



Bowerham Primary and Nursery School

MFL Curriculum



Key Stage 2

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

The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- 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
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- 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

Yr3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	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
Prior knowledge		In the previous unit, children used puppets to practice a variety of French greetings and learned how to introduce themselves. They explored selecting the correct greeting based on the time of day and asking others how they are, laying the foundation for conversational skills in French.	In the previous unit, children described shapes using adjectives of colour and size, learning the position of adjectives relative to the noun. They identified cognates and practiced language skills through games, building confidence in spoken and written French.	In the previous unit, children counted in French from one to twelve and recognised the corresponding written number words. They learned to ask how old someone is and answer the same question, comparing sentence structures in French and English. Vocabulary was reinforced through counting activities and traditional French games, helping to develop both their language skills and cultural awareness.	In Autumn 2, the children described shapes using adjectives of colour and size, learning the position of adjectives relative to the noun. They identified cognates and practiced language skills through games, building confidence in spoken and written French.	In the previous unit, children used their detective skills to spot cognates and deduce meanings, learning new transport-related vocabulary. They constructed sentences using parts of the verb aller (to go) and prepositions to express going on holiday to different countries or traveling to school by various modes of transport. Additionally, they explored the global presence of the French language, discovering that it is spoken in many countries beyond France.

Overview	Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day and asking someone how they are.	Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates, practising language skills and developing confidence through games and creating animal and Christmas artworks inspired by the cut-outs of French artist, Henri Matisse.	This KS2 unit sees children count in French from one to twelve, recognise the written number words, ask how old someone is and answer the same question, comparing sentence structures in French and English, and practising all the vocabulary by playing counting and some traditional French games.	Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.'	Using their detective skills to spot cognates and working out meaning, children learn new transport-related vocabulary and construct sentences using parts of the verb 'aller' – to go, and prepositions to express going on holiday to a different country or going to school by a particular mode of transport. The children discover that French is spoken in many countries around the world other than France.	Using their dictionary skills to develop their animal vocabulary and habitat names. Building sentences and completing food chains to apply this vocabulary in writing. This unit has cross-curricular links with Science.
Unit outcomes	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> -Look carefully at the speaker and respond confidently with the appropriate gesture and phrase. -Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form. -Link actions or pictures to the new language, both in spoken and written form. -Imitate the pronunciation of sounds. -Take turns to speak and use appropriate intonation. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> -Listen carefully to build correct sequences of three to four blocks. -Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board. -Recognise cognates. Use please and thank you. -Listen carefully to instructions. -Describe some of the shapes in their work using language of colour, size or shape. -Listen and then select the correct decoration according to its colour. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> -Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in'). -Join in with a song using actions. Respond to numbers by showing fingers or ticking on whiteboards. -Ask and answer a question about their age. -Change their answers and recognise number words. -Listen carefully and relate sounds to a written phoneme. -Recall numbers one to 12 with increasingly accurate pronunciation. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> -Show their understanding of key vocabulary with a physical response. -Attempt to imitate the pronunciation of vocabulary accurately. -Correctly identify masculine and feminine nouns in written form. -Use modelled language to create questions or sentences using appropriate articles. -Deduce the meaning of new words, matching labels to pictures using a range of language detective skills. -Attempt to build their own sentences using labels as a model. -Speak clearly and present simple phrases when supported visually. -Use appropriate intonation to engage the audience. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> -Explain strategies for working out the meaning of words. -Recognise nouns that are cognates or near cognates. -Recognise transport words in written form. -Join in with a song using actions to aid recall. -Form simple statements about a picture, using and adapting a model. -Create a range of different phrases using a sentence builder. -Generally, speak words with accurate pronunciation. -Write a simple sentence, using a model for support and using two different accents. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> -Source new vocabulary from the dictionary and apply the appropriate indefinite article (un/une). -Build a range of sentences from a model, selecting appropriate vocabulary. -Recognise key vocabulary and structure clues, and use scientific understanding to solve a puzzle. -Attempt to decode new sentences by using their context and sentence structure. -Apply understanding of the sentence structure to generate new phrases.

Key knowledge	<p>Phonics To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u. To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é, à. To know that a ç cedilla is the hook shape that sits under the letter 'c' when 'c' precedes the letters 'a', 'o', 'u'. It changes the pronunciation of the 'c' from a hard to a soft 'ss' sound. To know that consonants at the end of words in French are not usually pronounced: the 't' is silent in salut, comment, petit and vert. The 'e' at the end of m'appelle and the 's' at the end of t'appelles and pas are silent, as is the 'd' in grand.</p> <p>Grammar To know that the pronoun ça means 'it'. To know that there are high frequency verbs s'appeler, avoir, être and aller that are used to formulate and answer questions. To know that je/j', and tu are subject pronouns.</p> <p>Cultural awareness To know that in French there are formal and informal greetings.</p>	<p>Phonics To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u. To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é, à. To know that consonants at the end of words in French are not usually pronounced: the 't' is silent in salut, comment, petit and vert. The 'e' at the end of m'appelle and the 's' at the end of t'appelles and pas are silent, as is the 'd' in grand.</p> <p>Grammar To understand that every French noun is either masculine or feminine. To know that the gender affects the form of the indefinite article un or une. To know that most adjectives are placed after the noun in French. To know that adjectives of size such as petit and grand are placed before the noun. To know that c'est means 'it is' and is used to describe what something is. To know that the word order is sometimes different in French compared to English. To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. To know that accents in French can change the sound of a letter.</p> <p>Cultural awareness To name some famous paintings by French artists.</p>	<p>Phonics To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u. To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m'appelle; the s at the end of t'appelles and pas are silent, as is the d in grand.</p> <p>Grammar To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux. To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi.</p> <p>Cultural awareness To know some playground games played in France.</p>	<p>Phonics To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English). To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à.</p> <p>Grammar To understand that every French noun is either masculine or feminine. To know that the gender affects the form of the indefinite article un or une. To know that feminine nouns often (but not always) end in 'e'. To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux. To know that most adjectives are placed after the noun in French. To know that adjectives of size such as petit and grand are placed before the noun. To know that je/j', and tu are subject pronouns. To know that placing ne...pas around the verb makes it negative: ne + verb + pas. To know that the word order is sometimes different in French compared to English. To know that we can use conjunctions such as et (and) and puis (then) to join clauses. To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. To know that accents in French can change the sound of a letter.</p> <p>Cultural awareness Discussing similarities and differences between customs and traditions in France and the UK.</p>	<p>Phonics To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English). To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à. To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert; the e at the end of m'appelle and the s at the end of t'appelles and pas are silent, as is the d in grand.</p> <p>Grammar To understand that every French noun is either masculine or feminine. To know that the gender affects the form of the indefinite article un or une. To know that feminine nouns often (but not always) end in 'e'. To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux. To know that when a preposition and a definite article are contracted this indicates a place: au/à la/aux. To know that there are high frequency verbs s'appeler, avoir, être and aller that are used to formulate and answer questions. To know that je/j', and tu are subject pronouns. To know that il y a is used to say 'there is/are.' To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en voiture, whereas à is usually used when you are not getting into a form of transport e.g. à pied which means 'on foot'. To know that some words are</p>	<p>Phonics To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English). To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é, à.</p> <p>Grammar To understand that every French noun is either masculine or feminine. To know that the gender affects the form of the indefinite article un or une. To know that feminine nouns often (but not always) end in 'e'. To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux. To know that placing ne...pas around the verb makes it negative: ne + verb + pas. To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. To know that accents in French can change the sound of a letter.</p>
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Key skills	<p>Language comprehension Listening and responding to single words and short phrases. Beginning to notice common spelling patterns. Recognising some familiar French words in written form.</p> <p>Language production Asking and/or answering simple questions. Practising speaking with a partner. Using short phrases to give information.</p>	<p>Language comprehension Listening and responding to single words and short phrases. Recognising some familiar French words in written form. Beginning to understand and notice cognates and near cognates. Using visual clues to make predictions about the meaning of unfamiliar vocabulary.</p> <p>Language production Asking and/or answering simple questions. Practising speaking with a partner. Using short phrases to give information. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. Recognising and using adjectives of colour and size.</p> <p>awareness Showing awareness of the capital city and identifying some key cultural landmarks and works of art such as L'escargot by Matisse.</p>	<p>Language comprehension Listening and responding to single words and short phrases. Listening and noticing rhyming words when joining in with songs. Beginning to notice common spelling patterns. Reading aloud some words from simple songs, stories and rhymes. Recognising some familiar French words in written form. Beginning to understand and notice cognates and near cognates. Using visual clues to make predictions about the meaning of unfamiliar vocabulary.</p> <p>Language production Asking and/or answering simple questions. Using short phrases to give information. Recognising and repeating phrases from familiar rhymes and songs. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. Experimenting with simple writing, copying with accuracy.</p> <p>Cultural awareness Discussing similarities and differences between customs and traditions in France and the UK.</p>	<p>Language comprehension Listening and responding to single words and short phrases. Beginning to notice common spelling patterns. Recognising some familiar French words in written form. Beginning to understand and notice cognates and near cognates. Using visual clues to make predictions about the meaning of unfamiliar vocabulary.</p> <p>Language production Asking and/or answering simple questions. Forming simple statements with information including the negative. Practising speaking with a partner. Using short phrases to give information. Recognising and repeating phrases from familiar rhymes and songs. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Discussing strategies for remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy. Recalling and writing simple words from memory. Experimenting with simple writing, copying with accuracy. Recognising and using adjectives of colour and size.</p>	<p>Language comprehension Listening and responding to single words and short phrases. Reading aloud some words from simple songs, stories and rhymes. Beginning to understand and notice cognates and near cognates. Using visual clues to make predictions about the meaning of unfamiliar vocabulary.</p> <p>Language production Asking and/or answering simple questions. Practising speaking with a partner. Using short phrases to give information. Recognising and repeating phrases from familiar rhymes and songs. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Building confidence by repeating short phrases with increasing accuracy. Experimenting with simple writing, copying with accuracy.</p>	<p>Language comprehension Recognising some familiar French words in written form. Beginning to understand and notice cognates and near cognates. Becoming familiar with format, layout and simple use of a bilingual dictionary.</p> <p>Language production Asking and/or answering simple questions. Using short phrases to give information. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy.</p>
Key Vocab	<p>bonjour salut au revoir bonsoir bonne nuit ça va bien ça va mal c'est... comment tu t'appelles ? je m'appelle... non oui</p>	<p>rouge bleu jaune vert orange un cercle un triangle un carré un rectangle grand petit c'est</p>	<p>un deux trois quatre cinq six sept huit neuf dix onze douze</p>	<p>un crayon un taille-crayon un stylo un cahier un sac une règle une gomme une trousse des ciseaux j'ai je n'ai pas tu as...?</p>	<p>un ferry un train un autobus un cahier un ballon un hélicoptère un vélo un sous-marin un avion une voiture un bateau à pied je vais</p>	<p>un éléphant un lion un lapin un loup un oiseau un poisson un serpent un singe un ver une grenouille une tortue une girafe</p>

Yr4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	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
Prior knowledge	In year 3, the children began to describe shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates, practising language skills.	In year 3, the children began to describe shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates, practising language skills. In the previous unit, children learnt adjectives for describing people's physical appearance, creating simple sentences ensuring that the adjectives agree with the gender of the noun.	In year 3, children began to count in French from one to twelve, recognise the written number words, ask how old someone is and answer the same question, comparing sentence structures in French and English, and practising all the vocabulary by playing counting and some traditional French games.	In year 3, children began to count in French from one to twelve, recognise the written number words, ask how old someone is and answer the same question, comparing sentence structures in French and English, and practising all the vocabulary by playing counting and some traditional French games. In the previous unit the children learnt French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys. They also researched the dates of French festivals.	In Autumn 2, children in year 4 began learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Incorporating previous learning about colour into their descriptions of clothing and recapping the concept of adjectival agreement. Expressing their opinions about outfits in French.	In year 3, children learnt new transport-related vocabulary and constructed sentences using parts of the verb 'aller' – to go, and prepositions to express going on holiday to a different country or going to school by a particular mode of transport. The children discovered that French is spoken in many countries around the world
Overview	Learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.	Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Incorporating previous learning about colour into their descriptions of clothing and recapping the concept of adjectival agreement. Expressing their opinions about outfits in French.	Learning French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys. Researching the dates of French festivals.	Learning phrases to describe the weather and vocabulary for the compass points; counting from 1-100 in multiples of ten and combining this knowledge to make statements about what the temperature is.	Learning food vocabulary and revising numbers to 100, this time in the context of money and prices. Developing language detective skills and confidence with practical conversational French.	Revising vocabulary from Year 3 and 4 by writing original songs in French, learning additional musical vocabulary and expanding their knowledge of the French names for European countries.
Unit outcomes	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> -Understand that adjectives change depending on whether they are describing a boy or girl, for example: sérieux and sérieuse. -Identify a person correctly from a description of their hair and eye colour. -Place word cards in the correct order, with the adjectives following the noun. -Compose a spoken sentence to describe a friend. -Write four sentences accurately with the correct adjectival agreement, helped by a support sheet. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> -Remember and pronounce some of the new words, recognising that some are masculine and take un, some feminine and take une and some plural and take des. -Understand how to convert the indefinite article to a possessive adjective. -Correctly identify items of clothing based on the written word. -Say the words for items of clothing with accurate pronunciation. -Make an intelligible attempt to spell new words. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> -Say the numbers to 31 in French. -Read and calculate Maths sums correctly in French. -Say all the days of the week, working out the words for the days that are yesterday and today. -Match most of the French months to their English equivalents. -Ask when someone's birthday is and give the number and month of their own birthday. -Say the seasons of the year. -Translate the date from English to French. -Say the similarities and differences between birthdays in the UK and France. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> -Use a physical response to show their understanding of six to eight weather phrases. -Repeat new phrases with accurate pronunciation. -Say at least two sentences intelligibly to convey the weather in a given place. -Point or move in the correct direction during a compass points game. -Understand and say several directions and weather sentences. -Place weather symbols in the correct locations on a map. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> -Recognise and understand the meaning of new words that are cognates. -Use a model text to support conversation. -Complete mathematical calculations in French, writing answers in euros. -Recognise shop names and label a triarama. -Use a bilingual dictionary to translate given words. -Use a range of strategies to understand a familiar text. -Ask and respond to questions found in a café conversation. 	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> -Answer questions based on a video of a French-speaker, getting at least half of them correct. -Match a set of instrument words to the appropriate instrument picture, getting the majority of them correct (allowing for any that they do not know in English). -Say which instrument they play. -Say what kind of music they like, using a whole sentence. -Ask a question after listening to other pupils' attempts. -Read and understand music genres in written form.

		<p>-Write accurately using a support and selecting the correct form of the adjective most of the time, understanding why other forms of the adjective are wrong.</p> <p>-Compose a sentence using j'aime or je n'aime pas.</p> <p>Use il/elle correctly and place the adjective in the correct position in relation to the noun.</p>		<p>-Match at least three temperature numerals and words correctly.</p> <p>-Say the correct number for a temperature.</p> <p>-Show an understanding of the water cycle and relevant cognates in both English and French.</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>
Key knowledge	<p>Phonics To know that 'h' at the start of a word in French is not pronounced.</p> <p>Grammar To know that the ending of an adjective changes depending on the gender and number of the noun it describes. To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange.</p> <p>To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc.) – violette (fem.); blanc (masc.) – blanche (fem.); heureux – heureuse. To know that the endings of verbs change according to the subject. To know how to form the first, second and third person of the verbs avoir (to have) and être (to be). To know that we can use conjunctions to link phrases such as et/mais. To know that the verbs avoir and être are used to describe appearance and personality. To know how avoir (to have) and être (to be) are conjugated in the third person singular forms: il/elle a; il/elle est. To know that the ending of an adjective changes depending on the gender and number of the noun it describes. To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine</p>	<p>Phonics To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez.</p> <p>Grammar To know the equivalents for the word 'the' in French: le/la/l'/les and 'a/an/some' : un, une, des. To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator. To know that the ending of an adjective changes depending on the gender and number of the noun it describes. To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange. To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc.) – violette (fem.); blanc (masc.) – blanche (fem.); heureux – heureuse. To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe. To know that the endings of verbs change according to the subject. To know the meaning of the verb porter (to wear) in the third person singular form: il/elle porte, and aimer in the third person plural form: ils aiment. To know that in a bilingual dictionary</p>	<p>Phonics To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez. To recognise and begin to predict key word patterns and spellings. To know that 'h' at the start of a word in French is not pronounced.</p> <p>Grammar To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some': un, une, des. To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator. To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence. To know that basic sentence structures in English and French have the same pattern: subject + verb + object.</p>	<p>Phonics To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez. To recognise and begin to predict key word patterns and spellings.</p> <p>Cultural awareness Comparing the weather between France and the UK. To know that in France the temperature is measured in Celsius.</p>	<p>Phonics To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez. To know that 'h' at the start of a word in French is not pronounced.</p> <p>Grammar To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some': un, une, des. To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas. To know that basic sentence structures in English and French have the same pattern: subject + verb + object. To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.</p> <p>Cultural awareness Ordering typical French food and drink. To know that in French there is a formal and informal version of the word for 'you', and when to use which one. To know that the currency used in France is euros and to recognise some of the notes and coins. To know that orders are typically taken at the table in France.</p>	<p>Phonics To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez.</p> <p>Grammar To know that the endings of verbs change according to the subject. To know that we can use conjunctions to link phrases, such as et/mais. To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas. To know that basic sentence structures in English and French have the same pattern: subject + verb + object. To know that you can make a statement into a question simply by changing the intonation of your voice in French. To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.</p> <p>Cultural awareness Creating a song in French for a famous song contest. To know that the Eurovision song contest is an annual competition between countries in the euro area and that it was created to promote cooperation between countries after the Second World War.</p>

	<p>or plural forms: marron, orange. To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc.) – violette (fem.); blanc (masc.) – blanche (fem.), heureux-heureuse. To know that the endings of verbs change according to the subject. To know how to form the first, second and third person of the verbs avoir (to have) and être (to be). To know that we can use conjunctions, such as et/mais, to link phrases. To know that the verbs avoir and être are used to describe appearance and personality. To know how avoir (to have) and être (to be) are conjugated in the third person singular forms: il/elle a; il/elle est.</p>	<p>abbreviations give us grammatical information about nouns and other words in French.</p>				
Key skills	<p>Language comprehension Listening and responding to full sentences. Beginning to notice common spelling patterns. Recognising some familiar French words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies. Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using contextual clues and cues to gist and make predictions about meanings.</p> <p>Language production Recognising and answering simple questions that involve giving personal information. Using a model to form a spoken sentence. Listening and repeating key phonemes with care. Recognising how intonation and gesture are used to differentiate between statements and questions. Discussing strategies for remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing</p>	<p>Language comprehension Listening and responding to full sentences. Listening and noticing rhyming words when joining in with songs. Beginning to notice common spelling patterns. Following a short text or rhyme, listening and reading at the same time. Recognising some familiar French words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies. Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using contextual clues and cues to gist and make predictions about meanings.</p> <p>Language production Beginning to form opinion phrases. Using a model to form a spoken sentence. Listening and repeating key phonemes with care. Recognising how intonation and gesture are used to</p>	<p>Language comprehension Listening and noticing rhyming words when joining in with songs. Beginning to notice common spelling patterns. Recognising some familiar French words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies. Using contextual clues and cues to gist and make predictions about meanings.</p> <p>Language production Recognising and answering simple questions that involve giving personal information. Using a variety of conversational phrases. Using a model to form a spoken sentence. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Discussing strategies for remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy. Rehearsing and performing a short role-play or song. Selecting and writing short words and phrases.</p> <p>Cultural awareness</p>	<p>Language comprehension Listening and noticing rhyming words when joining in with songs. Following a short text or rhyme, listening and reading at the same time. Recognising some familiar French words when written in a short phrase.</p> <p>Language production Beginning to adapt phrases from a rhyme/song. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. Selecting and writing short words and phrases.</p>	<p>Language comprehension Listening and responding to full sentences. Following a short text or rhyme, listening and reading at the same time. Recognising some familiar French words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies.</p> <p>Language production Recognising and answering simple questions which involve giving personal information. Beginning to form opinion phrases. Using a variety of conversational phrases. Using a model to form a spoken sentence. Listening and repeating key phonemes with care. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. Rehearsing and performing a short role-play or song. Selecting and writing short words and phrases.</p>	<p>Language comprehension Listening and noticing rhyming words when joining in with songs. Recognising some familiar French words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies. Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using contextual clues and cues to gist and make predictions about meanings.</p> <p>Language production Recognising and answering simple questions which involve giving personal information. Beginning to form opinion phrases. Using a variety of conversational phrases. Using a model to form a spoken sentence. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to</p>

	accuracy. Selecting and writing short words and phrases. Making short phrases or sentences using word cards. Using different adjectives, with correct positioning and agreement. Choosing appropriate adjectives from a wider range of adjectives.	differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. Rehearsing and performing a short role-play or song. Selecting and writing short words and phrases.	Discovering French festivals and their traditions.			differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. Rehearsing and performing a short role-play or song.
Key Vocab	il a/elle a il est/elle est heureux/heureuse sérieux/sérieuse les cheveux les yeux petit/petite grand/grande il s'appelle... elle s'appelle... blond(e)(s) noir(e)(s)	un T-shirt un short un pantalon un chapeau une culotte une chemise un pull des bottes une robe des chaussettes des baskets il/elle porte	onze douze treize quatorze quinze seize dix-sept dix-huit dix-neuf vingt vingt-et-un trente un anniversaire	il fait beau il fait mauvais il fait chaud il fait froid il pleut il neige il y a du soleil il y a du vent le nord le sud l'est l'ouest	le café le restaurant le menu une boisson une entrée un plat principal je voudrais j'aime s'il vous plaît merci le serveur l'addition	le piano le violon le saxophone le clavier la guitare la flûte la flûte à bec la clarinette la batterie la trompette jouer de la musique
Yr5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	French Monster Pets	Space Exploration in French	Shopping in France	French-speaking world	Verbs in a French week	Visiting a town in France
Prior knowledge	In year 4 the children learnt adjectives for describing people's physical appearance and their personality and created simple sentences ensuring that the adjectives agree with the gender of the noun.	In year 4 the children learnt vocabulary to describe items of clothing, along with the different forms of the indefinite article. Incorporating previous learning about colour into their descriptions of clothing and recapping the concept of adjectival agreement. Expressing their opinions about outfits in French.	In year 4 the children learnt French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys. Researching the dates of French festivals.	In year 4 the children learnt phrases to describe the weather and vocabulary for the compass points; counting from 1-100 in multiples of ten and combining this knowledge to make statements about what the temperature is.	In Autumn 2 the children used figurative language, developing sentence structure by adding adjectives, using prepositions and making simple adjectival comparisons.	In Spring 1 children learnt to construct high numbers in French, developing food-related vocabulary, building on their understanding of sentence structures, questions and phrases.
Overview	Revising noun gender, using the correct article to go with nouns, making adjectives agree with the noun they describe and sentence constructions, placing the adjectives in the correct place.	Using figurative language, developing sentence structure by adding adjectives, using prepositions and making simple adjectival comparisons.	Learning to construct high numbers in French, developing food-related vocabulary, building on their understanding of sentence structures, questions and phrases.	Learning about French speaking countries, learning to give and follow directions in French, discussing climate and using comparative language.	Identifying the infinitive form of verbs and subject pronouns, grouping French verbs and learning that there are regular and irregular verbs.	Learning directional and transport vocabulary and prepositional phrases, practising giving opinions and talking about a trip to France
Unit outcomes	Pupils who are secure will be able to: -Notice cognates and near cognates in the text. -Recognise some previously known words. -Use a dictionary to research the meaning of relevant vocabulary. -Recognise and sort nouns by gender and number, and to explain the effect this may have on an adjective.	Pupils who are secure will be able to: -Listen to and identify cognates in French, noticing differences with spelling and pronunciation, e.g. for planet names. -Write their own metaphors using a writing model, replacing nouns with original vocabulary.	Pupils who are secure will be able to: -Recognise number words in written form. -Correctly build and pronounce two-digit numbers that have been generated randomly. -Recall vocabulary by matching the correct pictures to the appropriate words. -Join in with a story, using gestures and key vocabulary.	Pupils who are secure will be able to: -Recognise and respond to directions. -Form directional phrases of their own. -Read and understand a range of sentences including directions. -Form full sentences to ask and answer questions as modelled orally.	Pupils who are secure will be able to: -Attempt to read new verbs aloud with confidence and mostly accurate pronunciation. -Create an opinion phrase using one of the new verbs. -Work together to visually and orally present a verb in at least three different forms, with the appropriate pronoun.	Pupils who are secure will be able to: -Describe routes to school using pictures and word cards. -Follow simple directions accurately. -Describe the relationship between places using a preposition. -Put modes of transport into a simple sentence.

	<ul style="list-style-type: none"> -Modify sentences to use the correct articles/pronouns (un/une and il/elle) according to gender. -Unscramble jumbled sentences without any errors in word order. -Recognise rules of agreement in longer phrases. -Produce a short, structured paragraph using a range of familiar structures, with some manipulation of language and use of a word bank for support. 	<ul style="list-style-type: none"> -Make the correct choice of un/une for gender and add colour adjectives when writing. Form a factually and grammatically accurate phrase to compare two planets in terms of their size or temperature. -Adapt a model text to create an original sentence of their own, including descriptive phrases. 	<ul style="list-style-type: none"> -Correctly sort word-cards by gender and apply the appropriate article. -Highlight a range of known and easily recognisable vocabulary in a text. 	<ul style="list-style-type: none"> -Show some understanding of national identity. -Understand a set of true/false statements and know where to locate the information about these statements in a graph/table. -Use prompts to ask and answer necessary questions to complete information on a passport, seeking clarification if needed. 	<ul style="list-style-type: none"> -Work together to build a verb spinner and use it to generate appropriate phrases. -Recognise and recall different parts of verbs avoir and être. -Create an original short text, correctly adapting a range of verbs to their appropriate form. 	<ul style="list-style-type: none"> -Role-play buying tickets in French. -Use modes of transport to build sentences about going to places. -Begin constructing negative sentences correctly. -Learn to say and read places in a town. -Use a writing frame to give a reasoned opinion for visiting a place. -Identify the grammatical elements of a text. -Understand the gist of a text. -Use a text to write their own description of a place.
Key knowledge	<p>Phonics To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç). To know that a change in voice intonation can indicate when a question is being asked.</p> <p>Grammar To know that adjectives must agree with the gender and number of the noun being described. To know that compound sentences join two simple sentences together using connectives such as et and mais. To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips – crisps, les baskets – trainers. To understand that words in French and English will not always have a direct equivalent in the other language.</p>	<p>Phonics To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç). To know that a change in voice intonation can indicate when a question is being asked.</p> <p>Grammar To know that a simple metaphor requires two nouns and the verb 'to be' e.g: Le Soleil est un ballon jaune. To know that adjectives must agree with the gender and number of the noun being described. To know that I can compare nouns by placing plus/moins and que around the adjective of comparison. To know that when making comparisons, the ending of the adjective may need to change depending on the gender and number of the noun it is describing. To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel. To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb avoir (to have) is used, not</p>	<p>Phonics To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç). To know that a change in voice intonation can indicate when a question is being asked.</p> <p>Grammar To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb avoir (to have) is used, not the verb to be as in English. To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips – crisps, les baskets – trainers. To understand that words in French and English will not always have a direct equivalent in the other language.</p>	<p>Phonics To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç). To know that a change in voice intonation can indicate when a question is being asked.</p> <p>Grammar To know that I can compare nouns by placing plus/moins and que around the adjective of comparison.</p> <p>Cultural awareness Identifying key geographical features of countries in the French-speaking world. Analysing climate data for some French-speaking countries. To be able to name French-speaking countries and recognise the flags of those countries. To be able to explain how climate varies in some French-speaking countries.</p>	<p>Phonics To know that a change in voice intonation can indicate when a question is being asked.</p> <p>Grammar To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel. To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated. To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb avoir (to have) is used, not the verb to be as in English. To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim.</p>	<p>Phonics To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p> <p>Grammar To know that partitive articles describe where something is placed: le livre est à côté du stylo. To know a range of prepositions to describe the position of objects. To know that the way verbs change to match the pronoun is called conjugation. To know that some verbs do not follow regular patterns, including avoir (to have), être (to be) and aller (to go). To know that, for regular verbs, the singular imperative verb (tu) is formed by removing the s from the second person singular of a verb e.g. tourne becomes tourne (turn). To know that parce que (because) can be used to extend a sentence and give a justification.</p>

		the verb to be as in English. To understand that words in French and English will not always have a direct equivalent in the other language.				
Key skills	<p>Language comprehension Beginning to predict spelling patterns. Reading and responding to a range of authentic texts. Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type. Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</p> <p>Language Production Beginning to predict spelling patterns. Reading and responding to a range of authentic texts. Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type. Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</p>	<p>Language comprehension Listening and selecting information from short audio passages to give an appropriate response. Reading and responding to a range of authentic texts. Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type. Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</p> <p>Language production Forming a question in order to ask for information. Presenting factual information in extended sentences including justification. Rehearsing and recycling extended sentences orally. Speaking in full sentences using known vocabulary. Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Using intonation and gesture to differentiate between statements and questions. Speaking and reading aloud with increasing confidence and fluency. Adapting model sentences to express different ideas. Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. Using adapted phrases to describe an object, person</p>	<p>Language comprehension Listening and selecting information from short audio passages to give an appropriate response. Independently identifying rhyming words and spelling patterns when joining in with songs. Reading and responding to a range of authentic texts. Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type. Using further contextual clues and cues, such as knowledge of text types and structures, to deduce unknown vocabulary.</p> <p>Language production Forming a question in order to ask for information. Beginning to use conversational phrases for purposeful dialogue. Rehearsing and recycling extended sentences orally. Speaking in full sentences using known vocabulary. Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Using intonation and gesture to differentiate between statements and questions. Formulating their own strategies to remember and apply pronunciation rules. Speaking and reading aloud with increasing confidence and fluency. Creating and presenting a dialogue or role-play.</p>	<p>Language comprehension Listening and selecting information from short audio passages to give an appropriate response. Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type. Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</p> <p>Forming a question in order to ask for information. Beginning to use conversational phrases for purposeful dialogue. Rehearsing and recycling extended sentences orally. Speaking in full sentences using known vocabulary. Using intonation and gesture to differentiate between statements and questions. Speaking and reading aloud with increasing confidence and fluency. Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. Using adapted phrases to describe an object, person or place. Using adjectives with correct placement and agreement.</p>	<p>Language comprehension Listening and selecting information from short audio passages to give an appropriate response. Reading and responding to a range of authentic texts. Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type. Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</p> <p>Language production Speaking in full sentences using known vocabulary. Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Using intonation and gesture to differentiate between statements and questions. Formulating their own strategies to remember and apply pronunciation rules. Speaking and reading aloud with increasing confidence and fluency. Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. Using adapted phrases to describe an object, person or place.</p>	<p>Language comprehension Listening and gisting information from an extended audio passage using language detective skills. Reading short authentic texts for enjoyment or information. Identifying and extracting key information in a range of authentic texts. Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.</p> <p>Language production Planning, asking and answering extended questions. Developing extended sentences to justify a fact or opinion. Engaging in conversation and transactional language. Using intonation and gesture to differentiate between statements and questions. Speaking and reading aloud with increasing confidence and fluency. Using existing knowledge of vocabulary and phrases to create new sentences. Constructing a short text on a familiar topic. Using a wide range of descriptive phrases.</p>

		or place. Using adjectives with correct placement and agreement.				
Key Vocab	-le corps -la tête -la bouche -le nez -les yeux -les pieds -les bras -les jambes -les dents -la queue -court (s) -courte (s) -long (s) -longue (s)	-le Système solaire -le Soleil -la Lune -la Terre -une planète -l'espace -plus ... que -les jambes -les dents -la queue -court (s) -courte (s) -long (s) -longue (s)	-trente -quarante -cinquante -soixante -soixante-dix -- quatre-vingts -quatre-vingt-dix -cent -ça fait ... -c'est combien ?	-au nord -au sud -à l'est -à l'ouest -je vais -tu vas -la France -la Grande-Bretagne -un pays -un drapeau -parce que -il y a	-chanter -courir -danser -dormir -écrire -jouer -lire -manger -nager -aimer -avoir -être	-en voiture -en bus -en train -en avion -à vélo -à pied -entre -autour de -au bord de -loin de -la droite -la gauche
Yr6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Meet my French family	French sport and the Olympics	French football champions	In my French house	Planning a French holiday	
Prior knowledge	In year 4 the children revised vocabulary from Year 3 and 4 by writing original songs in French, learning additional musical vocabulary and expanding their knowledge of the French names for European countries.	In year 5 the children identified the infinitive form of verbs and subject pronouns, grouping French verbs and learning that there are regular and irregular verbs.	In the previous unit, children conjugated the verb 'aller' - to go, identifying correct prepositions, learning sports vocabulary and how to express preferences plus the infinitive.	In Autumn 1, the children learnt family and relations vocabulary, the possessive adjective: 'my' and 'how' to express likes and dislikes. They learnt to compose a written composition by recycling and re-ordering known words and phrases.	In year 5 the children identified the infinitive form of verbs and subject pronouns, grouping French verbs and learning that there are regular and irregular verbs.	
Overview	Learning family and relations vocabulary, the possessive adjective: 'my' and 'how' to express likes and dislikes. Learning to compose a written composition by recycling and re-ordering known words and phrases.	Conjugating the verb 'aller' - to go, identifying correct prepositions, learning sports vocabulary and how to express preferences plus the infinitive.	Developing and practising language learning strategies, developing reading, speaking and listening skills, responding to questions about footballers.	Learning how to describe a house - the different rooms and who lives there. Learning about prepositions to explain where items are arranged in their bedrooms.	Learning to use a combination of present and near-future tenses, and becoming familiar with holiday-related vocabulary around packing a suitcase and planning a journey	
Unit outcomes	Pupils who are secure will be able to: -Complete correctly a gap-fill activity to match French vocabulary with pictures. -Recognise words that are similar to English. -Adapt a sentence to change its meaning. -Apply some understanding of French pronunciation. -Recognise key information within a longer text.	Pupils who are secure will be able to: -Pronounce the name of a sport accurately and confidently. -Use the verbs jouer and faire correctly with different sports. -Create sentences using two verbs, the seconds one in the infinitive form. -Construct simple sentences to say whether or not they play a sport. -Express and justify opinions in relation to sports.	Pupils who are secure will be able to: -Try two methods of memorising and learn at least four of the new words. -Learn and pronounce most of the new words, remembering the vocabulary from the previous lesson. -Translate some player profiles. -Construct the sentence, 'I come from [a place]' in French. -Understand comprehension questions based on the topic of football and show some competence in answering them. -Complete part of a player profile.	Pupils who are secure will be able to: -Understand the French words for different types of houses and their rooms. -Ask and answer questions using vocabulary about houses and rooms. -Remember and understand the elements of a house and family. -Use a writing frame to create a written description of their house.	Pupils who are secure will be able to: -Remember the countries in the world in French. -Use a writing model to create a complex sentence. -Begin to understand the present and future tense of 'aller' in French. -Identify the present and future tenses in reading and listening. -Label images of clothing correctly.	

	<ul style="list-style-type: none"> -Build sentences confidently using word cards. -Respond to spoken opinions with the correct gesture. -Use different opinions in sentences. -Change elements of a sentence whilst retaining the meaning. -Organise a text, making simple adaptations that do not affect its overall sense. 	<ul style="list-style-type: none"> -Identify some of the French country names using cognates and near cognates. -Use the correct form of aller with correct preposition to indicate where you are going. -Write an article in French, using a writing frame, about an imaginary Olympic Games. 	<ul style="list-style-type: none"> -Deliver an oral presentation with a reasonable standard of pronunciation. 	<ul style="list-style-type: none"> -Label things in a bedroom and use the related vocabulary in simple sentences. -Use prepositions accurately, both verbally and in written sentences. -Write a letter to describe all the rooms in their house, where they live and with whom, using at least three prepositions accurately and including questions. 	<ul style="list-style-type: none"> -Speak in sentences and write a paragraph. -Recognise familiar words and cognates. -Begin to understand the gist of the text to be able to answer some questions. -Find out information from a range of websites and use this information to plan a holiday. 	
Key knowledge	<p>Phonics To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç).</p> <p>Grammar To know that there are compound nouns in French e.g. mon grand-père, mes grand-parents. To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb avoir (to have) is used, not the verb to be as in English. To know that compound sentences join two simple sentences together using connectives such as et and mais. To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim. To know that there is no possessive apostrophe in French. To say 'my father's sister' in French would be the sister of my father: la sœur de mon père. To understand that words in French and English will not always have a direct equivalent in the other language.</p>	<p>Phonics To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p> <p>Grammar To know whether to use the pronouns il – he, or elle – she, when describing someone. To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel. To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated. To know that the same verb is not always used in English and French for a given phrase. To know that compound sentences join two simple sentences together using connectives such as et and mais. To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim or y: il n'y a pas de bus. To know that the way verbs change to match the pronoun is called conjugation. To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be) and aller (to go). To conjugate the verbs aller, jouer and faire. To know that venir de + the infinitive of the second verb indicates a recent action: je viens de finir – I have just finished, or a place of origin. To know that we use the verb jouer – to play, with some</p>	<p>Phonics To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p> <p>Grammar To know whether to use the pronouns il 'he' or elle 'she' when describing someone. To know that the way verbs change to match the pronoun is called conjugation. To know that some verbs do not follow regular patterns, including avoir (to have), être (to be) and aller (to go). To know that venir de + the infinitive of the second verb indicates a recent action: je viens de finir – I have just finished, or a place of origin.</p> <p>Cultural awareness To know that football is immensely popular in France which is reflected in the support for the national team, les Bleus.</p>	<p>Phonics To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g. est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu ? To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p> <p>Grammar To know that partitive articles describe where something is placed: le livre est à côté du stylo. To know a range of prepositions to describe the position of objects.</p>	<p>Phonics To know understanding different sounds in French can help when attempting to pronounce new vocabulary.</p> <p>Grammar To know that the way verbs change to match the pronoun is called conjugation. To know that some verbs do not follow regular patterns, including avoir – to have, être – to be, and aller – to go. To conjugate the verbs aller, jouer and faire. To know that parce que – because, can be used to extend a sentence and give a justification.</p>	

		<p>sports and faire – to do, with other sports. To know that parce que and/or car(because) can be used to extend a sentence and give a justification.</p> <p>Cultural awareness To be able to name French-speaking countries and recognise the flags of those countries. To be able to explain how climate varies in some French-speaking countries. To know the rules for playing French bowls.</p>				
Key skills	<p>Language comprehension Listening and selecting information from short audio passages to give an appropriate response. Identifying key information in simple writing. Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</p> <p>Language production Speaking in full sentences using known vocabulary. Using intonation and gesture to differentiate between statements and questions. Speaking and reading aloud with increasing confidence and fluency. Adapting model sentences to express different ideas Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. Using adapted phrases to describe an object, person or place. Using adjectives with correct placement and agreement.</p>	<p>Language comprehension Listening and inferring information from audio passages using language detective skills. Reading short authentic texts for enjoyment or information. Identifying and extracting key information in a range of authentic texts. Reading and using language detective skills to assess meaning including context, text type and sentence structure. Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Using further contextual clues and cues, such as knowledge of text types and awareness of grammatical structures to deduce unknown vocabulary.</p> <p>Language production Planning, asking and answering questions. Rehearsing and recycling extended sentences orally. Speaking in full sentences using known vocabulary. Planning and giving a short oral presentation. Modifying, expressing and comparing opinions. Formulating their own strategies to remember and</p>	<p>Language comprehension Listening and gisting information from an extended audio passage using language detective skills. Reading short authentic texts for enjoyment or information. Identifying and extracting key information in a range of authentic texts. Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.</p> <p>Language production Planning and giving a short oral presentation. Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Using intonation and gesture to differentiate between statements and questions. Formulating their own strategies to remember and apply pronunciation rules. Speaking and reading aloud with increasing confidence and fluency. Giving a presentation drawing upon learning from a number of previous topics. Using existing knowledge of vocabulary and phrases to create new sentences. Constructing a short text on a familiar topic. Using a wide range of descriptive phrases.</p>	<p>Language comprehension Listening and gisting information from an extended audio passage using language detective skills. Beginning to predict spelling patterns. Reading short authentic texts for enjoyment or information. Identifying and extracting key information in a range of authentic texts. Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.</p> <p>Language production Planning, asking and answering extended questions. Engaging in conversation and transactional language. Planning and giving a short oral presentation. Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Using intonation and gesture to differentiate between statements and questions. Formulating their own strategies to remember and apply pronunciation rules. Speaking and reading aloud with increasing confidence and fluency. Giving a presentation drawing upon learning from a number of previous topics. Using existing knowledge of vocabulary and phrases to</p>	<p>Language comprehension Reading short authentic texts for enjoyment or information. Identifying and extracting key information in a range of authentic texts. Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.</p> <p>Language production Developing extended sentences to justify a fact or opinion. Planning and giving a short oral presentation. Using intonation and gesture to differentiate between statements and questions. Speaking and reading aloud with increasing confidence and fluency. Giving a presentation drawing upon learning from a number of previous topics. Using existing knowledge of vocabulary and phrases to create new sentences. Constructing a short text on a familiar topic. Using a wide range of descriptive phrases.</p>	

		<p>apply pronunciation rules. Speaking and reading aloud with increasing confidence and fluency. Using intonation and gesture to differentiate between statements and questions. Giving a presentation drawing upon learning from a number of previous topics. Adapting model sentences to express different ideas. Using existing knowledge of vocabulary and phrases to create new sentences. Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. Using adapted phrases to describe an object, person or place. Generating the correct form of an adjective that agrees with the singular or plural noun it is describing. Using a wide range of descriptive words and phrases independently.</p> <p>Cultural awareness Playing the traditional French game of la pétanque. Researching information about the Paris 2024 Olympic Games. Comparing sporting activities in France and the UK.</p>		<p>create new sentences. Constructing a short text on a familiar topic. Using a wide range of descriptive phrases.</p>		
Key Vocab	<ul style="list-style-type: none"> -mon frère -ma sœur -fils/fille unique -mon père -ma mère -mes parents -mon grand-père -ma grand-mère -mon oncle -ma tante -mon cousin -ma cousine 	<ul style="list-style-type: none"> -le sport -je joue -je fais -le football -le basketball -le tennis -le rugby -le ski -la boxe -le gymnastique -la natation -le tir à l'arc -le skate -j'aime -j'adore -je déteste 	<ul style="list-style-type: none"> -le ballon -le but -le sifflet -le terrain -marquer un but -mi-temps -sauver un but -un carton jaune -un carton rouge -une équipe -un match de foot -un footballeur/footballeuse 	<ul style="list-style-type: none"> -une maison -le salon -la chambre -la cuisine -le jardin -la salle de bain -à côté de -derrière -devant -entre -sous -sur 	<ul style="list-style-type: none"> -je vais en/au/aux ... -je vais aller ... -maintenant -demain -les vacances -une valise -en été -en hiver -pourquoi ? -parce que -cette année -beaucoup de 	