points game.</p> <ul style="list-style-type: none"> <li>• Understand and say several directions and weather sentences.</li> <li>• Place weather symbols in the correct locations on a map.</li> <li>• Match at least three numerals and words correctly.</li> <li>• Say the correct number for their temperature.</li> <li>• Show an understanding of the water cycle and relevant cognates in both languages.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise key vocabulary and structure clues, and use scientific understanding to solve a puzzle.</li> <li>• Attempt to decode new sentences using their context and sentence structure.</li> <li>• Apply understanding of the sentence structure to generate new phrases.</li> </ul>	<p>with the adjectives following the noun.</p> <ul style="list-style-type: none"> <li>• Give a spoken sentence to describe a friend.</li> <li>• Write four sentences accurately with the correct adjectival agreement, helped by a support sheet.</li> </ul>
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Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Portraits - describing in French	Clothes – getting dressed in France	French numbers, calendars and birthdays	French weather and the water cycle	French food – miam, miam!	French and the Eurovision song contest
National Curriculum	<p>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>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>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</p> <p>Present ideas and information orally to a range of audience</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</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>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</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>					
Key Vocabulary	<ul style="list-style-type: none"> <li>heureux/heureuse – happy</li> <li>sérieux/sérieuse – serious</li> <li>le Musée du Louvre - the Louvre museum</li> <li>l'entrée - the entrance</li> <li>un tableau - a painting</li> <li>une statue - a statue</li> </ul>	<ul style="list-style-type: none"> <li>un T-shirt - a T-shirt</li> <li>un short - shorts</li> <li>un pantalon - trousers</li> <li>un chapeau - a hat</li> </ul>	<ul style="list-style-type: none"> <li>un nombre - number</li> <li>un numéro - number</li> <li>un chiffre - digit</li> <li>les mathématiques - maths</li> </ul>	<ul style="list-style-type: none"> <li>quel temps fait-il aujourd'hui ? - what's the weather like today?</li> <li>il fait beau - it's nice weather</li> <li>il fait mauvais - it's bad weather</li> </ul>	<ul style="list-style-type: none"> <li>le restaurant - the restaurant</li> <li>le café - the cafe</li> <li>le menu - the menu</li> <li>une boisson - a drink</li> </ul>	<ul style="list-style-type: none"> <li>le piano - the piano</li> <li>le violon - the violin</li> <li>le saxophone - the saxophone</li> <li>le clavier - the keyboard</li> </ul>

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	<ul style="list-style-type: none"> <li>• il a - he has</li> <li>• elle a - she has</li> <li>• les cheveux – hair</li> <li>• les cheveux châtain - brown hair</li> <li>• les cheveux blonds - blond hair</li> <li>• les cheveux noirs - black hair</li> <li>• les cheveux roux - ginger hair</li> <li>• les yeux – eyes</li> <li>• es yeux bleus - blue eyes</li> <li>• les yeux marron - brown eyes</li> <li>• châtain - brown (for hair)</li> <li>• blonds – blonde</li> <li>• marron – brown</li> <li>• noir(s)/noire(s) – black</li> <li>• roux - ginger/red</li> <li>• bleu(s)/bleue(s) – blue</li> <li>• vert(s)/verte(s) – green</li> <li>• rouge(s) - red (not with hair)</li> <li>• jaune(s) – yellow</li> <li>• blanc(s)/blanche(s) – white</li> <li>• rose(s) – pink</li> <li>• violet(s)/violette(s) – purple</li> <li>• orange – orange</li> <li>• qui ? - who?</li> <li>• petit/petite – small</li> <li>• grand/grande - big, tall</li> <li>• il est... - he/it is...</li> </ul>	<ul style="list-style-type: none"> <li>• un maillot de bain - a swimsuit</li> <li>• une culotte - pants</li> <li>• une chemise - a shirt</li> <li>• une veste - a jacket</li> <li>• des chaussettes (f) - socks</li> <li>• des bottes (f) - boots</li> <li>• des lunettes (f) - glasses</li> <li>• des baskets (f) - trainers</li> <li>• un pull - a jumper or pullover</li> <li>• mon (masc. sing.) - my</li> <li>• ma (fem. sing.) - my</li> <li>• mes (plural) - my</li> <li>• dans ma valise il y a... - in my suitcase there is...</li> <li>• un maillot de foot - a football shirt</li> <li>• c'est de quelle couleur ? - what colour is it?</li> <li>• c'est - it is</li> </ul>	<ul style="list-style-type: none"> <li>• les opérations - the operations</li> <li>• égale - equals</li> <li>• plus - add/plus</li> <li>• moins - minus/take away</li> <li>• multiplié par - multiplied by</li> <li>• divisé par - divided by</li> <li>• un - one</li> <li>• deux - two</li> <li>• trois - three</li> <li>• quatre - four</li> <li>• cinq - five</li> <li>• six - six</li> <li>• sept - seven</li> <li>• huit - eight</li> <li>• neuf - nine</li> <li>• dix - ten</li> <li>• onze - eleven</li> <li>• douze - twelve</li> <li>• treize - thirteen</li> <li>• quatorze - fourteen</li> <li>• quinze - fifteen</li> <li>• seize - sixteen</li> <li>• dix-sept - seventeen</li> <li>• dix-huit - eighteen</li> <li>• dix-neuf - nineteen</li> <li>• vingt - twenty</li> <li>• vingt-et-un - twenty-one</li> </ul>	<ul style="list-style-type: none"> <li>• il fait chaud - it's hot</li> <li>• il fait froid - it's cold</li> <li>• il pleut - it's raining/it rains</li> <li>• il neige - it's snowing</li> <li>• il y a du soleil - it's sunny</li> <li>• il y a du vent - it's windy</li> <li>• il y a des nuages - it's cloudy</li> <li>• le nord - north</li> <li>• le sud - south</li> <li>• l'est - east</li> <li>• l'ouest - west</li> <li>• dans le - in the</li> <li>• quel temps fait-il dans le nord? - what is the weather in the north?</li> <li>• dix - ten</li> <li>• vingt - twenty</li> <li>• trente - thirty</li> <li>• quarante - forty</li> <li>• cinquante - fifty</li> <li>• soixante - sixty</li> <li>• soixante-dix - seventy</li> <li>• quatre-vingts - eighty</li> <li>• quatre-vingts-dix - ninety</li> </ul>	<ul style="list-style-type: none"> <li>• une entrée - a starter</li> <li>• un plat principal - a main course</li> <li>• la soupe - the soup</li> <li>• la pizza - the pizza</li> <li>• le hot-dog - the hotdog</li> <li>• le hamburger - the hamburger</li> <li>• le croissant - the croissant</li> <li>• la baguette - the baguette</li> <li>• un Coca-Cola - a Coca Cola</li> <li>• une limonade - a lemonade</li> <li>• un jus d'orange - an orange juice</li> <li>• j'aime - I like</li> <li>• je n'aime pas - I don't like</li> <li>• Bonjour je voudrais une table pour un - Hello, I would like a table for one</li> <li>• voilà le menu - here is the menu</li> <li>• je voudrais - I would like</li> </ul>	<ul style="list-style-type: none"> <li>• la guitare - the guitar</li> <li>• la flûte - the flute</li> <li>• la flûte à bec - the recorder</li> <li>• la clarinette - the clarinette</li> <li>• la batterie - the drums</li> <li>• la trompette - the trumpet</li> <li>• jouer de - to play (an instrument)</li> <li>• jouer du piano - to play the piano</li> <li>• jouer du violon - to play the violin</li> <li>• jouer du saxophone - to play the saxophone</li> <li>• jouer du clavier - to play the keyboard</li> <li>• jouer de la guitare - to play the guitar</li> <li>• jouer de la flûte à bec - to play the recorder</li> <li>• jouer de la flûte - to play the flute</li> <li>• jouer de la clarinette - to</li> </ul>
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	<ul style="list-style-type: none"> <li>• elle est... - she/it is</li> <li>• fort/forte – strong</li> <li>• poli/polie- polite</li> <li>• travailleur/travailleuse - hard working</li> <li>• sportif/sportive – sporty</li> <li>• il s'appelle... - he is called...</li> <li>• elle s'appelle... - she is called...</li> </ul>	<ul style="list-style-type: none"> <li>• rouge(s) - red</li> <li>• orange - orange</li> <li>• jaune(s) - yellow</li> <li>• vert(s) (m), verte(s) (f) - green</li> <li>• bleu(s) (m), bleue(s) (f) - blue</li> <li>• rose(s) - pink</li> <li>• violet(s) (m), violette(s) (f) - violet</li> <li>• marron - brown</li> <li>• blanc(s) (m), blanche(s) (f) - white</li> <li>• noir(s) (m), noire(s) (f) - black</li> <li>• et - and</li> <li>• des chaussures (f) - shoes</li> <li>• une jupe - a skirt</li> <li>• une robe - a dress</li> <li>• un manteau - a coat</li> <li>• il porte - he is wearing</li> <li>• elle porte - she is wearing</li> <li>• grand(s) (m), grande(s) (f) - big</li> </ul>	<ul style="list-style-type: none"> <li>• vingt-deux - twenty-two</li> <li>• vingt-trois - twenty-three</li> <li>• vingt-quatre - twenty-four</li> <li>• vingt-cinq - twenty-five</li> <li>• vingt-six - twenty-six</li> <li>• vingt-sept - twenty-seven</li> <li>• vingt-huit - twenty-eight</li> <li>• vingt-neuf - twenty-nine</li> <li>• trente - thirty</li> <li>• trente-et-un - thirty-one</li> <li>• compter - to count</li> <li>• les jours de la semaine - the days of the week</li> <li>• lundi - Monday</li> <li>• mardi - Tuesday</li> <li>• mercredi - Wednesday</li> <li>• jeudi - Thursday</li> <li>• vendredi - Friday</li> <li>• samedi - Saturday</li> <li>• dimanche - Sunday</li> </ul>	<ul style="list-style-type: none"> <li>• cent - one hundred</li> <li>• nord-est - north-east</li> <li>• sud-est - south-east</li> <li>• sud-ouest - south-west</li> <li>• nord-ouest - north-west</li> <li>• le cycle de l'eau - the water cycle</li> <li>• la condensation - the condensation</li> <li>• l'évaporation - the evaporation</li> <li>• les précipitations - the precipitation</li> <li>• l'océan - the ocean</li> <li>• les nuages - the clouds</li> <li>• un bol - a bowl</li> <li>• voici - here is</li> <li>• le sac plastique - the plastic bag</li> <li>• l'assiette - the plate</li> <li>• la glace - ice</li> <li>• l'eau bouillante - the boiling water</li> <li>• de l'eau - some <u>water</u></li> </ul>	<ul style="list-style-type: none"> <li>• Vous désirez une boisson? - Would you like a drink?</li> <li>• Excusez-moi, l'addition s'il vous plaît - Excuse me, can I have the bill please</li> <li>• Alors, ça fait dix Euros, s'il vous plaît - so that will be ten Euros please</li> <li>• Et voilà ! Merci - There you are! Thank you</li> <li>• merci - thank you</li> <li>• au revoir - goodbye</li> <li>• excellent - excellent</li> <li>• super - super</li> <li>• le serveur - the waiter</li> <li>• la serveuse - the waitress</li> <li>• de l'argent - some money</li> <li>• un billet - a bill, note or paper money</li> <li>• la monnaie - change</li> </ul>	<ul style="list-style-type: none"> <li>play the clarinette</li> <li>• jouer de la batterie - to play the drums</li> <li>• jouer de la trompette - to play the trumpet</li> <li>• tu joues d'un instrument ? - do you play an instrument ?</li> <li>• je joue du/de la ... - I play the ...</li> <li>• je ne joue pas d'instrument - I don't play an instrument</li> <li>• tu joues du piano ? - do you play the piano</li> <li>• tu joues de la guitare ? - do you play the guitar</li> <li>• quel genre de musique aimes-tu ? - what kind of music do you like?</li> <li>• la musique jazz - jazz music</li> <li>• la musique pop - pop music</li> <li>• la musique classique - classical music</li> </ul>
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Key Stage Two French Curriculum Overview

		<ul style="list-style-type: none"> <li>• petit(s) (m), petite(s) (f) - little</li> <li>• les vêtements - the clothes</li> <li>• j'aime - I like</li> <li>• je n'aime pas - I don't like</li> <li>• à pois - spotted</li> <li>• à carreaux - checked</li> <li>• à rayures - striped</li> <li>• brillant(s), brillante(s) - sparkly</li> <li>• voici - here is</li> <li>• je porte - I wear</li> </ul>	<ul style="list-style-type: none"> <li>• la semaine - week</li> <li>• hier - yesterday</li> <li>• demain - tomorrow</li> <li>• aujourd'hui - today</li> <li>• les mois - the months</li> <li>• janvier - January</li> <li>• février - February</li> <li>• mars - March</li> <li>• avril - April</li> <li>• mai - May</li> <li>• juin - June</li> <li>• juillet - July</li> <li>• août - August</li> <li>• septembre - September</li> <li>• octobre - October</li> <li>• novembre - November</li> <li>• décembre - December</li> <li>• c'est quand, ton anniversaire ? - when is your birthday?</li> <li>• mon anniversaire c'est le... - my birthday is the...</li> </ul>		<ul style="list-style-type: none"> <li>• une pièce (de monnaie) - a coin</li> <li>• un - one</li> <li>• deux - two</li> <li>• trois - three</li> <li>• quatre - four</li> <li>• cinq - five</li> <li>• six - six</li> <li>• sept - seven</li> <li>• huit - eight</li> <li>• neuf - nine</li> <li>• dix - ten</li> <li>• onze - eleven</li> <li>• douze - twelve</li> <li>• treize - thirteen</li> <li>• quatorze - fourteen</li> <li>• quinze - fifteen</li> <li>• seize - sixteen</li> <li>• dix-sept - seventeen</li> <li>• dix-huit - eighteen</li> <li>• dix-neuf - nineteen</li> <li>• vingt - twenty</li> <li>• vingt-et-un - twenty-one</li> <li>• vingt-deux - twenty-two</li> <li>• trente - thirty</li> <li>• quarante - forty</li> <li>• cinquante - fifty</li> <li>• soixante - sixty</li> <li>• soixante-dix - seventy</li> </ul>	<ul style="list-style-type: none"> <li>• la musique folklorique - folk music</li> <li>• la musique rock - rock music</li> <li>• la musique country - country music</li> <li>• la musique hip hop - hip hop music</li> <li>• j'aime ... - I like...</li> <li>• je préfère ... - I prefer...</li> <li>• je n'aime pas ... - I don't like...</li> <li>• je déteste... - I hate...</li> <li>• mais - but</li> <li>• et - and</li> <li>• les pays de l'Europe - European countries</li> <li>• le Royaume-Uni - the UK</li> <li>• L'Italie (fem.) - Italy</li> <li>• L'Espagne (fem.) - Spain</li> <li>• L'Allemagne (fem.) - Germany</li> <li>• la Pologne - Poland</li> <li>• le Portugal - Portugal</li> </ul>
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Key Stage Two French Curriculum Overview

			<ul style="list-style-type: none"> <li>• les saisons - the seasons</li> <li>• il y a quatre saisons - there are four seasons</li> <li>• le printemps - the spring</li> <li>• l'été - the summer</li> <li>• l'automne - the autumn</li> <li>• l'hiver - the winter</li> <li>• quelle est la date aujourd'hui ? - what is the date today?</li> <li>• c'est la fête - it's party time</li> <li>• une invitation - an invitation</li> <li>• Je t'invite à fêter mon anniversaire - I invite you to celebrate my birthday</li> <li>• R.S.V.P. avant le: - RSVP by</li> <li>• un anniversaire - a birthday</li> <li>• le cadeau (m) - the present</li> <li>• le gâteau (m) - the cake</li> <li>• le gâteau d'anniversaire -</li> </ul>		<ul style="list-style-type: none"> <li>• quatre-vingts - eighty</li> <li>• quatre-vingts-dix - ninety</li> <li>• cent - one hundred</li> <li>• les magasins - the shops</li> <li>• la boulangerie - the baker's shop</li> <li>• du pain - some bread</li> <li>• la pâtisserie - the cake shop</li> <li>• le gâteau - the cake</li> <li>• la tarte - the tart</li> <li>• la chocolaterie - the chocolate shop</li> <li>• le chocolat - the chocolate</li> <li>• une épicerie - the grocer's shop</li> <li>• les fruits - the fruits</li> <li>• les légumes - the vegetables</li> <li>• le marché - the market</li> <li>• la nourriture - food</li> <li>• le supermarché - the supermarket</li> </ul>	<ul style="list-style-type: none"> <li>• les Pays-Bas - the Netherlands</li> <li>• la France - France</li> <li>• la Belgique - Belgium</li> <li>• la Suisse - Switzerland</li> <li>• bienvenue au concours de la chanson ! - welcome to the singing competition!</li> <li>• et maintenant, voici... - and now, here is...</li> </ul>
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Key Stage Two French Curriculum Overview

			<p>the birthday cake</p> <ul style="list-style-type: none"> <li>• les invités - the guests</li> <li>• goûter - snacks</li> <li>• les jeux - party games</li> <li>• les assiettes - the plates</li> <li>• les boissons - drinks</li> <li>• les bougies - the candles</li> <li>• pour mon anniversaire - for my birthday</li> <li>• je voudrais - I would like</li> <li>• pour mon anniversaire, je voudrais un chat - for my birthday I would like a cat</li> <li>• de la part de - from (literally 'on the part of')</li> <li>• adresse - address</li> </ul>		<ul style="list-style-type: none"> <li>• les courses - the shopping</li> <li>• un hypermarché - a hypermarket</li> <li>• tout - all/everything</li> <li>• un croque monsieur - a cheese toastie</li> <li>• le fromage - the cheese</li> <li>• le sandwich - sandwich</li> <li>• la ratatouille - ratatouille</li> <li>• la crêpe - pancake</li> <li>• la quiche - cheese egg tart</li> <li>• s'il vous plaît - please</li> <li>• la soupe de légumes - vegetable soup</li> <li>• la soupe de tomates - tomato soup</li> <li>• Oui monsieur/made moiselle/madame. Voilà! - Yes sir/miss/madam . Here you are!</li> </ul>	
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<b>Prior Knowledge</b>	<b>Year 3 - French adjectives of colour, size and shape</b>	<b>Year 4 – Portraits – describing in French</b>	<b>Year 3 - French playground games – numbers and age</b>	<b>Year 4- French numbers, calendars and birthdays</b>	<b>Year 3 - Clothes – getting dressed in France</b>	<b>Year 3 – French transport</b>
	<ul style="list-style-type: none"> <li>• Listen carefully to build correct sequences of three to four blocks.</li> <li>• Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board.</li> <li>• Recognise cognates.</li> <li>• Use please and thank you.</li> <li>• Listen carefully to instructions.</li> <li>• Describe some of the shapes in their work using language of colour, size or shape.</li> <li>• Listen and then select the correct decoration according to its colour.</li> <li>• Use software to produce artwork in the style of Matisse.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that adjectives change depending on whether they are describing a boy or girl, for example: sérieux and sérieuse.</li> <li>• Correctly identify a person from a description of their hair and eye colour.</li> <li>• Place word cards in the correct order, with the adjectives following the noun.</li> <li>• Give a spoken sentence to describe a friend.</li> <li>• Write four sentences accurately with the correct adjectival agreement,</li> </ul>	<ul style="list-style-type: none"> <li>• Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in').</li> <li>• Join in with a song using actions.</li> <li>• Respond to numbers by showing fingers or ticking on whiteboards.</li> <li>• Ask and answer a question about their age.</li> <li>• Change their answers and recognise number words.</li> <li>• Listen carefully and relate sounds to a written phoneme.</li> <li>• Recall numbers one to twelve</li> </ul>	<ul style="list-style-type: none"> <li>• Say the numbers to 31 in French.</li> <li>• Read and calculate Maths sums correctly in French.</li> <li>• Say all the days of the week, working out the words for yesterday and today.</li> <li>• Match most of the French months to their English equivalents.</li> <li>• Ask when someone's birthday is and give the number and month of their birthday.</li> <li>• Say the seasons of the year.</li> <li>• Translate the date from English to French.</li> <li>• Say the similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>• Remember and pronounce some of the new words, recognising that some are masculine and take <b>un</b>, some feminine and take <b>une</b> and some plural and take <b>des</b>.</li> <li>• Understand how to convert the indefinite article to a possessive adjective.</li> <li>• Correctly identify items of clothing based on the written word.</li> <li>• Say the words for items of clothing with accurate pronunciation.</li> <li>• Put the colour adjective after the noun.</li> <li>• Make an intelligible</li> </ul>	<ul style="list-style-type: none"> <li>• Explain strategies for working out the meaning of words.</li> <li>• Recognise nouns that are cognates or near cognates.</li> <li>• Recognise transport words in written form.</li> <li>• Join in with a song using actions to aid recall.</li> <li>• Form simple statements about a picture, using and adapting a model.</li> <li>• Build phrases with generally accurate pronunciation.</li> <li>• Write a simple sentence, including forming two different accents.</li> </ul>

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		<p>helped by a support sheet.</p>	<p>with increasingly accurate pronunciation.</p>	<p>between birthdays in the UK and France.</p> <ul style="list-style-type: none"> <li>Put a present wish-list into a sentence.</li> </ul>	<p>attempt to spell new words.</p> <ul style="list-style-type: none"> <li>Write accurately using a support and the correct form of the adjective in the correct position.</li> <li>Say a sentence using <b>J'aime</b> or <b>Je n'aime pas</b>.</li> <li>Use <b>il/elle</b> correctly and put the adjective in the correct position in relation to the noun.</li> <li>Put the right agreement on the adjective where relevant.</li> </ul>	
<p>Key Knowledge (Substantive)</p>	<p>To know that, in French, adjectives change if they describe a girl or a feminine noun and that this is called adjectival agreement.</p> <p>To know that most (but not all) adjectives take an extra 'e' at the end of the word to make it feminine.</p> <p>To know that most adjectives go after the noun in French.</p>	<p>To know that, in French, the possessive adjective 'my' must agree with the gender of the noun and that we use <i>mon</i> (m.), <i>ma</i> (f.) and <i>mes</i> (pl.)</p> <p>To know that some adjectives do not change when describing a feminine noun (<i>orange, marron, à pois</i>).</p>	<p>To know some similarities and differences between French and English schools.</p> <p>To know some French festivals that happen throughout the year.</p> <p>To know some similarities and differences between French and English birthday celebrations.</p>	<p>To know that compass point phrases can be added to the front or end of a weather phrase and it will have the same meaning.</p> <p>To know the names and locations of some of the cities in France.</p>	<p>To know that some American and English words are borrowed by the French such as <i>le hot-dog</i> and <i>le hamburger</i>.</p> <p>To know that the currency used in France is Euros and to recognise some of the notes and coins.</p> <p>To know that a bilingual dictionary can be used</p>	<p>To know that 'de' becomes 'du' (not 'de le') when followed by a masculine noun.</p> <p>To know that sentences can be extended using 'et' or 'mais'.</p> <p>To know that countries have different names in French and that each country is either masculine or feminine.</p>

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	<p>To know that if the noun in a sentence is plural then the adjective describing it also becomes plural.</p> <p>To know that the Louvre is a famous French art gallery.</p> <p>To know that the feminine and masculine form of some adjectives can sound quite different e.g. vert/verte, heureux/heureuse.</p>	<p>To know that je aime (I like) becomes j'aime and je ne aime pas becomes je n'aime pas to help with pronunciation.</p> <p>To know that if an adjective already ends in an 'e' in the masculine form, then it doesn't take another 'e' in the feminine form (e.g. jaune/rose).</p> <p>To know whether to use the pronouns il or elle (he or she) when describing what someone is wearing.</p>	<p>To know that the abbreviation RSVP, which is often used in English, stands for Répondez s'il vous plaît, which translates as 'Reply, if you please'.</p> <p>To know that creating images to help remember pronunciation of new vocabulary is a good strategy, e.g. quatorze (cat, oars).</p>		<p>to translate unknown words.</p>	<p>To know that the definite article is used in French when saying the country, e.g. la France, le Royaume-Uni, les Pays-Bas.</p>
<p><b>Key Skills (Disciplinary)</b></p>	<p>Using a model to form a spoken sentence.</p> <p>Listening and repeating further key phonemes with care.</p> <p>Choosing appropriate adjectives from a wider range of adjectives.</p> <p>Identifying items by colour and other adjectives.</p> <p>Listening and selecting information.</p> <p>Using language detective skills to decode vocabulary.</p>	<p>Recognising and answering simple questions which involve giving personal information.</p> <p>Beginning to form opinion phrases.</p> <p>Using a model to form a spoken sentence and using word cards to make short phrases.</p> <p>Speaking in full sentences using known vocabulary.</p>	<p>Recognising and answering simple questions which involve giving personal information.</p> <p>Beginning to use conversational phrases for purposeful dialogue.</p> <p>Using a model to form a spoken sentence. Speaking in full sentences using known vocabulary.</p>	<p>Recognising and answering simple questions which involve giving personal information.</p> <p>Using a model to form a spoken sentence.</p> <p>Speaking in full sentences using known vocabulary.</p> <p>Listening and repeating further key phonemes with care.</p>	<p>Recognising and answering simple questions which involve giving personal information.</p> <p>Beginning to form opinion phrases.</p> <p>Beginning to use conversational phrases for purposeful dialogue.</p> <p>Using a model to form a spoken sentence.</p>	<p>Recognising and answering simple questions which involve giving personal information.</p> <p>Beginning to form opinion phrases.</p> <p>Beginning to use conversational phrases for purposeful dialogue.</p> <p>Using a model to form a spoken sentence.</p>

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	<p>Noticing and beginning to predict key word patterns and spellings.</p> <p>Following a short text or rhyme, listening and reading at the same time.</p> <p>Selecting and writing short words and phrases.</p> <p>Making short phrases or sentences using word cards.</p> <p>Using adapted phrases to describe an object or person.</p> <p>Recognising and beginning to apply rules for placement and agreement of adjectives.</p>	<p>Listening and repeating further key phonemes with care.</p> <p>Rehearsing and performing a short presentation.</p> <p>Identifying items by colour and other adjectives.</p> <p>Using language detective skills to decode vocabulary.</p> <p>Listening to songs, joining in with songs, noticing sound patterns and listening and reading at the same time.</p> <p>Noticing and beginning to predict key word patterns, sounds and spellings and comparing these with English.</p> <p>Using cognates and near cognates along with other detective skills to gist information.</p> <p>Using the indefinite article in the plural form.</p> <p>Recognising and using possessive adjective</p>	<p>Comparing sounds and spelling patterns with English.</p> <p>Listening and repeating further key phonemes with care.</p> <p>Rehearsing and performing a short presentation.</p> <p>Listening and selecting information.</p> <p>Using language detective skills to decode vocabulary.</p> <p>Listening to songs, joining in with songs and noticing sound patterns.</p> <p>Noticing and beginning to predict key word patterns and spellings.</p> <p>Noticing and discussing cognates and beginning to identify language detective strategies.</p> <p>Following a short text or rhyme, listening and reading at the same time.</p>	<p>Rehearsing and performing a short presentation.</p> <p>Listening and selecting information.</p> <p>Using language detective skills to decode vocabulary.</p> <p>Listening to songs, joining in with songs and noticing sound patterns.</p> <p>Noticing and beginning to predict key word patterns and spellings.</p> <p>Noticing and discussing cognates and beginning to identify language detective strategies.</p> <p>Following a short text or rhyme, listening and reading at the same time.</p> <p>Using cognates and near cognates along with other detective skills to gist information.</p> <p>Selecting and writing short words and phrases.</p>	<p>Speaking in full sentences using known vocabulary.</p> <p>Listening and repeating further key phonemes with care.</p> <p>Rehearsing and performing a short presentation.</p> <p>Listening and selecting information.</p> <p>Using language detective skills to decode vocabulary.</p> <p>Noticing and beginning to predict key word patterns and spellings.</p> <p>Noticing and discussing cognates and beginning to identify language detective strategies.</p> <p>Following a short text or rhyme, listening and reading at the same time.</p> <p>Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the</p>	<p>Speaking in full sentences using known vocabulary.</p> <p>Comparing sounds and spelling patterns with English.</p> <p>Listening and repeating further key phonemes with care.</p> <p>Rehearsing and performing a short presentation.</p> <p>Listening and selecting information.</p> <p>Using language detective skills to decode vocabulary.</p> <p>Listening to songs, joining in with songs and noticing sound patterns.</p> <p>Noticing and beginning to predict key word patterns and spellings.</p> <p>Noticing and discussing cognates and beginning</p>
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Key Stage Two French Curriculum Overview

		<p>'my' and pronouns he/she/it.</p> <p>Recognising and beginning to apply rules for placement and agreement of adjectives.</p> <p>Recognising and using the negative form.</p>	<p>Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</p> <p>Using cognates and near cognates along with other detective skills to gist information.</p> <p>Selecting and writing short words and phrases.</p> <p>Making short phrases or sentences using word cards.</p> <p>Comparing schools and celebrations between France and the UK.</p>	<p>Using adapted phrases to describe an object or person.</p>	<p>spelling of unfamiliar words.</p> <p>Using cognates and near cognates along with other detective skills to gist information.</p> <p>Selecting and writing short words and phrases.</p> <p>Making short phrases or sentences using word cards.</p> <p>Using indefinite article in the plural form.</p> <p>Comparing shops and high streets of France and UK.</p> <p>Recognising and using the Euro currency.</p>	<p>to identify language detective strategies.</p> <p>Following a short text or rhyme, listening and reading at the same time.</p> <p>Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</p> <p>Using cognates and near cognates along with other detective skills to gist information.</p> <p>Selecting and writing short words and phrases.</p> <p>Making short phrases or sentences using word cards.</p> <p>Using adapted phrases to describe an object or person.</p> <p>Using the indefinite article in the plural form.</p>
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Key Stage Two French Curriculum Overview

						<p>Recognising and beginning to apply rules for placement and agreement of adjectives.</p> <p>Using prepositions.</p> <p>Making comparisons of word order in French and English.</p> <p>Identifying some French-speaking countries.</p>
Possible sequence of lessons	<p><b>Lesson 1:</b> To begin to understand that adjectives change if they describe a feminine noun.</p> <p><b>Lesson 2:</b> To understand a simple description of hair and eye colour.</p> <p><b>Lesson 3:</b> To create simple descriptive sentences.</p> <p><b>Lesson 4:</b> To understand simple descriptive sentences.</p> <p><b>Lesson 5:</b> To write descriptive sentences.</p>	<p><b>Lesson 1:</b> To recognise and use vocabulary relating to clothing.</p> <p><b>Lesson 2:</b> To apply their understanding of noun and adjective agreement in French.</p> <p><b>Lesson 3:</b> To understand adjectival position and agreement for gender and number.</p> <p><b>Lesson 4:</b> To express an opinion (like/dislike).</p>	<p><b>Lesson 1:</b> To recall and use numbers 1 to 31 in French.</p> <p><b>Lesson 2:</b> To say the days of the week in French.</p> <p><b>Lesson 3:</b> To say the months of the year.</p> <p><b>Lesson 4:</b> To select vocabulary to discuss the date in French.</p> <p><b>Lesson 5:</b> To compare similarities</p>	<p><b>Lesson 1:</b> To learn weather phrases.</p> <p><b>Lesson 2:</b> To repeat short phrases accurately.</p> <p><b>Lesson 3:</b> To describe the weather using points of the compass.</p> <p><b>Lesson 4:</b> To recognise the French written words for multiples of ten.</p>	<p><b>Lesson 1:</b> To begin to understand a conversation in French.</p> <p><b>Lesson 2:</b> To read and say amounts of money in French.</p> <p><b>Lesson 3:</b> To identify and pronounce the names of French shops correctly.</p> <p><b>Lesson 4:</b> To work out the meaning of unfamiliar words.</p>	<p><b>Lesson 1:</b> To be able to say which musical instrument you play.</p> <p><b>Lesson 2:</b> To be able to say what kind of music you like or do not like.</p> <p><b>Lesson 3:</b> To research and write information about European countries in French.</p> <p><b>Lesson 4:</b> To write a short, simple text, using familiar language.</p>

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		<p><b>Lesson 5:</b> To describe an outfit using adjectives correctly.</p>	<p>and differences between traditional birthday celebrations in France and England.</p>	<p><b>Lesson 5:</b> To understand the water cycle in French.</p>	<p><b>Lesson 5:</b> To create a French menu based on authentic texts.</p>	<p><b>Lesson 5:</b> To perform a song in French from memory with accurate pronunciation.</p>
<p><b>End of unit goals. Suggested assessment task?</b></p>	<p>Understand that adjectives change depending on whether they are describing a boy or girl, for example: sérieux and sérieuse.</p> <p>Correctly identify a person from a description of their hair and eye colour.</p> <p>Place word cards in the correct order, with the adjectives following the noun.</p> <p>Give a spoken sentence to describe a friend.</p> <p>Write four sentences accurately with the correct adjectival agreement, helped by a support sheet.</p>	<p>Remember and pronounce some of the new words, recognising that some are masculine and take <b>un</b>, some feminine and take <b>une</b> and some plural and take <b>des</b>.</p> <p>Understand how to convert the indefinite article to a possessive adjective.</p> <p>Correctly identify items of clothing based on the written word.</p> <p>Say the words for items of clothing with accurate pronunciation.</p> <p>Put the colour adjective after the noun.</p>	<p>Say the numbers to 31 in French.</p> <p>Read and calculate Maths sums correctly in French.</p> <p>Say all the days of the week, working out the words for yesterday and today.</p> <p>Match most of the French months to their English equivalents.</p> <p>Ask when someone's birthday is and give the number and month of their birthday.</p> <p>Say the seasons of the year.</p> <p>Translate the date from English to French.</p>	<p>Use a physical response to show their understanding of six to eight weather phrases.</p> <p>Repeat new phrases with accurate pronunciation.</p> <p>Say at least two sentences intelligibly to convey the weather in a given place.</p> <p>Point or move in the correct direction during a compass points game.</p> <p>Understand and say several directions and weather sentences.</p> <p>Place weather symbols in the correct locations on a map.</p>	<p>Work out what new words mean by looking for cognates.</p> <p>Use a model text to support conversation.</p> <p>Complete mathematical calculations in French, writing answers in euros.</p> <p>Recognise shop names and label a triarama.</p> <p>Use a bilingual dictionary to translate given words.</p> <p>Spell French words accurately.</p> <p>Use a range of strategies to understand an unfamiliar text.</p>	<p>Answer questions based on a video of a French-speaker, getting at least half of them correct.</p> <p>Match a set of instrument words to the appropriate picture, getting the majority of them correct (allowing for any that they don't know in English).</p> <p>Say which instrument they play.</p> <p>Say what kind of music they like, using a whole sentence.</p> <p>Ask a question after listening to other pupils' attempts.</p>

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		<p>Make an intelligible attempt to spell new words.</p> <p>Write accurately using a support and the correct form of the adjective in the correct position.</p> <p>Say a sentence using <b>J'aime</b> or <b>Je n'aime pas</b>.</p> <p>Use <b>il/elle</b> correctly and put the adjective in the correct position in relation to the noun.</p> <p>Put the right agreement on the adjective where relevant.</p>	<p>Say the similarities and differences between birthdays in the UK and France.</p> <p>Put a present wish-list into a sentence.</p>	<p>Match at least three numerals and words correctly.</p> <p>Say the correct number for their temperature.</p> <p>Show an understanding of the water cycle and relevant cognates in both languages.</p>	<p>Ask and respond to questions found in a café conversation.</p>	<p>Read and understand music genres in written form.</p> <p>Recall country names with accurate pronunciation.</p> <p>Use a full sentence to say 'J'habite en/au/aux ...'</p> <p>Write information in French about a character from a different country.</p> <p>Use familiar language to write several phrases or short sentences.</p> <p>Perform a song from memory with accurate pronunciation.</p>
<p>Suggestions for the development of deeper learning</p>	<p><b>Lesson 1:</b> giving the correct phoneme for <b>é</b> [e] and identifying the letter string <b>eau</b> as representing the sound [o]; using the correct adjective ending, according to the gender of the noun it describes, when speaking (for example, changing <b>sérieux</b> to <b>sérieuse</b> when describing a girl).</p>	<p><b>Lesson 1:</b> being able to remember and pronounce most of the new words and be confident with converting the indefinite article to a possessive adjective; asking further questions such as, 'how do you know if the plural words are masculine or feminine?'</p> <p><b>Lesson 2:</b></p>	<p><b>Lesson 1:</b> saying and recalling all the numbers to 31 and even beyond; completing the calculations in French correctly; saying, reading and creating their own sums.</p> <p><b>Lesson 2:</b> speaking fluently, without hesitation, using a full sentence, such</p>	<p><b>Lesson 1:</b> recalling the weather phrases confidently and with accurate pronunciation during the <b>Répétez si c'est vrai</b> (Repeat if true) activity.</p> <p><b>Lesson 2:</b> speaking fluently, without hesitation, using the full range of weather</p>	<p><b>Lesson 1:</b> confidently participating in the café conversation with good pronunciation; using <b>j'aime</b> and <b>je n'aime pas</b> accurately; creating their own conversations.</p> <p><b>Lesson 2:</b> understanding new vocabulary by looking out for cognates and</p>	<p><b>Lesson 1:</b> Answering at least half of the questions confidently and picking out extra information from the video clip (such as some of the types of music Maya mentions); using <b>du</b> and <b>de la</b> accurately; saying in French which instrument they play.</p>

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	<p><b>Lesson 2:</b> starting to describe someone's hair and eye colour, with support; spotting rhyming words/the same phoneme in different words.</p> <p><b>Lesson 3:</b> writing their own sentences without using word cards.</p> <p><b>Lesson 4:</b> using adjectival agreements correctly; using extended vocabulary.</p> <p><b>Lesson 5:</b> writing some sentences without the support sheet; including additional information such as additional character description words found in the dictionary.</p>	<p>spelling most words accurately, from memory; using phoneme-grapheme knowledge to help them write words; spotting patterns such as the common word ending – tte(s).</p> <p><b>Lesson 3:</b> showing greater accuracy with adjectival position and agreement, explaining clearly why a certain adjectival ending is necessary; describing a picture in terms of what the subject is wearing, using adjectives correctly.</p> <p><b>Lesson 4:</b> writing accurately without support and with correct adjectival agreement and position, or with support and using additional adjectives in their correct position; being creative with language and using two adjectives, one before and one after the noun.</p> <p><b>Lesson 5:</b> using research to add extra language such as</p>	<p>as <b>Aujourd'hui c'est lundi, demain c'est mardi, hier c'est dimanche</b> – Today is Monday, tomorrow is Tuesday and yesterday is Sunday.</p> <p><b>Lesson 3:</b> matching all the months to their English meanings and spotting patterns; writing some of the months in French from memory.</p> <p><b>Lesson 4:</b> confident pronunciation of the seasons and dates; translating the date with correct spellings.</p> <p><b>Lesson 5:</b> knowing the similarities and differences between birthdays in UK and France and adding new vocabulary to their wish-list from the dictionary.</p>	<p>phrases ( <b>il fait ...</b>, <b>il ...</b>, <b>il y a ...</b>).</p> <p><b>Lesson 3:</b> pointing or running in the correct direction without hesitation (leading, rather than following); using accurate pronunciation when saying sentences in French; placing the correct weather symbols on the map accurately, including midway points between two directions.</p> <p><b>Lesson 4:</b> matching all the numerals and words; giving a whole sentence to say the weather, including city and compass direction, with good pronunciation and without hesitation.</p> <p><b>Lesson 5:</b> explaining the processes and pronouncing the cognates correctly.</p>	<p>using context, as well as calculating the answers to the <b>supermarché</b> questions confidently, giving answers in euros but investigating what the equivalent cost would be in British pounds sterling.</p> <p><b>Lesson 3:</b> saying shop names in French, giving examples of the items the shop would sell and spelling their names accurately.</p> <p><b>Lesson 4:</b> translating words they want to use, spelling them accurately and making a note of their gender.</p> <p><b>Lesson 5:</b> using a range of different strategies to understand unfamiliar texts, including their understanding of related texts they may have seen in English; using accurate pronunciation when asking or responding to full questions in a café conversation.</p>	<p><b>Lesson 2:</b> asking the questions fluently and confidently; forming longer sentences with the connectives <b>et</b> – and or <b>mais</b> – but or using <b>je préfère</b> – I prefer; reading out and understanding music genres with correct pronunciation.</p> <p><b>Lesson 3:</b> matching up all the countries and being able to deduce why <b>Les Pays-Bas</b> must mean The Netherlands (because <b>les</b> is plural); understanding why it is <b>aux</b> (not <b>au</b>) <b>Pays-Bas</b>; writing whole sentences in French about a character from a different country, including sentences extended with <b>mais</b> and <b>et</b>.</p> <p><b>Lesson 4:</b> taking the lead within their groups; using a wider range of language structures and rhyming patterns.</p> <p><b>Lesson 5:</b> singing with confidence</p>
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		'sparkly' or using more than one adjective to describe an article of clothing, or describing more than two items of clothing; speaking clearly and confidently with good pronunciation.				and with very good pronunciation; being the spokesperson for their group; answering questions in detail.
Links to future learning	<p><b>Clothes – getting dressed in France (Year 4)</b></p> <ul style="list-style-type: none"> <li>Remember and pronounce some of the new words, recognising that some are masculine and take <b>un</b>, some feminine and take <b>une</b> and some plural and take <b>des</b>.</li> <li>Understand how to convert the indefinite article to a possessive adjective.</li> <li>Correctly identify items of clothing based on the written word.</li> <li>Say the words for items of clothing with accurate pronunciation.</li> <li>Put the colour adjective after the noun.</li> <li>Make an intelligible attempt to spell new words.</li> <li>Write accurately using a support and the correct</li> </ul>	<p><b>French monster pets (Year 5)</b></p> <ul style="list-style-type: none"> <li>Notice cognates and near cognates in the text.</li> <li>Recognise some previously known words.</li> <li>Use a dictionary resource to research the meaning of relevant vocabulary.</li> <li>Recognise and sort nouns by gender and number, and to explain the effect this may have on an adjective.</li> <li>Confidently modify sentences to use the correct</li> </ul>	<p><b>French transport (Year 3)</b></p> <ul style="list-style-type: none"> <li>Explain strategies for working out the meaning of words.</li> <li>Recognise nouns that are cognates or near cognates.</li> <li>Recognise transport words in written form.</li> <li>Join in with a song using actions to aid recall.</li> <li>Form simple statements about a picture, using and adapting a model.</li> <li>Build phrases with generally accurate pronunciation.</li> </ul>	<p><b>French speaking world (Year 3)</b></p> <ul style="list-style-type: none"> <li>Recognise and respond to directions.</li> <li>Form directional phrases of their own.</li> <li>Read and understand a range of sentences including directions.</li> <li>Form full sentences to ask and answer questions as modelled orally.</li> <li>Show some understanding of national identity and stereotypes.</li> <li>Understand a set of true/false statements and have some idea</li> </ul>	<p><b>French and the Eurovision Song Contest (Year 6)</b></p> <ul style="list-style-type: none"> <li>Answer questions based on a video of a French-speaker, getting at least half of them correct.</li> <li>Match a set of instrument words to the appropriate picture, getting the majority of them correct (allowing for any that they don't know in English).</li> <li>Say which instrument they play.</li> <li>Say what kind of music they</li> </ul>	<p><b>French speaking world (Year 5)</b></p> <ul style="list-style-type: none"> <li>Recognise and respond to directions.</li> <li>Form directional phrases of their own.</li> <li>Read and understand a range of sentences including directions.</li> <li>Form full sentences to ask and answer questions as modelled orally.</li> <li>Show some understanding of national identity and stereotypes.</li> <li>Understand a set of true/false statements and have some idea</li> </ul>

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	<p>form of the adjective in the correct position.</p> <ul style="list-style-type: none"> <li>• Say a sentence using <b>J'aime</b> or <b>Je n'aime pas</b>.</li> <li>• Use <b>il/elle</b> correctly and put the adjective in the correct position in relation to the noun.</li> <li>• Put the right agreement on the adjective where relevant.</li> </ul>	<p>articles/pronouns (<b>un/une</b> and <b>il/elle</b>) according to gender.</p> <ul style="list-style-type: none"> <li>• Unscramble jumbled sentences without any errors in word order.</li> <li>• Recognise rules of agreement in longer phrases.</li> <li>• Produce a short, structured paragraph using a range of familiar structures, with some manipulation of language and use of a word bank for support.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a simple sentence, including forming two different accents.</li> </ul>	<p>of where to locate the information about these statements in a graph/table.</p> <ul style="list-style-type: none"> <li>• Use prompts to ask and answer questions that are necessary to complete information on a passport, seeking clarification if needed.</li> </ul>	<p>like, using a whole sentence.</p> <ul style="list-style-type: none"> <li>• Ask a question after listening to other pupils' attempts.</li> <li>• Read and understand music genres in written form.</li> <li>• Recall country names with accurate pronunciation.</li> <li>• Use a full sentence to say 'J'habite en/au/aux ...'</li> <li>• Write information in French about a character from a different country.</li> <li>• Use familiar language to write several phrases or short sentences.</li> <li>• Perform a song from memory with accurate pronunciation</li> </ul>	<p>of where to locate the information about these statements in a graph/table.</p> <ul style="list-style-type: none"> <li>• Use prompts to ask and answer questions that are necessary to complete information on a passport, seeking clarification if needed.</li> </ul>
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Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	French monster pets	Space exploration	Shopping in France	French speaking world	Verbs in a French week	Meet my French family
National Curriculum	<p>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> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>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</p> <p>Present ideas and information orally to a range of audience</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</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>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</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>					



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Key Vocabulary	<ul style="list-style-type: none"> <li>• un Varan de Komodo/un dragon de Komodo - a Komodo dragon</li> <li>• un carnivore - a carnivore</li> <li>• un prédateur - a predator</li> <li>• un reptile - a reptile</li> <li>• un insecte - an insect</li> <li>• un mammifère - a mammal</li> <li>• la tête - the head</li> <li>• les épaules (f) - the shoulders</li> <li>• les genoux (m) - the knees</li> <li>• les pieds (m) - the feet</li> <li>• les yeux (m) - the eyes</li> <li>• les oreilles (f) - the ears</li> <li>• la bouche - the mouth</li> <li>• les bras (m) - the arms</li> <li>• une antenne - an antenna</li> <li>• les dents (f) - the teeth</li> <li>• le nez - the nose</li> <li>• le bec - the beak</li> <li>• les cornes (f) - the horns</li> </ul>	<ul style="list-style-type: none"> <li>• le système solaire - the solar system</li> <li>• l'espace (m) - space</li> <li>• une planète - a planet</li> <li>• un astéroïde - an asteroid</li> <li>• une comète - a comet</li> <li>• une étoile - a star</li> <li>• orbiter - to orbit</li> <li>• le Soleil - the Sun</li> <li>• la Lune - the Moon</li> <li>• Mercure - Mercury</li> <li>• Vénus - Venus</li> <li>• la Terre - the Earth</li> <li>• Mars - Mars</li> <li>• Jupiter - Jupiter</li> <li>• Saturne - Saturn</li> <li>• Uranus - Uranus</li> <li>• Neptune - Neptune</li> <li>• Pluton - Pluto</li> <li>• est - is</li> <li>• un ballon - a ball</li> <li>• une tomate - a tomato</li> <li>• une banane - a banana</li> <li>• une orange - an orange</li> <li>• un lion - a lion</li> <li>• un bébé - a baby</li> <li>• petit(s) (m), petite(s) (f) - small</li> </ul>	<ul style="list-style-type: none"> <li>• un - one</li> <li>• deux - two</li> <li>• trois - three</li> <li>• quatre - four</li> <li>• cinq - five</li> <li>• six - six</li> <li>• sept - seven</li> <li>• huit - eight</li> <li>• neuf - nine</li> <li>• dix - ten</li> <li>• onze - eleven</li> <li>• douze - twelve</li> <li>• treize - thirteen</li> <li>• quatorze - fourteen</li> <li>• quinze - fifteen</li> <li>• seize - sixteen</li> <li>• dix-sept - seventeen</li> <li>• dix-huit - eighteen</li> <li>• dix-neuf - nineteen</li> <li>• vingt - twenty</li> <li>• vingt-et-un - twenty-one</li> <li>• vingt-deux - twenty-two</li> <li>• vingt-trois - twenty-three</li> <li>• vingt-quatre - twenty-four</li> <li>• vingt-cinq - twenty-five</li> <li>• vingt-six - twenty-six</li> <li>• vingt-sept - twenty-seven</li> <li>• vingt-huit - twenty-eight</li> <li>• vingt-neuf - twenty-nine</li> <li>• trente - thirty</li> <li>• trente-et-un - thirty-one</li> <li>• trente-deux - thirty-two</li> <li>• trente-trois - thirty-three</li> <li>• quarante - forty</li> </ul>	<ul style="list-style-type: none"> <li>• au nord - to the North</li> <li>• au sud - to the South</li> <li>• à l'est - to the East</li> <li>• à l'ouest - to the West</li> <li>• le nord-est - North East</li> <li>• le nord-ouest - North West</li> <li>• le sud-est - South East</li> <li>• le sud-ouest - South West</li> <li>• je vais - I go / I'm going</li> <li>• tu vas - you go/ you are going</li> <li>• mètres – metres</li> <li>• pas – steps</li> <li>• j'ai trouvé le trésor ! – I've found the treasure!</li> <li>• tu as trouvé – you've found</li> <li>• les trésors - the treasures</li> <li>• la France - France</li> <li>• la Grande-Bretagne - Great Britain</li> <li>• la Suisse - Switzerland</li> <li>• L'Algérie - Algeria</li> <li>• le Luxembourg - Luxembourg</li> </ul>	<ul style="list-style-type: none"> <li>• chanter - to sing</li> <li>• courir - to run</li> <li>• danser - to dance</li> <li>• dormir - to sleep</li> <li>• écrire - to write</li> <li>• jouer - to play</li> <li>• lire - to read</li> <li>• manger - to eat</li> <li>• nager - to swim</li> <li>• j'aime - I like</li> <li>• je - I</li> <li>• tu - you (singular and informal)</li> <li>• il - he</li> <li>• elle - she</li> <li>• nous - we</li> <li>• vous - you (plural and formal)</li> <li>• ils - they (masculine plural)</li> <li>• elles - they (feminine plural)</li> <li>• je chante - I sing</li> <li>• tu chantes - you sing (singular, informal)</li> <li>• nous chantons - we sing</li> <li>• vous chantez - you sing (plural and singular formal)</li> <li>• ils chantent - they sing (masculine plural)</li> </ul>	<ul style="list-style-type: none"> <li>• j'ai un frère – I have a brother</li> <li>• j'ai une sœur – I have a sister</li> <li>• j'ai deux frères - I have two brothers</li> <li>• j'ai deux sœurs - I have two sisters</li> <li>• j'ai un frère et une sœur - I have a brother and a sister</li> <li>• je n'ai pas de frère – I haven't got a brother</li> <li>• je n'ai pas de sœur – I haven't got a sister</li> <li>• je n'ai pas de frère ou de sœur - I haven't got a brother or a sister</li> <li>• j'ai une sœur mais je n'ai pas de frère - I have a sister but I don't have a brother</li> <li>• je suis fils unique – I am an only child (boy)</li> <li>• je suis fille unique – I am an only child (girl)</li> <li>• mon - my (and a masculine noun)</li> <li>• ma - my (and a feminine noun)</li> <li>• mes - my (and a plural noun)</li> </ul>

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	<ul style="list-style-type: none"> <li>les jambes (f) - legs</li> <li>les pointes - the points/peaks/spikes (on the monster's tail)</li> <li>la queue - the tail</li> <li>un oeil - an eye</li> <li>le corps - the body</li> <li>court(s) (masc.)/courte(s) (fem.) - short</li> <li>grand(s) (masc.)/grande(s) (fem.) - big</li> <li>long(s) (masc.)/longue(s) (fem.) - long</li> <li>petit(s) (masc.)/petite(s) (fem.) - small</li> <li>pointu(s) (masc.)/pointue(s) (fem.) - pointed</li> <li>rouge(s) (masc. and fem.) - red</li> <li>rose(s) (masc. and fem.) - pink</li> <li>orange (masc. and fem.) - orange</li> <li>jaune(s) (masc. and fem.) - yellow</li> </ul>	<ul style="list-style-type: none"> <li>grand(s) (m), grande(s) (f) - big</li> <li>énorme - enormous</li> <li>minuscule - tiny</li> <li>fragile - fragile</li> <li>tranquille - peaceful</li> <li>chaud(s) (m), chaude(s) (f) - hot</li> <li>froid(s) (m), froide(s) (f) - cold</li> <li>plus ... que - more ... than</li> <li>plus - more</li> <li>moins - less</li> <li>moins ... que - less than</li> <li>parce que - because</li> <li>loin de - far from</li> <li>proche de - near to</li> <li>près de - near to</li> <li>plus grand(s)(e)(es) - bigger</li> <li>plus petit(s)(e)(es) - smaller</li> <li>encore plus petit(s)(e)(es) - even smaller</li> <li>plus chaud(s)(e)(es) - hotter</li> </ul>	<ul style="list-style-type: none"> <li>cinquante - fifty</li> <li>soixante - sixty</li> <li>soixante-dix - seventy</li> <li>soixante-et-onze - seventy-one</li> <li>soixante-douze - seventy-two</li> <li>soixante-treize - seventy-three</li> <li>soixante-quatorze - seventy-four</li> <li>soixante-quinze - seventy-five</li> <li>soixante-seize - seventy-six</li> <li>soixante-dix-sept - seventy-seven</li> <li>soixante-dix-huit - seventy-eight</li> <li>soixante-dix-neuf - seventy-nine</li> <li>quatre-vingts - eighty</li> <li>quatre-vingt-un - eighty-one</li> <li>quatre-vingt-dix - ninety</li> <li>quatre-vingt-onze - ninety-one</li> <li>quatre-vingt-douze - ninety-two</li> <li>quatre-vingt-treize - ninety-three</li> <li>quatre-vingt-quatorze - ninety-four</li> <li>quatre-vingt-quinze - ninety-five</li> <li>quatre-vingt-seize - ninety-six</li> </ul>	<ul style="list-style-type: none"> <li>la Tunisie - Tunisia</li> <li>le Maroc - Morocco</li> <li>Madagascar - Madagascar</li> <li>le Québec - Quebec</li> <li>la Martinique - Martinique</li> <li>la Guinée Française - French Guiana</li> <li>le Laos - Laos</li> <li>la Belgique - Belgium</li> <li>le Viêt Nam - Vietnam</li> <li>L'Égypte - Egypt</li> <li>un pays - a country</li> <li>le drapeau est - the flag is</li> <li>petit - small</li> <li>grand - big</li> <li>énorme - enormous</li> <li>une étoile - a star</li> <li>un croissant - a crescent (same shape as a croissant)</li> <li>une île - an island</li> <li>une croix - a cross</li> <li>un cercle - a circle</li> <li>rouge - red</li> <li>jaune - yellow</li> </ul>	<ul style="list-style-type: none"> <li>elles chantent - they sing (feminine plural)</li> <li>aimer - to like</li> <li>habiter - to live</li> <li>regarder - to look</li> <li>écouter - to listen</li> <li>sauter - to jump</li> <li>avoir - to have</li> <li>j'ai - I have</li> <li>tu as - you (singular and informal) have</li> <li>il/elle a - he/she has</li> <li>nous avons - we have</li> <li>vous avez - you (plural and formal) have</li> <li>ils/elles ont - they have</li> <li>être - to be</li> <li>je suis - I am</li> <li>tu es - you (singular and informal) are</li> <li>il/elle est - he/she is</li> <li>nous sommes - we are</li> <li>vous êtes - you (plural and formal) are</li> <li>ils/elles sont - they are</li> </ul>	<ul style="list-style-type: none"> <li>mon père - my father</li> <li>ma mère - my mother</li> <li>mes parents - my parents</li> <li>mon grand-père - my grandfather</li> <li>ma grand-mère - my grandmother</li> <li>mes grands-parents - my grandparents</li> <li>mon frère - my brother</li> <li>ma soeur - my sister</li> <li>le fils - the son</li> <li>la fille - the daughter</li> <li>mon oncle - my uncle</li> <li>ma tante - my aunt</li> <li>mon cousin - my cousin (boy)</li> <li>ma cousine - my cousin (girl)</li> <li>il a - he has</li> <li>elle a - she has</li> <li>les cheveux - hair</li> <li>les yeux - eyes</li> <li>les cheveux blonds - blond hair</li> <li>les cheveux noirs - black hair</li> <li>les cheveux roux - ginger hair</li> </ul>
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Key Stage Two French Curriculum Overview

	<ul style="list-style-type: none"> <li>bleu(s) (masc.)/bleue(s) (fem.) - blue</li> <li>noir(s) (masc.)/noire(s) (fem.) - black</li> <li>vert(s) (masc.)/verte(s) (fem.) - green</li> <li>blanc(s) (masc.)/blanche(s) (fem.) - white</li> <li>gris (masc.)/grise(s) (fem.) - grey</li> <li>qu'est-ce que c'est ? - what is it?</li> <li>il a - he/it has</li> <li>elle a - she/it has</li> <li>un éléphant - an elephant</li> <li>un kangourou - a kangaroo</li> <li>un escargot - a snail</li> <li>une girafe - a giraffe</li> <li>une tortue - a tortoise</li> <li>une grenouille - a frog</li> <li>beau/beaux (m) belle(s) (f) - beautiful</li> <li>c'est un/ c'est une - it's a</li> </ul>	<ul style="list-style-type: none"> <li>très chaud(s)(e)(es) - very hot</li> <li>moins chaud(s)(e)(es) - less hot</li> <li>plus froid(s)(e)(es) - colder</li> <li>très froid(s)(e)(es) - very cold</li> <li>glacé(s) (m), glacée(s) (f) - frozen</li> <li>comment elle s'appelle ? - what is it/she called?</li> <li>quelle est la température ? - what's the temperature?</li> <li>c'est [X] degrés. - it's [X] degrees.</li> <li>rouge(s) - red</li> <li>vert(s)(e)(es) - green</li> <li>bleu(s)(e)(es) - blue</li> <li>jaune(s) - yellow</li> <li>orange - orange</li> <li>blanc(s) (m), blanche(s) (f) - white</li> </ul>	<ul style="list-style-type: none"> <li>quatre-vingt-dix-sept - ninety-seven</li> <li>quatre-vingt-dix-huit - ninety-eight</li> <li>quatre-vingt-dix-neuf - ninety-nine</li> <li>cent - hundred</li> <li>mille - thousand</li> <li>Euro(s) - Euro(s)</li> <li>les fruits - the fruits</li> <li>un ananas - a pineapple</li> <li>un abricot - an apricot</li> <li>un citron - a lemon</li> <li>une pomme - an apple</li> <li>une poire - a pear</li> <li>une pêche - a peach</li> <li>une banane - a banana</li> <li>une orange - an orange</li> <li>une cerise - a cherry</li> <li>une fraise - a strawberry</li> <li>une pastèque - a watermelon</li> <li>des raisins - (some) grapes</li> <li>je vais au marché et j'achète... - I go to the market and I buy...</li> <li>lundi - Monday</li> <li>mardi - Tuesday</li> <li>mercredi - Wednesday</li> <li>jeudi - Thursday</li> <li>vendredi - Friday</li> <li>samedi - Saturday</li> <li>dimanche - Sunday</li> <li>il a faim - he is hungry</li> </ul>	<ul style="list-style-type: none"> <li>bleu - blue</li> <li>vert - green</li> <li>noir - black</li> <li>blanc - white</li> <li>il y a...? - is there...?/there is...</li> <li>un/une - a(n)</li> <li>de la, du, de l', des - some</li> <li>l'intrus - the odd one out</li> <li>des montagnes - some mountains</li> <li>des châteaux - some castles</li> <li>du fromage - some cheese</li> <li>des canaux - some canals</li> <li>des forêts - some forests</li> <li>des tigres - some tigers</li> <li>des lanternes - some lanterns</li> <li>le marché flottant - the floating market</li> <li>les Pyramides - the Pyramids</li> <li>des ours - some bears</li> <li>la Poutine - Poutine (a dish from Quebec of chips, cheese and gravy)</li> </ul>	<ul style="list-style-type: none"> <li>une semaine - a week</li> <li>lundi - Monday</li> <li>mardi - Tuesday</li> <li>mercredi - Wednesday</li> <li>jeudi - Thursday</li> <li>vendredi - Friday</li> <li>samedi - Saturday</li> <li>dimanche - Sunday</li> <li>marcher - to walk</li> <li>arriver - to arrive</li> <li>frapper - to knock</li> <li>tomber - to fall</li> <li>rester - to stay, rest</li> <li>explorer - to explore</li> <li>décider - to decide</li> </ul>	<ul style="list-style-type: none"> <li>les cheveux longs - long hair</li> <li>les cheveux courts - short hair</li> <li>les yeux bleus - blue eyes</li> <li>les yeux verts - green eyes</li> <li>les yeux gris - grey eyes</li> <li>le nez - the nose</li> <li>son anniversaire, c'est le ... - his/her birthday is the...</li> <li>il/elle a [ ] ans - he/she is [ ] years old</li> <li>j'aime - I like</li> <li>j'aime beaucoup - I really like</li> <li>j'adore - I love</li> <li>je n'aime pas - I don't like</li> <li>les ananas (m) - the pineapples</li> <li>les abricots (m) - the apricots</li> <li>les citrons (m) - the lemons</li> <li>les pommes (f) - the apples</li> <li>les poires (f) - the pears</li> <li>les pêches (f) - the peaches</li> <li>les bananes (f) - the bananas</li> </ul>
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Key Stage Two French Curriculum Overview

	<ul style="list-style-type: none"> <li>• rond(s) (m), ronde(s) (f) - round</li> <li>• un lion - a lion</li> <li>• un serpent - a snake</li> <li>• un poisson - a fish</li> <li>• elle habite dans le désert - she/it lives in the desert</li> <li>• il habite dans la forêt - he/it lives in the forest</li> <li>• elle habite dans l'océan - she/it lives in the ocean</li> <li>• elle est un herbivore - she/it is a herbivore</li> <li>• il est un carnivore - he/it is a carnivore</li> <li>• il est un omnivore - he/it is an omnivore</li> <li>• elle mange les petites fleurs - she/it eats little flowers</li> <li>• il mange les petits poissons rouges - he/it eats little red fish</li> <li>• elle mange les serpents noirs et</li> </ul>		<ul style="list-style-type: none"> <li>• toujours - always</li> <li>• il n'a pas faim - he isn't hungry</li> <li>• il mange - he eats</li> <li>• un croissant - a croissant</li> <li>• une glace - an ice cream</li> <li>• des chips - some crisps</li> <li>• du poulet - some chicken</li> <li>• de la soupe - some soup</li> <li>• des bonbons - some sweets</li> <li>• il reste au lit - he stays in bed</li> <li>• il a tout mangé ! - he has eaten everything!</li> <li>• je voudrais - I would like</li> <li>• c'est combien ? - how much is it?</li> <li>• ça fait .... € - that's ...€</li> <li>• un oignon - an onion</li> <li>• une carotte - a carrot</li> <li>• une tomate - a tomato</li> <li>• du café - some coffee</li> <li>• du chocolat - some chocolate</li> <li>• du fromage - some cheese</li> <li>• du pain - some bread</li> <li>• de la salade - some salad</li> <li>• des biscuits - some biscuits</li> </ul>	<ul style="list-style-type: none"> <li>• des volcans - some volcanoes</li> <li>• des chameaux - some camels</li> <li>• des mosaïques - some mosaics</li> <li>• des sangliers - some wild boar</li> <li>• des gauffres - some waffles</li> <li>• il fait chaud - it's hot</li> <li>• il fait très chaud - it's very hot</li> <li>• il fait plus chaud qu'en/au/à - it's hotter than in</li> <li>• il fait moins chaud qu'en/au/à - it's less hot than in</li> <li>• il ne fait pas chaud - it's not hot</li> <li>• il fait froid - it's cold</li> <li>• il pleut - it rains</li> <li>• il pleut beaucoup - it rains a lot</li> <li>• il pleut plus qu'en/au/à ... - it rains more than in</li> <li>• il pleut moins qu'en/au ... - it rains less than in</li> <li>• il ne pleut pas - it doesn't rain</li> <li>• la température est de X degrés - the</li> </ul>		<ul style="list-style-type: none"> <li>• les oranges (f) - the oranges</li> <li>• les cerises (f) - the cherries</li> <li>• les fraises (f) - the strawberries</li> <li>• les pastèques (f) - the watermelons</li> <li>• les raisins - the grapes</li> <li>• les carottes (féminine) - the carrots</li> <li>• les bonbons - the sweets</li> <li>• les biscuits - the biscuits</li> <li>• et - and</li> <li>• mais - but</li> <li>• l'anniversaire de ma mère, c'est le trois juillet - my mother's birthday is the third of July</li> <li>• il a trente-huit ans - he is thirty-eight years old</li> </ul>
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Key Stage Two French Curriculum Overview

	<p>les plantes vertes - she/it eats black snakes and green plants</p>		<ul style="list-style-type: none"> <li>• des petits pois - some peas</li> <li>• de l'ail - some garlic</li> <li>• ratatouille - ratatouille</li> <li>• les ingrédients - the ingredients</li> <li>• les ustensiles - the utensils</li> <li>• les courgettes - courgettes</li> <li>• une aubergine - an aubergine</li> <li>• un poivron - a pepper</li> <li>• deux gousses d'ail - two cloves of garlic</li> <li>• des herbes - some herbs</li> <li>• du thym - some thyme</li> <li>• du romarin - some rosemary</li> <li>• du laurier - some bay</li> <li>• du basilic - some basil</li> <li>• de l'huile d'olive - some olive oil</li> <li>• du sel - some salt</li> <li>• du poivre - some pepper</li> <li>• une pincée - a pinch (of)</li> <li>• un couteau - a knife</li> <li>• une cuillère - a spoon</li> <li>• une poêle - a cooking pot</li> <li>• les légumes - the vegetables</li> <li>• laver - to wash</li> <li>• couper - to cut</li> </ul>	<p>temperature is X degrees</p> <ul style="list-style-type: none"> <li>• quel est le nom du pays ? – what is the country called ?</li> <li>• quelle est la population ? - what is the population?</li> <li>• quel est le climat ? – what is the climate like?</li> <li>• qu'est-ce qu'il y a à visiter ? – what is there to visit?</li> <li>• je voudrais visiter – I would like to visit</li> <li>• parce que - because</li> </ul>		
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Key Stage Two French Curriculum Overview

			<ul style="list-style-type: none"> <li>• ajouter - to add</li> <li>• émincer - to slice</li> <li>• laisser cuire - to leave to cook</li> <li>• à feu bas - on a low heat</li> <li>• couvrir - to cover</li> <li>• c'est délicieux ! - It's delicious!</li> <li>• bon appétit ! - bon appétit!/enjoy!</li> </ul>			
<b>Prior Knowledge</b>	<b>Y4 - Portraits – describing in French</b>	<b>Y4 - Clothes – getting dressed in France</b>	<b>Y3 - French numbers, calendars and birthdays</b>	<b>Y4 - French weather and the water cycle</b>	<b>Y5 - Space exploration – in French</b>	<b>Y4 - French and the Eurovision Song Contest</b>

Key Stage Two French Curriculum Overview

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Key Knowledge (Substantive)</b></p>	<p>To know that bilingual dictionaries should not be used to look up every single word in a text.</p> <p>To know that there are usually four forms of an adjective to describe- a noun that is singular masculine, a noun that is singular feminine, a noun that is plural masculine and a noun that is plural feminine.</p> <p>To revise that adjectives of size go before the noun and adjectives of colour go after the noun.</p>	<p>To know that, in French, the days of the week (with the exception of Sunday – Dimanche) were named after bodies in the solar system.</p> <p>To know that metaphors and similes are also used in French and that a metaphor is when we say an object is another object and that a simile is when we liken an object to another. To know that I can compare nouns by placing plus/moins and que around the adjective (e.g. Neptune est plus grande que Mercure).</p> <p>To know that I can use parce que (because) to extend my sentence and give a justification.</p>	<p>To know that the pattern of building larger numbers changes beyond 70 by adding the teen numbers to 60, e.g. soixante-dix (70), soixante-onze, soixante-douze.</p> <p>To know that the word for 80 means ‘four twenties’ – quatre-vingts, and numbers up to 100 are built by continuing to count on from quatre-vingt, e.g. quatre-vingt-neuf (89), quatre-vingt-dix (90), quatre-vingt-onze (91).</p> <p>To know that there are clues in the words for the multiples of 10, e.g. cinquante (50). To know that ‘de’ translates as ‘of’ or ‘some’ and know that it changes when coupled with ‘le’ to become ‘du’ (not ‘de le’) and when coupled with ‘les’ to become ‘des’ (not ‘de les’).</p>	<p>To know that when using à (to) and then the direct article à+le = au (e.g. au nord).</p> <p>To know that there are many countries in the world where French is spoken and be able to name some of these.</p> <p>To know some ‘treasures’ that make up the national identity of France and some other French-speaking countries.</p> <p>To know that I can use il y a to mean ‘there is’ or ‘there are’.</p>	<p>To understand that French verbs take different forms.</p> <p>To know that the infinitive is the basic form of the verb which in English is usually expressed as ‘to [do something]’ (e.g. ‘to run’).</p> <p>To know that there are three different endings for French verbs in the infinitive form: those that end -er, those that end -ir and those that end -re.</p> <p>To know that the ending of regular -er verbs changes to go with the subject pronoun.</p> <p>To know that the French use guillemets &lt;&lt; &gt;&gt; in the same way that the speech marks are used in English.</p> <p>To know that some verbs do not follow regular patterns, such as ‘avoir’ (to have) and ‘être’ (to be).</p>	<p>To know that there is no possessive apostrophe in French but that to say ‘my mother’s father’ the French would say ‘Le père de ma mère’ (the father of my mother).</p> <p>To know that when a singular noun begins with a vowel, the possessive adjective ‘ma’ is difficult to pronounce, so ‘mon’ is used (e.g. mon ami / mon amie).</p> <p>To revise agreement and position of adjectives in French.</p> <p>To know that the word order is sometimes different in French compared to English.</p>
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Key Stage Two French Curriculum Overview

					To know how to conjugate the verbs 'avoir' and 'être'.	
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Key Stage Two French Curriculum Overview

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Key Skills (Disciplinary)</b></p>	<p>Rehearsing and recycling extended sentences orally.</p> <p>Planning and presenting a short descriptive text.</p> <p>Making realistic attempts at pronunciation of new, unknown vocabulary.</p> <p>Using adjectives with correct placement and agreement.</p> <p>Listening and following the sequence of a story, song or text including some unfamiliar language.</p> <p>Matching unknown written words to new spoken words.</p> <p>Recognising features of different text types.</p> <p>Using a range of language detective strategies to decode new vocabulary including context and text type.</p> <p>Confidently using a bilingual dictionary to find the meaning of unknown words and check the</p>	<p>Forming a question in order to ask for information.</p> <p>Presenting factual information in extended sentences including justification.</p> <p>Rehearsing and recycling extended sentences orally.</p> <p>Using intonation and gesture to differentiate between statements and questions.</p> <p>Making realistic attempts at pronunciation of new, unknown vocabulary.</p> <p>Listening and repeating key phonemes with care, applying pronunciation rules.</p> <p>Adapting a story and retelling to the class.</p> <p>Listening and gisting information from an extended text using language detective skills such as cognates.</p> <p>Matching unknown written words to new spoken words.</p> <p>Recognising blends of sounds and selecting</p>	<p>Presenting factual information in extended sentences including justification.</p> <p>Rehearsing and recycling extended sentences orally.</p> <p>Using intonation and gesture to differentiate between statements and questions.</p> <p>Making realistic attempts at pronunciation of new, unknown vocabulary.</p> <p>Listening and repeating key phonemes with care, applying pronunciation rules.</p> <p>Adapting a story and retelling to the class.</p> <p>Listening and gisting information from an extended text using language detective skills such as cognates.</p> <p>Listening and following the sequence of a story, song or text including some unfamiliar language.</p> <p>Matching unknown written words to new spoken words.</p>	<p>Forming a question in order to ask for information.</p> <p>Presenting factual information in extended sentences including justification.</p> <p>Rehearsing and recycling extended sentences orally.</p> <p>Planning and presenting a short descriptive text.</p> <p>Using intonation and gesture to differentiate between statements and questions.</p> <p>Making realistic attempts at pronunciation of new, unknown vocabulary.</p> <p>Listening and repeating key phonemes with care, applying pronunciation rules.</p> <p>Listening and gisting information from an extended text using language detective skills such as cognates.</p> <p>Listening and following the sequence of a story, song or text including some unfamiliar language.</p>	<p>Making realistic attempts at pronunciation of new, unknown vocabulary.</p> <p>Listening and repeating key phonemes with care, applying pronunciation rules.</p> <p>Adapting a story and retelling to the class.</p> <p>Listening and gisting information from an extended text using language detective skills such as cognates.</p> <p>Listening and following the sequence of a story, song or text including some unfamiliar language.</p> <p>Matching unknown written words to new spoken words.</p> <p>Recognising blends of sounds and common spelling patterns.</p> <p>Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</p>	<p>Presenting factual information in extended sentences including justification.</p> <p>Rehearsing and recycling extended sentences orally.</p> <p>Planning and presenting a short descriptive text.</p> <p>Making realistic attempts at pronunciation of new, unknown vocabulary.</p> <p>Listening and following the sequence of a story, song or text including some unfamiliar language.</p> <p>Matching unknown written words to new spoken words.</p> <p>Recognising blends of sounds and selecting words to recognise common spelling patterns.</p> <p>Using a range of language detective strategies to decode new vocabulary including context and text type.</p>
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Key Stage Two French Curriculum Overview

	<p>spelling of unfamiliar words.</p> <p>Using contextual clues and cues to gist and make predictions about meanings.</p> <p>Gisting information from an extended text.</p> <p>Using existing knowledge of vocabulary and phrases to create new sentences.</p> <p>Writing a short text using word and phrase cards to model or scaffold.</p> <p>Using different adjectives, with correct positioning and agreement.</p> <p>Correct use of definite and indefinite article depending on gender and number of noun and including partitive 'some'.</p> <p>Applying placement and agreement rules for adjectives.</p>	<p>words to recognise common spelling patterns.</p> <p>Using a range of language detective strategies to decode new vocabulary including context and text type.</p> <p>Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</p> <p>Using existing knowledge of vocabulary and phrases to create new sentences.</p> <p>Completing a gapped text with key words/phrases.</p> <p>Writing a short text using word and phrase cards to model or scaffold.</p> <p>Using different adjectives with correct positioning and agreement.</p> <p>Using language of metaphor and comparison.</p> <p>Correctly using definite and indefinite articles depending on gender and</p>	<p>Recognising blends of sounds and selecting words to recognise common spelling patterns.</p> <p>Recognising features of different text types.</p> <p>Using a range of language detective strategies to decode new vocabulary including context and text type.</p> <p>Reading and adapting a range of different format short texts.</p> <p>Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</p> <p>Using contextual clues and cues to gist and make predictions about meanings.</p> <p>Completing a gapped text with key words/phrases.</p> <p>Correct use of definite and indefinite article depending on gender and number of noun and including partitive 'some'.</p>	<p>Matching unknown written words to new spoken words.</p> <p>Recognising features of different text types.</p> <p>Using a range of language detective strategies to decode new vocabulary including context and text type.</p> <p>Reading and adapting a range of different format short texts.</p> <p>Using language of metaphor and comparison.</p> <p>Correct use of definite and indefinite article depending on gender and number of noun and including partitive 'some'.</p> <p>Exploring verbs in infinitive form.</p> <p>Identifying and locating other countries in the world where French is spoken.</p> <p>Comparing geographical features and climates of different French-speaking countries.</p>	<p>Using contextual clues and cues to gist and make predictions about meanings.</p> <p>Using existing knowledge of vocabulary and phrases to create new sentences.</p> <p>Completing a gapped text with key words/phrases.</p> <p>Writing a short text using word and phrase cards to model or scaffold.</p> <p>Recognising and applying verb endings for present regular 'er' verbs.</p> <p>Exploring verbs in infinitive form.</p> <p>Learning and using some high frequency irregular verbs e.g. to have, to be, to go.</p>	<p>Reading and adapting a range of different format short texts.</p> <p>Using contextual clues and cues to gist and make predictions about meanings.</p> <p>Gisting information from an extended text.</p> <p>Using existing knowledge of vocabulary and phrases to create new sentences.</p> <p>Completing a gapped text with key words/phrases.</p> <p>Writing a short text using word and phrase cards to model or scaffold.</p> <p>Using different adjectives, with correct positioning and agreement.</p> <p>Applying placement and agreement rules for adjectives.</p>
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Key Stage Two French Curriculum Overview

		number of noun and including partitive 'some'.  Applying placement and agreement rules for adjectives.  Using comparative language.	Recognising and applying verb endings for present regular 'er' verbs.			
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Key Stage Two French Curriculum Overview

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Sequence of lessons</b></p>	<p>To investigate text for visual clues and find information</p> <p>To identify and sort nouns by their gender, number and meaning</p> <p>To make a short presentation in French</p> <p>To use adjectives correctly</p> <p>To be able to create my own descriptive paragraph</p>	<p>To pick out key ideas and phrases in a longer piece of spoken French</p> <p>To use nouns and adjectives correctly to create metaphor poetry</p> <p>To make comparisons in French</p> <p>To read and build factually and grammatically accurate sentences</p> <p>To ask and answer questions and describe and compare planets</p>	<p>To build numbers and prices confidently in French</p> <p>To name different foods in French and notice patterns in sounds</p> <p>To be able to join in with and perform a short, repetitive story using voice and actions to communicate to an audience</p> <p>To be able to use vocabulary to describe a quantity of different food nouns</p> <p>To be able to explore and understand an authentic French text</p>	<p>Recognise and respond to directions.</p> <p>Form directional phrases of their own.</p> <p>Read and understand a range of sentences including directions.</p> <p>Form full sentences to ask and answer questions as modelled orally.</p> <p>Show some understanding of national identity and stereotypes.</p> <p>Understand a set of true/false statements and have some idea of where to locate the information about these statements in a graph/table.</p> <p>Use prompts to ask and answer questions that are necessary to complete information on a passport, seeking clarification if needed.</p>	<p>To recognise that verbs take different forms and to find infinitive verbs in a dictionary</p> <p>To begin to recognise some regular verbs in the present tense</p> <p>To choose and use appropriate verb endings</p> <p>To know that some verbs do not follow regular patterns</p> <p>To build and deliver a short presentation, choosing and using a range of action verbs</p>	<p>To recognise and use phrases to say if I have a brother or sister</p> <p>To be able to name different family members on a family tree</p> <p>To be able to build descriptive sentences into a short paragraph</p> <p>To be able to understand and express simple opinions</p> <p>To plan and prepare a short presentation about my family.</p>
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Key Stage Two French Curriculum Overview

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>End of unit goals. Suggested assessment task?</b></p>	<p>Notice cognates and near cognates in the text.</p> <p>Recognise some previously known words.</p> <p>Use a dictionary resource to research the meaning of relevant vocabulary.</p> <p>Recognise and sort nouns by gender and number, and to explain the effect this may have on an adjective.</p> <p>Confidently modify sentences to use the correct articles/pronouns (<b>un/une</b> and <b>il/elle</b>) according to gender.</p> <p>Unscramble jumbled sentences without any errors in word order.</p> <p>Recognise rules of agreement in longer phrases.</p> <p>Produce a short, structured paragraph using a range of familiar structures, with some manipulation of language</p>	<p>Listen and identify cognates in French, noticing differences with spelling and pronunciation, e.g. for planet names.</p> <p>Write their own metaphors using a writing model, replacing nouns with original vocabulary.</p> <p>Make the correct choice of <b>un/une</b> for gender and add colour adjectives when writing.</p> <p>Form a factually and grammatically accurate phrase to compare two planets in terms of their size or temperature.</p> <p>Adapt a model text to create an original sentence of their own, including descriptive phrases.</p>	<p>Recognise number words in written form.</p> <p>Correctly pronounce two-digit numbers that have been generated randomly.</p> <p>Recall vocabulary by matching the correct pictures to the appropriate words.</p> <p>Join in with a story, using gestures and key vocabulary.</p> <p>Correctly sort word-cards by gender and apply the appropriate article.</p> <p>Highlight a range of known and easily recognisable vocabulary in a text.</p>	<p>Recognise and respond to directions.</p> <p>Form directional phrases of their own.</p> <p>Read and understand a range of sentences including directions.</p> <p>Form full sentences to ask and answer questions as modelled orally.</p> <p>Show some understanding of national identity and stereotypes.</p> <p>Understand a set of true/false statements and have some idea of where to locate the information about these statements in a graph/table.</p> <p>Use prompts to ask and answer questions that are necessary to complete information on a passport, seeking clarification if needed.</p>	<p>Attempt to read new verbs aloud with confidence and mostly accurate pronunciation.</p> <p>Create an opinion phrase using one of the new verbs.</p> <p>Work together to visually and orally present a verb in at least three different forms, with the appropriate pronoun.</p> <p>Work together to build a verb spinner and use it to generate appropriate phrases.</p> <p>Recognise and recall different parts of verbs 'avoir' and 'être'.</p> <p>Create an original short text, correctly adapting a range of verbs to their appropriate form.</p>	<p>Correctly complete a gap-fill activity with French vocabulary, using pictures.</p> <p>Recognise words that are similar to English.</p> <p>Adapt a sentence to change its meaning.</p> <p>Apply some understanding of French pronunciation.</p> <p>Recognise key information within a longer text.</p> <p>Confidently build sentences using word cards.</p> <p>Respond to spoken opinions with the correct gesture.</p> <p>Use different opinions in sentences.</p> <p>Change elements of a sentence whilst retaining the meaning.</p> <p>Organise a text, making simple adaptations which do not affect its overall sense.</p>
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Key Stage Two French Curriculum Overview

	and use of a word bank for support.					
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Key Stage Two French Curriculum Overview

Suggestions for the development of deeper learning

<p><b>Lesson 1:</b> Attempting to use the context to gist and verbally translate whole phrases/sentences in English, with generally accurate understanding.</p> <p><b>Lesson 2:</b> Manipulating sentences, including correctly replacing adjectives/nouns with appropriate agreement (encourage use of dictionary for additional vocabulary if needed).</p> <p><b>Lesson 3:</b> Seeking to use a wider range of vocabulary sourced from the dictionary and built into sentences observing and applying grammar that covered.</p> <p><b>Lesson 4:</b> Recalling complete phrases of text and spotting errors in their partner's transcription. Recognising and applying rules of agreement in longer phrases.</p>	<p><b>Lesson 1:</b> A greater level of language prediction, with a wider range of English vocabulary on the word mat as well as good attempts to apply phonics knowledge and familiar sounds within French words to pronounce new vocabulary with a degree of accuracy.</p> <p><b>Lesson 2:</b> Sourcing vocabulary from the bilingual dictionaries and applying rules to agree (changing to feminine form if needed).</p> <p><b>Lesson 3:</b> Seeking to give additional information, including asking for or researching adjectives or using extra information from the fact table.</p> <p><b>Lesson 4:</b> Confidently selecting the correct words, including attempts at spelling familiar and less familiar words with accuracy.</p> <p><b>Lesson 5:</b> Thinking about using the comparative or explanatory phrases from</p>	<p><b>Lesson 1:</b> Building larger numbers more independently.</p> <p><b>Lesson 2:</b> challenge them to include numbers of different fruits in the market game eg. <b>Je vais au marché et j'achète douze pommes et cinq citrons</b> – I am going to the market and I buy twelve apples and five lemons.</p> <p><b>Lesson 3:</b> challenge them to include extra detail using different vocabulary from previous units eg. trois glaces, une grande banane, et des bonbons rouges – three ice-creams, a big banana, and some red sweets.</p> <p><b>Lesson 4:</b> challenge them to add additional words to their circles by looking up new vocabulary in the bilingual dictionary.</p> <p><b>Lesson 5:</b> Applying their understanding of the text type/context to decode new vocabulary, without necessarily using the dictionary. Drawing on</p>	<p><b>Lesson 1:</b> using clear and accurate pronunciation and a variety of directional and number phrases with confidence.</p> <p><b>Lesson 2:</b> being able to use text and apply understanding to build their own sentences.</p> <p><b>Lesson 3:</b> easy manipulation of vocabulary and recognition of previously taught spelling patterns for accurate pronunciation. Challenging perceptions and stereotypes when identifying features of places.</p> <p><b>Lesson 4:</b> could investigate and create comparative phrases of their own to compare Belgium and Madagascar using the quiz questions as a model. As a further extension exercise, the children can create their own vrai ou faux questions in French.</p> <p><b>Lesson 5:</b> adapting intonation to distinguish questions</p>	<p><b>Lesson 1:</b> using the previous knowledge of countries to write a complex sentence and translate it accurately, to know the present and future tense of aller.</p> <p><b>Lesson 2:</b> reading and listening to identify the present and future tenses, knowing the different countries and confidently saying the verb aller.</p> <p><b>Lesson 3:</b> Once confident with their answers on the activity sheet, challenge them to add details, such as colour and size adjectives, remembering that colour adjectives go after the noun and that size adjectives go before the noun. They could also change the article (un, une or des) to a possessive adjective (mon, ma, mes).</p> <p><b>Lesson 4:</b> confidently predicting the meaning of unknown words and understanding the gist of the text to be able to answer all the questions.</p>	<p><b>Lesson 1:</b> Quickly noticing patterns in word order to help with understanding and independently building original phrases and using 'detective' skills for additional new language.</p> <p><b>Lesson 2:</b> Using new vocabulary to attempt to build a range of different sentences, selecting the correct word for my (mon, ma, mes)</p> <p><b>Lesson 3:</b> quickly able to establish which information is most useful for understanding. Building and adapting sentences with ease to convey their own information.</p> <p><b>Lesson 4:</b> create extended sentences using et (and) / mais (but), as well as alternatives using vocabulary from previous topics. To stretch the very able, ask the children to add adjectives such as grand(s)/grande(s) following an example such as ma soeur adore les petites pommes vertes et les grandes cerises rouges – my sister loves small,</p>
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	<p><b>Lesson 5:</b> Seeking to incorporate a wider range of vocabulary, possibly including new vocabulary sourced from the dictionary. Creating longer phrases with accuracy in word order and agreement of adjectives.</p>	<p>the previous two lessons, extending vocabulary, choosing and using appropriate nouns/adjectives and applying appropriate grammar.</p>	<p>different strategies to work out meanings.</p>	<p>answers, with fluency in speaking.</p>	<p><b>Lesson 5:</b> find information to plan a holiday and present the information to a range of audiences.</p>	<p>green apples and big red cherries.</p> <p><b>Lesson 5:</b> Making ambitious word selections, including new vocabulary sourced from a dictionary, presenting whole paragraphs with fluency and accuracy.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Links to future learning</p>	<p><b>Y6 - French football champions</b></p> <ul style="list-style-type: none"> <li>• Try two methods of memorising and learn at least four of the new words.</li> <li>• Learn and pronounce most of the new words, remembering the vocabulary from the previous lesson.</li> <li>• Translate some player profiles.</li> <li>• Construct the sentence, I come from [a place] in French.</li> <li>• Understand comprehension questions based on the topic of football and show some competence in answering them.</li> <li>• Complete part of a player profile.</li> <li>• Deliver an oral presentation with a reasonable standard of pronunciation.</li> </ul>	<p><b>Y6 -French football champions</b></p> <ul style="list-style-type: none"> <li>• Try two methods of memorising and learn at least four of the new words.</li> <li>• Learn and pronounce most of the new words, remembering the vocabulary from the previous lesson.</li> <li>• Translate some player profiles.</li> <li>• Construct the sentence, I come from [a place] in French.</li> <li>• Understand comprehension questions based on the topic of football and show some competence in answering them.</li> <li>• Complete part of a player profile.</li> <li>• Deliver an oral presentation with a reasonable standard of pronunciation.</li> </ul>	<p><b>Y6 - In my French house</b></p> <ul style="list-style-type: none"> <li>• Understand the different types of houses and their rooms in French.</li> <li>• Ask and answer questions using vocabulary about houses.</li> <li>• Remember and understand the elements of a house and family.</li> <li>• Use a writing frame to create a written description of their house.</li> <li>• Label a bedroom and use the related vocabulary in simple sentences.</li> <li>• Accurately use prepositions verbally as well as in written sentences.</li> <li>• Describe all the rooms in their house.</li> <li>• Describe where they live and with whom.</li> <li>• Write a letter including questions.</li> </ul>	<p><b>Y6 - Planning a French holiday</b></p> <ul style="list-style-type: none"> <li>• Remember the countries in the world in French.</li> <li>• Use a writing model to create a complex sentence.</li> <li>• Begin to understand the present and future tense of 'aller' in French.</li> <li>• Identify the present and future tenses in reading and listening.</li> <li>• Label images of clothing correctly.</li> <li>• Speak in sentences and write a paragraph.</li> <li>• Recognise familiar words and cognates.</li> <li>• Begin to understand the gist of the text to be able to answer some questions.</li> <li>• Find out information from a range of websites and use this information to plan a holiday.</li> </ul>	<p><b>Y6 - French sport and the Olympics</b></p> <ul style="list-style-type: none"> <li>• Accurately pronounce the name of a sport.</li> <li>• Construct simple sentences to say whether they like a sport or not.</li> <li>• Know where some of the countries are located in the world.</li> <li>• Identify some of the French country words using cognates and near cognates.</li> <li>• Use the correct form of 'aller' and the correct preposition in most cases in written exercises.</li> <li>• Understand and accurately pronounce most words and phrases about sports.</li> <li>• Follow the basic rules of pétanque.</li> <li>• Write an interview article in French about their Olympic sport and visit to the</li> </ul>	<p><b>Y6 - Visiting a town in France</b></p> <ul style="list-style-type: none"> <li>• Describe routes to school using pictures and word cards.</li> <li>• Follow simple directions accurately.</li> <li>• Describe the relationship between places using a preposition.</li> <li>• Put modes of transport into a simple sentence.</li> <li>• Role-play buying tickets.</li> <li>• Use modes of transport to build sentences about going to places.</li> <li>• Begin to use negative sentences correctly.</li> <li>• Learn to say and read places in a town.</li> <li>• Use a writing frame to give a reasoned opinion on a visit.</li> <li>• Identify the grammatical elements of a text.</li> <li>• Understand the gist of a text.</li> </ul>
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					Olympic Games using a writing frame.	<ul style="list-style-type: none"> <li>Use a text to write their own description.</li> </ul>
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Year 6					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1/2
Topic	French sport and the Olympics	French football champions	In my French house	Planning a French holiday	Visiting a town in France
National Curriculum	<p>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> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>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</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</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>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</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>				

Key Stage Two French Curriculum Overview

Key Vocabulary	<ul style="list-style-type: none"> <li>• je joue - I play</li> <li>• je fais - I do</li> <li>• le basket - basketball</li> <li>• le football/le foot - football</li> <li>• le hockey - hockey</li> <li>• le tennis - tennis</li> <li>• le rugby - rugby</li> <li>• le ski - skiing</li> <li>• c'est quel sport ? - what sport is it?</li> <li>• c'est le... - it's...</li> <li>• tu aimes le sport ? - do you like sports?</li> <li>• j'aime - I like</li> <li>• j'adore - I love</li> <li>• je n'aime pas - I don't like</li> <li>• je déteste - I hate</li> <li>• L'Angleterre (f) - England</li> <li>• L'Écosse (f) - Scotland</li> <li>• Le Pays de Galles (m) - Wales</li> <li>• L'Irlande du Nord (f) - Northern Ireland</li> <li>• L'Irlande (f) - Ireland (the Republic of Ireland)</li> <li>• La France (f) - France</li> <li>• La Belgique (f) - Belgium</li> <li>• Les Pays-Bas (m) - The Netherlands</li> <li>• L'Allemagne (f) - Germany</li> <li>• L'Italie (f) - Italy</li> <li>• L'Espagne (f) - Spain</li> </ul>	<ul style="list-style-type: none"> <li>• le ballon - the ball</li> <li>• le but - the goal</li> <li>• le terrain - the pitch</li> <li>• le sifflet - the whistle</li> <li>• mi-temps - half time</li> <li>• un match de foot - a football match</li> <li>• un joueur de foot/un footballeur - a footballer (male)</li> <li>• une joueuse de foot/une footballeuse - a footballer (female)</li> <li>• les Bleus - the Blues (French team)</li> <li>• une équipe - a team</li> <li>• un gardien de but - a goalie/goalkeeper (male)</li> <li>• une gardienne de but - a goalie/goalkeeper (female)</li> <li>• un bon joueur - a good player (male)</li> <li>• une bonne joueuse - a good player (female)</li> <li>• un supporter - a fan (male)</li> <li>• une supportrice - a fan (female)</li> <li>• un attaquant - a striker/attacker/forward (male)</li> <li>• une attaquante - a striker/attacker/forward (female)</li> </ul>	<ul style="list-style-type: none"> <li>• habiter - to live</li> <li>• j'habite - I live</li> <li>• j'habite dans - I live in</li> <li>• un appartement - an apartment</li> <li>• une grande maison - a big house</li> <li>• une petite maison - a little house</li> <li>• une maison jumelée - semi-detached house</li> <li>• une ferme - a farm</li> <li>• la salle à manger - dining room</li> <li>• la cuisine - kitchen</li> <li>• le salon - lounge room</li> <li>• la chambre de mes parents - my parents' bedroom</li> <li>• ma chambre - my bedroom</li> <li>• la salle de bain - bathroom</li> <li>• le jardin - the garden</li> <li>• le garage - the garage</li> <li>• qu'est-ce que c'est ? - what is it?</li> <li>• c'est la salle à manger - it's the dining room</li> <li>• il y a - there is</li> <li>• il n'a y a pas - there isn't</li> <li>• ma mère - my mother</li> <li>• mon père - my father</li> <li>• mon frère - my brother</li> <li>• mon petit frère - my little brother</li> <li>• ma soeur - my sister</li> </ul>	<ul style="list-style-type: none"> <li>• L'Angleterre (f) - England</li> <li>• L'Écosse (f) - Scotland</li> <li>• Le Pays de Galles (m) - Wales</li> <li>• L'Irlande du Nord (f) - Northern Ireland</li> <li>• L'Irlande (f) - Ireland (Republic of Ireland)</li> <li>• la France (f) - France</li> <li>• la Belgique (f) - Belgium</li> <li>• L'Allemagne (f) - Germany</li> <li>• L'Italie (f) - Italy</li> <li>• L'Australie (f) - Australia</li> <li>• L'Espagne (f) - Spain</li> <li>• le Canada (m) - Canada</li> <li>• les Pays-Bas (m) - the Netherlands</li> <li>• les États-Unis d'Amérique (m) - United States of America</li> <li>• en - to (a feminine country)</li> <li>• au - to (a masculine country)</li> <li>• aux - to (a plural country)</li> <li>• je vais en France - I am going to France</li> <li>• je vais au Canada - I am going to Canada</li> <li>• je vais aux États-Unis d'Amérique - I am going to the United States of America</li> <li>• cet été - this summer</li> <li>• cet hiver - this winter</li> <li>• cette année - this year</li> <li>• ce mois-ci - this month</li> <li>• pourquoi ? - why?</li> </ul>	<ul style="list-style-type: none"> <li>• comment vas-tu à l'école ? - how do you get to school?</li> <li>• je vais à l'école - I go to school</li> <li>• en voiture - by car</li> <li>• en autobus - by bus</li> <li>• à vélo - on a bicycle</li> <li>• à pied - on foot</li> <li>• sur - on</li> <li>• sous - under</li> <li>• derrière - behind</li> <li>• devant - in front of</li> <li>• dans - in</li> <li>• entre - between</li> <li>• à coté de - next to</li> <li>• près de - near to</li> <li>• loin de - far from</li> <li>• il y a ... - there is ...</li> <li>• il y a aussi - there is also</li> <li>• un parc - a park</li> <li>• un musée - a museum</li> <li>• un marché - a market</li> <li>• une école - a school</li> <li>• une plage - a beach</li> <li>• une gare - a train station</li> <li>• une bibliothèque - a library</li> <li>• il y a un parc près de chez moi - there is a park near my house</li> <li>• le parc est loin de chez moi - the park is far from my house</li> </ul>
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Key Stage Two French Curriculum Overview

<ul style="list-style-type: none"> <li>• Les États-Unis d'Amérique (m) - The United States of America</li> <li>• Le Canada (m) - Canada</li> <li>• L'Australie (f) - Australia</li> <li>• aller - to go</li> <li>• je vais - I go</li> <li>• tu vas - you go (you singular/informal)</li> <li>• il va/elle va - he/she goes</li> <li>• nous allons - we go</li> <li>• vous allez - you go (plural/formal)</li> <li>• ils/elles vont - they go</li> <li>• sauter - to jump</li> <li>• marcher - to walk</li> <li>• courir - to run</li> <li>• danser - to dance</li> <li>• nager - to swim</li> <li>• patiner - to ice skate</li> <li>• plonger - to dive</li> <li>• pédaler - to pedal</li> <li>• la bicyclette/le vélo - bicycle</li> <li>• le frein - brake</li> <li>• les freins - brakes</li> <li>• le maillot jaune - the yellow jersey</li> <li>• le départ - the start/departure</li> <li>• la fin - the end</li> <li>• ralentir - slow down</li> <li>• à droite - right</li> <li>• à gauche - left</li> </ul>	<ul style="list-style-type: none"> <li>• un milieu de terrain défensif - defensive midfielder</li> <li>• venir - to come</li> <li>• venir de - to come from</li> <li>• je viens de - I come from</li> <li>• il vient de - he comes from</li> <li>• elle vient de - she comes from</li> <li>• marquer un but - to score a goal</li> <li>• sauver un but - to save a goal</li> <li>• un carton jaune - a yellow card</li> <li>• un carton rouge - a red card</li> </ul>	<ul style="list-style-type: none"> <li>• ma grand-mère - my grandmother</li> <li>• mon grand-père - my grandfather</li> <li>• ma tante - my aunt</li> <li>• mon oncle - my uncle</li> <li>• mon - my (m)</li> <li>• ma - (f)</li> <li>• mes - (pl)</li> <li>• au rez-de-chaussée - on the ground floor</li> <li>• au premier étage - on the first floor</li> <li>• en bas - downstairs</li> <li>• en haut - upstairs</li> <li>• un lit - a bed</li> <li>• un poster - a poster</li> <li>• un ordinateur - a computer</li> <li>• les rideaux (m) - the curtains</li> <li>• un tapis - the rug</li> <li>• un garde-robe - a wardrobe</li> <li>• le mur - the wall</li> <li>• une chaise - a chair</li> <li>• une lampe - a lamp</li> <li>• un bureau - a desk</li> <li>• les jouets - the toys</li> <li>• les livres - the books</li> <li>• la boîte - a box</li> <li>• sur - on</li> <li>• sous - under</li> <li>• devant - in front</li> <li>• derrière - behind</li> <li>• à côté de - next to</li> <li>• dans - in</li> </ul>	<ul style="list-style-type: none"> <li>• parce que - because</li> <li>• aller - to go</li> <li>• je vais - I go</li> <li>• tu vas - you go (singular/informal)</li> <li>• il va/elle va - he/she goes</li> <li>• nous allons - we go</li> <li>• vous allez - you go (plural/formal)</li> <li>• ils vont - they go (masculine)</li> <li>• elles vont - they go (feminine)</li> <li>• c'est magnifique - it's magnificent</li> <li>• c'est chaud - it's hot</li> <li>• j'ai de la chance - I'm lucky</li> <li>• j'aime nager - I like swimming</li> <li>• j'aime la plage - I like the beach</li> <li>• j'adore les montagnes - I adore the mountains</li> <li>• c'est amusant - it's fun</li> <li>• j'aime faire de la planche à voile - I like windsurfing</li> <li>• je vais aller - I am going to go</li> <li>• tu vas aller - you are going to go</li> <li>• elle va aller - she is going to go</li> <li>• je vais nager - I am going to go swimming</li> <li>• je vais manger - I am going to eat</li> </ul>	<ul style="list-style-type: none"> <li>• près de chez moi il y a ... - near my house, there is ...</li> <li>• loin de chez moi il y a ... - far from my house there is ...</li> <li>• voici ... - here is ...</li> <li>• une boulangerie - a bakery</li> <li>• un café - a café</li> <li>• un zoo - a zoo</li> <li>• une piscine - a swimming pool</li> <li>• une pharmacie - a pharmacy</li> <li>• un supermarché - a supermarket</li> <li>• où est ... ? - where is...?</li> <li>• la droite - right</li> <li>• la gauche - left</li> <li>• tourne à droite - turn right</li> <li>• tourne à gauche - turn left</li> <li>• la deuxième à droite - the second right</li> <li>• la deuxième à gauche - the second left</li> <li>• en avion - by plane</li> <li>• en bus - by bus</li> <li>• en train - by train</li> <li>• en bateau - by boat</li> <li>• en bateau - by river</li> <li>• en métro - by metro/underground</li> <li>• la gare - the station</li> <li>• l'aéroport - airport</li> </ul>
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Key Stage Two French Curriculum Overview

<ul style="list-style-type: none"> <li>• tout droit - straight on</li> <li>• vite - fast</li> <li>• lentement - slow</li> <li>• pétanque - pétanque</li> <li>• le cochonnet - the jack or little pig</li> <li>• les boules - the boules</li> <li>• glisser - to slide</li> <li>• rouler - to roll</li> <li>• lober - to lob</li> <li>• lancer - to throw</li> <li>• frapper - to tap</li> <li>• le bon homme ! - good man!</li> <li>• bras d'or ! - golden arm!</li> <li>• les jeux Olympiques - the Olympic Games</li> <li>• l'athlétisme - athletics</li> <li>• la gymnastique - gymnastics</li> <li>• le cyclisme - cycling</li> <li>• le volleyball - volleyball</li> <li>• le kayak - kayaking</li> <li>• le water-polo - water-polo</li> <li>• le tennis de table - table tennis</li> <li>• le judo - judo</li> <li>• l'équitation - horse riding</li> <li>• le badminton - badminton</li> <li>• le golf - golf</li> <li>• le tir à l'arc - archery</li> <li>• l'escrime - fencing</li> <li>• la boxe - boxing</li> <li>• le snowboard - snowboarding</li> </ul>		<ul style="list-style-type: none"> <li>• où est le crayon ? - where is the pencil?</li> <li>• le crayon est à côté de livre - the pencil is next to the book</li> <li>• entre - in between</li> <li>• où est ? - where is?</li> <li>• le chien - the dog</li> <li>• une niche - the kennel</li> </ul>	<ul style="list-style-type: none"> <li>• je vais jouer le foot - I am going to play football</li> <li>• je vais regarder un livre - am going to look at a book</li> <li>• je vais marcher - I am going to walk</li> <li>• ils vont manger - they are going to eat</li> <li>• maintenant - now</li> <li>• demain - tomorrow</li> <li>• je vais faire du camping - am going to go camping</li> <li>• je vais faire du ski - I am going to go skiing</li> <li>• je vais aller à la plage - I am going to go to the beach</li> <li>• je vais jouer au volley - I am going to play volley ball</li> <li>• je vais travailler - I am going to work</li> <li>• une valise - a suitcase</li> <li>• dans ma valise il y a ... - in my suitcase there is...</li> <li>• un short - a pair of shorts</li> <li>• une casquette - a cap</li> <li>• un t-shirt - a t-shirt</li> <li>• un chapeau de soleil - a sun hat</li> <li>• la crème solaire - the sun cream</li> <li>• des lunettes de soleil - some sunglasses</li> <li>• une robe - a dress</li> <li>• des baskets - the trainers</li> <li>• un maillot de bain - a swimsuit</li> </ul>	<ul style="list-style-type: none"> <li>• un billet - a ticket</li> <li>• un carnet - a book of tickets</li> <li>• un passeport - the passport</li> <li>• nom de famille - family name/last name/surname</li> <li>• prénom - first name</li> <li>• date de naissance - date of birth</li> <li>• lieu de naissance - place of birth</li> <li>• yeux - eyes</li> <li>• cheveux - hair</li> <li>• taille - height</li> <li>• âge (ans, mois) - age (years, months)</li> <li>• adresse en France - address in France</li> <li>• l'Arc de Triomphe - the Arc de Triomphe</li> <li>• la Basilique du Sacré-Coeur de Montmartre - the Basilica of the Sacred Heart of Montmartre</li> <li>• la Tour Eiffel - the Eiffel Tower</li> <li>• la Cathédrale Notre-Dame de Paris - the Notre-Dame Cathedral of Paris</li> <li>• la Seine et le Musée du Louvre - the Seine and the Louvre Museum</li> <li>• tu vas aller à l'Arc de Triomphe ? - are you</li> </ul>
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Key Stage Two French Curriculum Overview

	<ul style="list-style-type: none"> <li>• le bobsleigh - bobsleighbing</li> <li>• l'aviron - rowing</li> <li>• la voile - sailing</li> <li>• le saut à ski - ski-jumping</li> <li>• le curling - curling</li> <li>• une médaille de bronze - a bronze medal</li> <li>• une médaille d'argent - a silver medal</li> <li>• une médaille d'or - a gold medal</li> <li>• un sport olympique - an Olympic sport</li> <li>• la compétition - the competition</li> <li>• le tournoi - the tournament</li> <li>• une équipe - a team</li> <li>• un bon joueur - a good player</li> <li>• gagner - to win</li> <li>• j'ai gagné une médaille de bronze - I won a bronze medal</li> <li>• perdre - to lose</li> <li>• il a perdu - he has lost</li> <li>• aujourd'hui - today</li> <li>• et - and</li> <li>• il y a - there is</li> </ul>			<ul style="list-style-type: none"> <li>• un livre - a book</li> <li>• une brosse à dents - a toothbrush</li> <li>• le pyjama - the pyjamas</li> <li>• un pantalon - trousers</li> <li>• un pull - a jumper</li> <li>• un bonnet - a beanie hat</li> <li>• des chaussettes - some socks</li> <li>• une robe de chambre - a dressing-gown</li> <li>• un parapluie - an umbrella</li> <li>• une veste - a jacket</li> <li>• des bottes - some boots</li> <li>• une écharpe - a scarf</li> <li>• quand vas-tu en vacances ? - when are you going on holiday?</li> <li>• en été ou en hiver ? - in summer or in winter?</li> <li>• combien de jours ? - for how many days?</li> <li>• où vas-tu en vacances ? - where are you going on holiday?</li> <li>• pourquoi vas-tu en vacances ? - why are you going on holiday?</li> <li>• qu'est ce que tu vas faire en vacances ? - what are you going to do on holiday?</li> <li>• quel temps va-t-il faire ? - what is the weather going to be like?</li> </ul>	<p>going to go to the Arc de Triomphe?</p> <ul style="list-style-type: none"> <li>• Non, je ne vais pas aller à l'Arc de Triomphe. Je vais aller à la Tour Eiffel. - No, I am not going to go to the Arc de Triomphe. I am going to go to the Eiffel Tower.</li> <li>• tu vas aller à la Tour Eiffel en bateau ? - are you going to go to the Eiffel Tower by boat?</li> <li>• Non, je ne vais pas aller à la Tour Eiffel en bateau. J'y vais aller à pied. - No, I am not going to go to the Eiffel Tower by boat. I am going to go there on foot.</li> <li>• bonjour, un billet à Paris, s'il vous plaît - hello, a ticket to Paris please</li> <li>• simple ou retour ? - single or return?</li> <li>• est-ce que tu aimes...? - do you like ...?</li> <li>• j'aime - I like</li> <li>• je n'aime pas - I don't like</li> <li>• je déteste - I hate</li> <li>• j'adore - I love</li> <li>• je préfère - I prefer</li> <li>• parce que c'est - because it is</li> <li>• le cinéma - the cinema</li> </ul>
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Key Stage Two French Curriculum Overview

				<ul style="list-style-type: none"> <li>• qu'est ce qu'il y a dans la valise ? - what is in the suitcase?</li> <li>• ça va être chaud - it's going to be hot</li> <li>• ça va être froid - it's going to be cold</li> <li>• marcher dans les montagnes - to walk in the mountains</li> <li>• jouer dans la neige - to play in the snow</li> <li>• jouer sur la plage - playing on the beach</li> <li>• encore - again</li> <li>• rester - to stay</li> <li>• le centre-ville - the town centre</li> <li>• génial - nice</li> <li>• beaucoup de - lots of</li> <li>• les magasins - the shops</li> <li>• les glaces - the ice-cream</li> <li>• près de - near to</li> <li>• un parc - a park</li> <li>• la bibliothèque - the library</li> <li>• la place - the Square</li> <li>• il vend - he/it sells</li> <li>• pendant - during</li> <li>• la natation - swimming</li> <li>• se bronzer - to sunbathe</li> <li>• une plage - a beach</li> <li>• les vacances - the holiday</li> <li>• il fait beau - the weather is nice</li> <li>• il fait du soleil - the weather is sunny</li> <li>• je m'appelle - my name is</li> </ul>	<ul style="list-style-type: none"> <li>• le théâtre - the theatre</li> <li>• sain - healthy</li> <li>• amusant - fun</li> <li>• relaxant - relaxing</li> <li>• intéressant - interesting</li> <li>• bruyant - noisy</li> <li>• et - and</li> <li>• mais - but</li> <li>• aussi - also</li> <li>• visiter - to visit</li> <li>• ma ville - my town</li> <li>• mon village - my village</li> <li>• une grande rivière - a big river</li> <li>• une grande statue - a big statue</li> <li>• les habitants - inhabitants</li> <li>• il/elle se trouve - it is situated</li> <li>• le centre - the centre</li> <li>• au sud - in the south</li> <li>• au nord - in the north</li> <li>• autour de - around</li> <li>• au bord de - on the edge of</li> <li>• beaucoup de - many/lots of</li> <li>• les montagnes - the mountains</li> <li>• la mer - the sea</li> <li>• ma ville est assez grande - my town is quite big</li> <li>• un très beau château- a very beautiful castle</li> </ul>
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Key Stage Two French Curriculum Overview

				<ul style="list-style-type: none"><li>• j'ai dix ans - I am ten year old</li><li>• j'habite - I live</li><li>• un appartement - a flat</li><li>• ma famille - my family</li><li>• mon frère - my brother</li><li>• ma mère - my mother</li><li>• mon père - my father</li><li>• la crème solaire - the sun cream</li><li>• le supermarché - the supermarket</li><li>• samedi - Saturday</li><li>• à côté de... - next to ...</li><li>• un marché - a market</li><li>• les dates - the dates</li><li>• le voyage - the journey</li><li>• la durée du voyage - the duration of the journey</li><li>• l'accommodation - the accommodation</li><li>• en train - by train</li><li>• en avion - by plane</li><li>• en ferry - by ferry</li><li>• en bateau - by boat</li><li>• en autobus - by bus</li><li>• en voiture - by car</li></ul>	<ul style="list-style-type: none"><li>• c'est très amusant - it's great fun</li><li>• un saint - a saint</li><li>• les gratte-ciels - sky-scrapers</li></ul>
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Key Stage Two French Curriculum Overview

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Prior Knowledge</p>	<p><b>Y5 - Verbs in a French week</b></p> <ul style="list-style-type: none"> <li>• Attempt to read new verbs aloud with confidence and mostly accurate pronunciation.</li> <li>• Create an opinion phrase using one of the new verbs.</li> <li>• Work together to visually and orally present a verb in at least three different forms, with the appropriate pronoun.</li> <li>• Work together to build a verb spinner and use it to generate appropriate phrases.</li> <li>• Recognise and recall different parts of verbs 'avoir' and 'être'.</li> <li>• Create an original short text, correctly adapting a range of verbs to their appropriate form.</li> </ul>	<p><b>Y6 - French sport and the Olympics</b></p> <ul style="list-style-type: none"> <li>• Accurately pronounce the name of a sport.</li> <li>• Construct simple sentences to say whether they like a sport or not.</li> <li>• Know where some of the countries are located in the world.</li> <li>• Identify some of the French country words using cognates and near cognates.</li> <li>• Use the correct form of 'aller' and the correct preposition in most cases in written exercises.</li> <li>• Understand and accurately pronounce most words and phrases about sports.</li> <li>• Follow the basic rules of pétanque.</li> <li>• Write an interview article in French about their Olympic sport and visit to the Olympic Games using a writing frame.</li> </ul>	<p><b>Y5 - Meet my French family</b></p> <ul style="list-style-type: none"> <li>• Correctly complete a gap-fill activity with French vocabulary, using pictures.</li> <li>• Recognise words that are similar to English.</li> <li>• Adapt a sentence to change its meaning.</li> <li>• Apply some understanding of French pronunciation.</li> <li>• Recognise key information within a longer text.</li> <li>• Confidently build sentences using word cards.</li> <li>• Respond to spoken opinions with the correct gesture.</li> <li>• Use different opinions in sentences.</li> <li>• Change elements of a sentence whilst retaining the meaning.</li> <li>• Organise a text, making simple adaptations which do not affect its overall sense.</li> </ul>	<p><b>Y6 - Verbs in a French week</b></p> <ul style="list-style-type: none"> <li>• Attempt to read new verbs aloud with confidence and mostly accurate pronunciation.</li> <li>• Create an opinion phrase using one of the new verbs.</li> <li>• Work together to visually and orally present a verb in at least three different forms, with the appropriate pronoun.</li> <li>• Work together to build a verb spinner and use it to generate appropriate phrases.</li> <li>• Recognise and recall different parts of verbs 'avoir' and 'être'.</li> <li>• Create an original short text, correctly adapting a range of verbs to their appropriate form.</li> </ul>	<p><b>Y3 - Meet my French family</b></p> <ul style="list-style-type: none"> <li>• Correctly complete a gap-fill activity with French vocabulary, using pictures.</li> <li>• Recognise words that are similar to English.</li> <li>• Adapt a sentence to change its meaning.</li> <li>• Apply some understanding of French pronunciation.</li> <li>• Recognise key information within a longer text.</li> <li>• Confidently build sentences using word cards.</li> <li>• Respond to spoken opinions with the correct gesture.</li> <li>• Use different opinions in sentences.</li> <li>• Change elements of a sentence whilst retaining the meaning.</li> <li>• Organise a text, making simple adaptations which do not affect its overall sense.</li> </ul>

Key Stage Two French Curriculum Overview

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Key Knowledge (Substantive)</b></p>	<p>To know that we use the verb 'jouer' (to play) with some sports and 'faire' (to make) with other sports.</p> <p>To know the French word for countries around the world.</p> <p>To know that the way verbs change to match the pronoun is called conjugation.</p> <p>To know each part of the verb 'aller' (to go), depending on the pronoun.</p> <p>To know that different prepositions are used to say going to a country: 'en' if the country is feminine singular (e.g. en France) 'au' if the country is masculine singular (e.g. au Canada) 'aux' if the country is plural (e.g. aux États-Unis d'Amérique).</p> <p>To know that the Tour de France is a world famous cycling race that takes place in France each year.</p> <p>To know that pétanque is a popular French game sometimes known as boules.</p> <p>To know a range of techniques that can be used to learn new vocabulary.</p>	<p>To know that pronunciation is important when presenting in French.</p> <p>To know that there are different strategies to work out the meaning of new vocabulary.</p>	<p>To understand that existing written sentences in French can be adapted.</p> <p>To know a range of prepositions to describe the position of objects.</p>	<p>To know that the near future tense is formed by using the present tense of the verb aller + the infinitive, e.g. je vais manger – I am going to eat.</p> <p>To know that, when saying you go to a country, the preposition used depends on the gender of the country name: 'en' with feminine singular countries, 'au' with masculine singular countries, 'aux' with countries that are plural.</p> <p>To understand that gisting a text involves getting an idea of what it is about and doesn't mean understanding every word. To know different ways to travel to France.</p> <p>To know how to distinguish between the present and the near future tense.</p>	<p>To know that when using the prepositions à côté de, près de, or loin de, the 'de' may change if followed by 'le' or 'les': de+le = du, de+les = des.</p> <p>To recognise some modes of transport that are used in Paris.</p> <p>To know that when standalone adjectives are used, such as when saying c'est amusant, we always use the singular masculine.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Key Skills (Disciplinary)</b></p>	<p>Developing extended sentences, for example to justify a fact or opinion.</p> <p>Discussing strategies for remembering and applying pronunciation rules.</p> <p>Speaking and reading aloud with increasing confidence and fluency.</p> <p>Comparing and applying pronunciation rules or patterns from known vocabulary.</p> <p>Recalling and performing an extended song or rhyme.</p> <p>Reading and using language detective skills to assess meaning including sentence structure.</p> <p>Choosing words, phrases, sentences and writing as text or captions.</p> <p>Recognising and using verbs in different tenses.</p> <p>Recognising and applying verb endings for present regular 'er' verbs.</p> <p>Learning and using some common irregular verbs, e.g. 'faire' – 'to make/do'.</p>	<p>Comparing and applying pronunciation rules or patterns from known vocabulary.</p> <p>Making increasingly accurate attempts to read unfamiliar words and phrases.</p> <p>Reading and using language detective skills to assess meaning including sentence structure.</p> <p>Constructing a short text on a familiar topic.</p> <p>Learning and using some common irregular verbs, e.g. faire – to make/do.</p> <p>Learning about France's sporting culture and events.</p>	<p>Discussing strategies for remembering and applying pronunciation rules.</p> <p>Speaking and reading aloud with increasing confidence and fluency.</p> <p>Comparing and applying pronunciation rules or patterns from known vocabulary.</p> <p>Recognising and using a wide range of descriptive phrases.</p> <p>Using prepositions to indicate the location of objects relative to something.</p> <p>Listening to stories, songs or texts in French.</p> <p>Reading and using language detective skills to assess meaning including sentence structure.</p> <p>Reading and responding to an extract from a story, an email message or song.</p> <p>Choosing words, phrases and sentences and writing as a text or captions.</p> <p>Constructing a short text on a familiar topic. Using a wide range of descriptive phrases.</p>	<p>Planning, asking and answering extended questions.</p> <p>Engaging in conversation and transactional language.</p> <p>Comparing and applying pronunciation rules or patterns from known vocabulary.</p> <p>Giving a presentation drawing upon learning from a number of previous topics.</p> <p>Recognising present and near future tense sentences (using aller + infinitive).</p> <p>Recalling and performing an extended song or rhyme.</p> <p>Listening to stories, songs or texts in French.</p> <p>Making increasingly accurate attempts to read unfamiliar words and phrases.</p> <p>Reading and using language detective skills to assess meaning including sentence structure.</p> <p>Reading and responding to an extract from a story, an email message or song.</p> <p>Reading short authentic texts for enjoyment or information.</p>	<p>Developing extended sentences, for example to justify a fact or opinion.</p> <p>Planning, asking and answering extended questions.</p> <p>Engaging in conversation and transactional language.</p> <p>Planning and presenting a short descriptive text.</p> <p>Modifying, expressing and comparing opinions.</p> <p>Comparing and applying pronunciation rules or patterns from known vocabulary.</p> <p>Using prepositions to indicate the location of objects relative to something.</p> <p>Understanding directional language and phrases and prepositions to describe how to get to places e.g. the route to school.</p> <p>Listening to stories, songs or texts in French.</p> <p>Making increasingly accurate attempts to read unfamiliar words and phrases.</p> <p>Reading short authentic texts for enjoyment or information.</p>
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	<p>Learning about France's sporting culture and events.</p>		<p>Recognising and using verbs in different tenses.</p> <p>Recognising and applying verb endings for present regular 'er' verbs.</p> <p>Learning and using some common irregular verbs, e.g. faire – 'to make/do'.</p>	<p>Choosing words, phrases and sentences and writing as a text or caption.</p> <p>Constructing a short text on a familiar topic.</p> <p>Recognising and using verbs in different tenses.</p> <p>Accurately applying placement and agreement rules for adjectives.</p> <p>Recognising and beginning to form some verbs in near future tense using aller.</p> <p>Learning and using some common irregular-verbs, e.g. 'faire' – 'to make/do'.</p>	<p>Using a bilingual dictionary to select alternative vocabulary for sentence building.</p> <p>Choosing words, phrases and sentences and writing as a text or caption.</p> <p>Constructing a short text on a familiar topic.</p> <p>Using a wide range of descriptive phrases.</p> <p>Accurately applying placement and agreement rules for adjectives.</p> <p>Recognising and beginning to form some verbs in near future tense using aller.</p> <p>Learning and using some common irregular verbs, e.g. 'faire' – 'to make/do'.</p> <p>Understanding how word order differs between French and English.</p> <p>Identifying word classes within a sentence.</p> <p>Asking questions and making insightful commentary on cultural differences, including some understanding of stereotypes.</p>
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Key Stage Two French Curriculum Overview

Sequence of lessons	<p><b>Lesson 1:</b> To express an opinion about sports and say which sports you play</p> <p><b>Lesson 2:</b> To learn the words in French for countries around the world</p> <p><b>Lesson 3:</b> I can conjugate the verb 'to go' and say I or someone else is going to a country</p> <p><b>Lesson 4:</b> To rehearse orally new vocabulary</p> <p><b>Lesson 5:</b> To learn about the French game of pétanque and to rehearse new vocabulary</p> <p><b>Lesson 6:</b> To write an interview article about the Olympic Games</p>	<p><b>Lesson 1:</b> To learn and explore vocabulary using different techniques</p> <p><b>Lesson 2:</b> To read and de-code French football player profiles</p> <p><b>Lesson 3:</b> To use words and phrases to say from which place or country a person comes from</p> <p><b>Lesson 4:</b> To revise all vocabulary to compete in a vocabulary tournament</p> <p><b>Lesson 5:</b> To use my knowledge of football related vocabulary to create a football player profile</p>	<p><b>Lesson 1:</b> To describe houses in French</p> <p><b>Lesson 2:</b> To write a description of a house in French</p> <p><b>Lesson 3:</b> To use prepositions to describe the position of items in the bedroom</p> <p><b>Lesson 4:</b> To use prepositions to describe the positions of objects in the bedroom</p> <p><b>Lesson 5:</b> To write a letter describing my home</p>	<p><b>Lesson 1:</b> To begin using the future tense</p> <p><b>Lesson 2:</b> To identify present and future tense using aller - to go.</p> <p><b>Lesson 3:</b> To describe what you will pack in your suitcase for a holiday</p> <p><b>Lesson 4:</b> To read a simple story about a summer holiday, understand the gist and show comprehension through answering questions</p> <p><b>Lesson 5:</b> To plan a holiday to France</p>	<p><b>Lesson 1:</b> To create a description of my route to school</p> <p><b>Lesson 2:</b> To begin to understand and give directions to places in a town</p> <p><b>Lesson 3:</b> To learn about travel to France through role play</p> <p><b>Lesson 4:</b> To express and justify an opinion on a range of themes</p> <p><b>Lesson 5:</b> To analyse a text and identify key grammatical features</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>End of unit goals.</b></p>	<p>Accurately pronounce the name of a sport.</p> <p>Construct simple sentences to say whether they like a sport or not.</p> <p>Know where some of the countries are located in the world.</p> <p>Identify some of the French country words using cognates and near cognates.</p> <p>Use the correct form of 'aller' and the correct preposition in most cases in written exercises.</p> <p>Understand and accurately pronounce most words and phrases about sports.</p> <p>Follow the basic rules of pétanque.</p> <p>Write an interview article in French about their Olympic sport and visit to the Olympic Games using a writing frame.</p>	<p>Try two methods of memorising and learn at least four of the new words.</p> <p>Learn and pronounce most of the new words, remembering the vocabulary from the previous lesson.</p> <p>Translate some player profiles.</p> <p>Construct the sentence, I come from [a place] in French.</p> <p>Understand comprehension questions based on the topic of football and show some competence in answering them.</p> <p>Complete part of a player profile.</p> <p>Deliver an oral presentation with a reasonable standard of pronunciation.</p>	<p>Understand the different types of houses and their rooms in French.</p> <p>Ask and answer questions using vocabulary about houses.</p> <p>Remember and understand the elements of a house and family.</p> <p>Use a writing frame to create a written description of their house.</p> <p>Label a bedroom and use the related vocabulary in simple sentences.</p> <p>Accurately use prepositions verbally as well as in written sentences.</p> <p>Describe all the rooms in their house.</p> <p>Describe where they live and with whom.</p> <p>Write a letter including questions.</p>	<p>Remember the countries in the world in French.</p> <p>Use a writing model to create a complex sentence.</p> <p>Begin to understand the present and future tense of 'aller' in French.</p> <p>Identify the present and future tenses in reading and listening.</p> <p>Label images of clothing correctly.</p> <p>Speak in sentences and write a paragraph.</p> <p>Recognise familiar words and cognates.</p> <p>Begin to understand the gist of the text to be able to answer some questions.</p> <p>Find out information from a range of websites and use this information to plan a holiday.</p>	<p>Describe routes to school using pictures and word cards.</p> <p>Follow simple directions accurately.</p> <p>Describe the relationship between places using a preposition.</p> <p>Put modes of transport into a simple sentence.</p> <p>Role-play buying tickets.</p> <p>Use modes of transport to build sentences about going to places.</p> <p>Begin to use negative sentences correctly.</p> <p>Learn to say and read places in a town.</p> <p>Use a writing frame to give a reasoned opinion on a visit.</p> <p>Identify the grammatical elements of a text.</p> <p>Understand the gist of a text.</p> <p>Use a text to write their own description.</p>
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<p><b>Lesson 1:</b> Challenge children to give two different opinions in the same sentence using <i>et</i> (and) or <i>mais</i> (but) to connect the phrases, eg <i>J'aime le tennis mais je déteste le hockey</i> – I like tennis but I hate hockey.</p> <p><b>Lesson 2:</b> Knowing where most of the countries are located in the world, identifying most of the French country words using cognates and near cognates and being able to remember and pronounce accurately most of the country names in French.</p> <p><b>Lesson 3:</b> As they become more confident with different conjugations of the verb <b>aller</b>, challenge them to make different sentences saying where they or someone else is going, using the correct preposition.</p> <p><b>Lesson 4:</b> Showing great understanding and pronunciation of all of the words about P.E. verbs and playing the board game with real understanding of the actions and rules.</p> <p><b>Lesson 5:</b> Showing a strong understanding</p>	<p><b>Lesson 1:</b> trying all the methods of memorising and learning all the new words, using accurate pronunciation.</p> <p><b>Lesson 2:</b> learning and pronouncing all the new words and remembering the vocabulary from the previous lesson; able to translate all or almost all of the player profiles.</p> <p>recalling all familiar vocabulary words, and able to construct the sentences <i>l/he/she comes from [a place]</i> with ease.</p> <p><b>Lesson 3:</b> understanding all of the comprehension questions based on the topic of Football and showing confidence in answering these questions.</p> <p><b>Lesson 4:</b> Once they have written their football player profile, encourage children to read out their profile to the class, concentrating on their pronunciation.</p>	<p><b>Lesson 1:</b> Creating their own description of their house and saying it out loud using accurate pronunciation.</p> <p><b>Lesson 2:</b> Challenge the children to create longer descriptions to include all of the elements of the writing frame, ensuring they use accurate pronunciation and spelling. They may also be able to use adjectives to make their work more interesting.</p> <p><b>Lesson 3:</b> Quickly picking up new vocabulary, including prepositions and using them accurately in increasingly complex sentences.</p> <p><b>Lesson 4:</b> Challenge them to add more detail to their sentences using connectives (<i>et</i> – and, <i>mais</i> – but) and colour and size adjectives, remembering that size adjectives go before and colour adjectives go after the noun, eg <i>dans ma chambre il y a une grande chaise bleue et une lampe noire. La chaise est devant le bureau and la lampe est sur le bureau.</i></p> <p><b>Lesson 5:</b> In the writing activity, challenge</p>	<p><b>Lesson 1:</b> Challenge the children to use the correct form of the verbs in the reason section eg <i>avoir</i> – to have, <i>aimer</i> – to like or <i>adorer</i> – to adore, to agree with their chosen sentence. <i>Cette année elles vont aller en France parce qu'elles aiment faire de la planche à voile</i> – this year they will go to France because they like windsurfing.</p> <p><b>Lesson 2:</b> Challenge them to construct sentences using both present and near future tense, using <i>et</i> and <i>mais</i>, encouraging them to present their extended sentences to practise fluency. They could also write down the rules of the near future tense using <i>aller</i>, and then explain the key points to a pupil who may need support.</p> <p><b>Lesson 3:</b> Once confident with their answers on the activity sheet, challenge them to add details, such as colour and size adjectives, remembering that colour adjectives go after the noun and that size adjectives go before the noun. They could also change the article (<i>un, une</i> or <i>des</i>) to a possessive adjective (<i>mon, ma, mes</i>).</p>	<p><b>Lesson 1:</b> Challenge pupils to extend sentences using additional prepositions and extra modes of transport they may remember from previous learning. They can also present their journey to school to the class to aid fluency and confidence.</p> <p><b>Lesson 2:</b> Challenge the pupils to follow two-step directions. They may also want to have a go at being the Teacher, calling out the directions for the rest of the class to follow.</p> <p><b>Lesson 3:</b> putting modes of transport into sentences correctly, confidently role-playing scenes using modes of transport and going to places in both positive and negative questions and responses; correctly using 'y' and the near future tense.</p> <p><b>Lesson 4:</b> Challenge the pupils to use a bilingual dictionary to start building sentences with other places to go in a town and other reasons for their opinions. They can extend them further with <i>et</i> – and, <i>mais</i> – but, <i>aussi</i> – also to build more complex sentences using connectives.</p>
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	<p>and pronunciation of all the words and phrases about all the sports explored so far and competent at constructing more complex sentences about what sport one person likes and another dislikes.</p> <p><b>Lesson 6:</b> able to write a detailed interview article in French about their Olympic sport and visit to the Olympic Games using words and phrases from all the sections of the Olympics writing frame.</p>		<p>pupils to use a dictionary to add descriptive vocabulary and to extend their written sentences by including conjunctions such as et – and, or mais – but and adjectives of size and colour.</p>	<p><b>Lesson 4:</b> Challenge the more confident children to read some of the text out loud to practise their fluency skills. Some children could help pupils needing support to look at different strategies of understanding the text.</p> <p><b>Lesson 5:</b> Challenge children to expand their answers on the holiday planner further, creating a written paragraph about their holiday plans, adding in reasons why they want to go there. Some may wish to read this out loud to help progress their fluency.</p>	<p><b>Lesson 5:</b> understanding the text and writing their own description and using dictionaries or the internet to improve their writing.</p>
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<b>Links to future learning</b>	<p><b>Y6 - Planning a French holiday</b></p> <ul style="list-style-type: none"> <li>Remember the countries in the world in French.</li> <li>Use a writing model to create a complex sentence.</li> <li>Begin to understand the present and future tense of 'aller' in French.</li> <li>Identify the present and future tenses in reading and listening.</li> <li>Label images of clothing correctly.</li> <li>Speak in sentences and write a paragraph.</li> <li>Recognise familiar words and cognates.</li> <li>Begin to understand the gist of the text to be able to answer some questions.</li> <li>Find out information from a range of websites and use this information to plan a holiday.</li> </ul>	<p><b>Y6 - In my French house</b></p> <ul style="list-style-type: none"> <li>Understand the different types of houses and their rooms in French.</li> <li>Ask and answer questions using vocabulary about houses.</li> <li>Remember and understand the elements of a house and family.</li> <li>Use a writing frame to create a written description of their house.</li> <li>Label a bedroom and use the related vocabulary in simple sentences.</li> <li>Accurately use prepositions verbally as well as in written sentences.</li> <li>Describe all the rooms in their house.</li> <li>Describe where they live and with whom.</li> <li>Write a letter including questions.</li> </ul>	<p><b>Y6 - Planning a French holiday</b></p> <ul style="list-style-type: none"> <li>Remember the countries in the world in French.</li> <li>Use a writing model to create a complex sentence.</li> <li>Begin to understand the present and future tense of 'aller' in French.</li> <li>Identify the present and future tenses in reading and listening.</li> <li>Label images of clothing correctly.</li> <li>Speak in sentences and write a paragraph.</li> <li>Recognise familiar words and cognates.</li> <li>Begin to understand the gist of the text to be able to answer some questions.</li> <li>Find out information from a range of websites and use this information to plan a holiday.</li> </ul>	<p><b>Y6 - Visiting a town in France</b></p> <ul style="list-style-type: none"> <li>Describe routes to school using pictures and word cards.</li> <li>Follow simple directions accurately.</li> <li>Describe the relationship between places using a preposition.</li> <li>Put modes of transport into a simple sentence.</li> <li>Role-play buying tickets.</li> <li>Use modes of transport to build sentences about going to places.</li> <li>Begin to use negative sentences correctly.</li> <li>Learn to say and read places in a town.</li> <li>Use a writing frame to give a reasoned opinion on a visit.</li> <li>Identify the grammatical elements of a text.</li> <li>Understand the gist of a text.</li> <li>Use a text to write their own description.</li> </ul>	<p><b>KS3 French</b></p> <p>Grammar and vocabulary</p> <ul style="list-style-type: none"> <li>identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied</li> <li>use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate</li> <li>develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</li> <li>use accurate grammar, spelling and punctuation.</li> </ul> <p>Linguistic competence</p> <ul style="list-style-type: none"> <li>listen to a variety of forms of spoken language to obtain information and respond appropriately</li> <li>transcribe words and short sentences that they hear with increasing accuracy</li> <li>initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address</li> </ul>
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