



	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>Y2/3</b>	<p><b>Topic:</b> Year A: (Moi/ Christmas) Year B: Greetings/ Christmas Year C: Getting to Know You</p>	<p><b>Topic:</b> Year A: (Les Couleurs/ Easter in France) Year B: Seasons/ Easter in France Year C: <b>La météo</b></p>	<p><b>Topic:</b> Year A: (Tutti Frutti/ Tour de France) Year B: Shopping/ Tour de France Year C: The Very Hungry Caterpillar</p>
	<p><b>Core Skills</b> <u>Listening</u> Listen and respond to simple questions. Listen and begin to understand some classroom instructions. Understand a few familiar spoken words Recognise and respond to sound patterns and words. <u>Speaking</u> Say and repeat single words and short simple phrases Ask and answer a simple question. Imitate pronunciation and intonation so others can understand. Say and repeat single words and short simple phrases <u>Reading</u> Read and understand single words Can recognise and read out a few familiar words and phrases <u>Writing</u> Experiment with writing simple words. Can copy simple words or symbols correctly <u>Intercultural Understanding</u> Understand that some people speak a different language to my own</p>	<p><b>Core Skills:</b> <u>Listening</u> Listen and respond to simple rhymes, stories and songs. Understand a few familiar spoken words and phrases Follow a short familiar text. <u>Speaking</u> Begin to use set phrases. Choose the right word to complete a phrase. Perform simple communicative tasks involving single words and short phrases. Build up conversation from greeting to ask for items. <u>Reading</u> Appreciate stories, songs and poems from another language. Begin to read a short familiar text listening and reading at the same time. <u>Writing</u> Can label a picture. Write some single words correctly. <u>Intercultural Understanding</u> Begin to learn a traditional story rhyme or song from another culture. Begin to understand the religious customs of another country.</p>	<p><b>Core Skills:</b> <u>Listening</u> Listen attentively and understand words and phrases. Listen attentively and show understanding of words and phrases. <u>Speaking</u> Children will build a short conversation. Name objects. Memorise language and present ideas and information. Speak a short sentence. Speak with increasing confidence. Name places. <u>Reading</u> Apply phonic knowledge of foreign language to decode a simple text. Read some familiar words and phrases aloud and pronounce them accurately. <u>Writing</u> Write some single words and phrases from memory accurately. Begin to develop an awareness of phonic sounds and begin to link spelling some words from memory. <u>Intercultural Understanding</u> Begin to understand the lifestyles of another country. Understand and respect that there are people and places in the world around me that are different to where I live and play.</p>



Y2/3	AUTUMN	SPRING	SUMMER
	<p><b>Knowledge:</b></p> <p>Bonjour/salut au revoir/bonsoir Comment ça va? Ça va/bien/mal Et toi? Merci C'est... Numéro Comment tu t'appelles? Je m'appelle...</p> <p>✓ Learn to greet others ✓ Learn to say how they are ✓ Learn how to ask and answer questions about names ✓ Learn that French is spoken in France and elsewhere in the world Discuss linguistic diversity within their class</p>	<p><b>Knowledge:</b></p> <p>C'est (de) quelle couleur? C'est... Addition vocab Quelle est ta couleur préférée? <i>J'aime/je n'aime pas le + colour</i> <i>Sequencing language</i></p> <p><i>Imperatives</i></p> <p>✓ Learn the colours in French ✓ Learn about games played in France e.g. la pétanque</p> <p>Weather Quel temps fait-il? Il fait... Revise days <i>à + French towns</i> <i>Present tense of faire il fait + weather</i></p>	<p><b>Knowledge:</b></p> <p>C'est un/une J'aime le/la/les J'adore... Je n'aime pas.... Je déteste .... Quel est ton fruit préféré? <i>(In)definite articles</i> <i>Singular/plural nouns</i></p> <p><i>mon/ton</i></p> <p>Days of the week</p> <p>✓ Learn the names of some fruits ✓ Read descriptions ✓ Write simple sentences to describe their own fruit kebab ✓ Express likes and dislikes about fruit</p>



	AUTUMN	SPRING	SUMMER
Y4/5	<p><b>Topic:</b> Year A: Les Monstres/ Christmas Year B: <b>Ma famille/home/ Christmas in France</b> Year C: <b>Le Calendrier des fêtes</b></p> <p><b>Core Skills:</b> Phonic sounds: <i>oi, on, in, ch,</i> Begin to recall numbers in French from 20-40 <u>Listening</u> Understand a range of familiar spoken phrase Understand the main points from a spoken passage made up of familiar language <u>Speaking</u> Answer simple questions and give basic information Ask and answer simple questions <u>Reading</u> Understands and recognise words within a short sentences Chn will be able to: read out familiar written phrases <u>Writing</u> Write a short sentence with support e.g. a model or fill in the words on a simple form Chn Can write one or two short sentences to a model and fill in the words <u>Intercultural Understanding</u> Understand that some people speak a different language to my own.</p>	<p><b>Topic:</b> Year A: Le monde des animaux/ Mardi Gras Year B: <b>Cher zoo/ Mardi Gras</b> Year C: <b>Je suis le musicien</b></p> <p><b>Core Skills:</b> Phonic Sounds: <i>ai/e, i, ui</i> Recall and read numbers in French from 20-40 <u>Listening</u> Understand a range of familiar spoken short passage, A short rhyme or song. Understand a range of familiar spoken phrases and short passages. <u>Speaking</u> Ask and answer simple questions, begin to speak in sentences Ask and answer simple questions, begin to speak in short sentences, give a response using a short phrase. <u>Reading</u> Read and understand a short sentence, To read and understand a short passage using familiar language, e.g. breakfast items, shopping list, characters breakfast description. <u>Writing</u> Write words and short phrases from memory. Write about likes and dislikes e.g favourite zoo animals. <u>Intercultural Understanding</u> Understand and respect that there are people and places in the world around me that are different to where I live and play.</p>	<p><b>Topic:</b> Year A: Au Marche/ Bastille Day Year B: <b>Le petit déjeuner/ Bastille Day</b> Year C: <b>A la Plage</b></p> <p><b>Core Skills:</b> Phonics Sounds: <i>o,il/y,ei, j</i> Recall, read and write numbers in French from 20-40 <u>Listening</u> Understand a range of familiar spoken phrases and short passages and place description. <u>Speaking</u> have a short conversation and speak in short sentences, Have a short conversation involving asking and answering questions. <u>Reading</u> To read and understand a short passage using familiar language, use bilingual dictionary Explain the main points in a short passage, read a short passage independently <u>Writing</u> Write 2-3 short sentences on a familiar topic Begin to write a short paragraph about a familiar topic <u>Intercultural Understanding</u> Respect and understand cultural diversity. Respect and understand An event from another culture.</p>



<p><b>Y4/5</b></p>	<p><b>Knowledge Year A:</b>                  Touche le nez/pied;                  la bouche/tête; l'oreille;                  les: épaules/genoux/yeux                  1-10                  Qu'est-ce que c'est...? C'est ...                  J'ai + number + body part  <i>Plurals of nouns</i>                  Avoir:j'ai, il/elle a</p> <p>✓ Learn the names for the main parts of the body                  ✓ Revise numbers to 10                  ✓ Use newly learnt vocabulary to describe themselves and others                  Learn a traditional French song and dance</p> <p><b>Knowledge Year B:</b>                  Revise Comment t'appelles-tu?                  Tu as des frères et des soeurs?                  J'ai/je n'ai pas de...                  Il/elle s'appelle...                  Voici...                  qui s'appelle...  <i>Present tense of s'appeler</i></p> <p>✓ Learn to talk about their family                  ✓ Give a short oral presentation</p> <p><b>Knowledge Year C:</b>                  Date                  Months                  Revise days</p>	<p><b>Knowledge Year A:</b>                  Qu'est ce que c'est? C'est ...                  As-tu un animal?                  J'ai/je n'ai pas de                  Il y a...                  qui s'appelle...  <i>Agreement/position of adjectives</i>  <i>Inversion of verb in question</i>  <i>Affirmative/negative sentences</i></p> <p>✓ Learn the names for some pet animals                  ✓ Learn to talk about their pets                  ✓ Learn to write simple/complex sentences about their pets                  ✓ Learn animal songs                  ✓ Revise "Which is your favourite?"                  Further option: revise likes/dislikes</p> <p><b>Knowledge Year B:</b>                  Days of the week                  Qu'est-ce que tu fais le + day?                  Quel est ton sport préféré?  <i>jouer au + sport</i>  <i>faire du/de la + sport</i>  <i>Present tense (je/tu)</i>  <i>Using jouer and faire</i></p> <p>✓ Learn the days of the week                  ✓ Learn the names for some sports                  ✓ Learn to say what activities they play/ do on particular days                  ✓ Learn some poems and songs</p>	<p><b>Knowledge Year A:</b>                  _Vegetables                  bon/mauvais pour la santé                  Qu'est-ce que tu as?                  Je voudrais...                  s'il vous plaît                  C'est combien?                  ... euros                  Quantities + de</p> <p><i>les/des + noun</i></p> <p>✓ Compare shopping in French markets with their own experiences                  ✓ Learn names for vegetables in French                  ✓ Learn how to buy some vegetables                  Extra lesson ideas and resources to explore healthy/unhealthy foods based on The very hungry caterpillar</p> <p><b>Knowledge Year B:</b>                  Breakfast items                  Je mange/je bois                  Tu aimes + le/la/les/l'                  + food?                  C'est bon/délicieux                  Ce n'est pas bon                  Numbers 10 - 60                  Ce matin  <i>Perfect tense:</i>                  j'ai mangé /j'ai bu                  Use of some: du/de la de l'/des</p>
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	<p>1-31 Seasons Festivals Noël <i>Use of ordinal/cardinal numbers</i> <i>Questions using quel(le)</i> <i>en + month</i></p> <p>✓ Most pupils will learn the months and dates in French ✓ They will study a range of different festivals celebrated in French As this unit is planned for autumn term 2, part of the unit will be spent learning about Christmas traditions in France</p>	<p>✓ Revise “Which is your favourite?” Further option: revise likes/dislikes</p> <p><u>Knowledge Year C:</u> Musical instruments J’aime/j’adore Je n’aime pas Je déteste Je joue du/de la/des + instruments <i>Use of de</i> <i>Questions using Qu’est-ce que? and Qui?</i></p> <p>✓ Learn to say which instrument they play ✓ Learn to focus on the rhythm in sentences Use the language and structures to write a report</p>	<p>✓ Develop their awareness of typical breakfast food and drink in France ✓ Learn to order a range of food and drink ✓ Learn to express and understand likes and dislikes with regard to food/drink Learn to express and understand opinions</p> <p><u>Knowledge Year C:</u> Beach vocab Ice creams Revise colours Je voudrais + ice cream flavours Il y a... <i>être present tense (est/sont)</i> <i>Agreement and position of adjectives</i> <i>Use of à la/au</i> <i>+ flavours</i></p> <p>✓ Learn some nouns and verbs to describe a beach scene ✓ Learn to read, understand and write instructions to create a beach scene Learn how to order and pay for ice creams</p>
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<p><b>Y5/6</b></p>	<p>Topic: Year A: Les Portraits/ Christmas Year B: <b>On fait la fête/météo bon anniversaire /home/ Christmas in France</b> Year C: <b>Les cadeaux/ Christmas in France</b></p>	<p>Topic: Year A: <b>Cher zoo/ Mardi Gras</b> Year B: <b>Vive le temps libre / Mardi Gras</b> Year C: <b>Le carnaval des animaux/ Mardi Gras</b></p>	<p>Topic: Year A <b>Au café / Bastille Day</b> Year B: <b>À la mode / Bastille Day</b> Year C: Faire du Shopping / <b>Bastille Day</b></p>
	<p><b>Core Skills:</b> <u>Listening</u> Follow a short conversation picking out the main details. Understand more complex sentences.  <u>Speaking</u> Prepare and practise a short conversation. Speak with increasing fluency.  <u>Reading</u> Read carefully and show understanding of words in a conversation. Read carefully and show understanding of words, phrases and simple writing.  <u>Writing</u> Write a short conversation Write sentences about a topic using a model.  <u>Intercultural Understanding</u> Talk about about a particular country's culture. Begin to understand more complex issues which affect countries in the world today for example religion.</p>	<p><b>Core Skills:</b> <u>Listening</u> Follow a short familiar text listening and reading at the same time. Listen and understand longer and more complex sentences.  <u>Speaking</u> Speak in sentences using familiar vocabulary. Understand and express simple opinions.  <u>Reading</u> Use the context to work out unfamiliar words. Read and understand the main points from a short written passage.  <u>Writing</u> Write phrases from memory. Write a short paragraph about a familiar topic.  <u>Intercultural Understanding</u> Discuss information about a particular country's culture. Compare the culture of another country with our country.</p>	<p><b>Core Skills:</b> <u>Listening</u> Listen and understand longer and more complex phrases within a text. Listen attentively and understand more complex phrases, join in to show understanding.  <u>Speaking</u> Initiate and sustain a short conversation of familiar phrases. Prepare and perform a short presentation on a familiar topic.  <u>Reading</u> Read short authentic texts for enjoyment and information. Read a short story or text and understand the main points <u>Writing</u> Write longer and more complex sentences in a paragraph. Be able to write at varying lengths for different purposes with increasing accuracy.  <u>Intercultural Understanding</u> _Research and present information about a particular event in a country. Understand how symbols, objects and pictures can represent a country.</p>



<p><b>Y5/6</b></p>	<p><b>Knowledge Year A:</b>          Facial features          Est ce qu'il / elle a...?          Qui est-ce? C'est...  <i>Indefinite articles:</i>  <i>un/une/des</i>  <i>Present tense:</i>  <i>avoir/être porter</i>  <i>(je, tu, il, elle)</i>  <i>Compound sentences : et/avec/mais</i></p> <p>✓ Learn to describe themselves and other people          ✓ Use their developing language skills to understand clues in a guessing game          ✓ Write a paragraph about a famous person</p> <p><b>Knowledge Year B:</b>          Birthdays          Quelle est la date de ton anniversaire?          C'est le...          Quel âge as-tu?          J'ai ...ans  <i>être present tense</i>  <i>(je/il)</i>  <i>Prepositions : en/au</i>  <i>de (of)</i></p> <p>✓ Learn how to ask and say when their birthday is in French          Find out about birthday celebrations in French</p>	<p><b>Knowledge Year A:</b>          Il a une queue/une tête/des pattes          Il était + adjectives          Il y a...  <i>Intensifiers très, trop</i>  <i>Connectives mais</i>  <i>à + time</i>  <i>Introduction to perfect tense:</i>  <i>j'ai vu/je suis allé(e)</i></p> <p>✓ Learn names for zoo animals          ✓ Learn and use some adjectives to describe zoo animals          ✓ Use past tenses to recount a zoo visit</p> <p><b>Knowledge Year B:</b>          Revise sport and introduce other hobbies such as watching TV, etc.          Qu'est ce que tu vas faire?  <i>Introduction to future tense : je vais + infinitive</i></p> <p>✓ Learn to talk about more hobbies          ✓ Learn to use the future tense          ✓ Design a poster about themselves</p>	<p><b>Knowledge Year A:</b>          Drinks and snacks          sucré/sale/gras          C'est combien?          Ça fait ...          Mathematical vocab: plus/moins/divisé/          multiplié par  <i>Qualifying opinions parce que c'est</i>  <i>+ adjective</i></p> <p>✓ Learn to order a range of snacks and drinks          ✓ Understand and justify likes and dislikes          ✓ Learn to understand prices</p> <p><b>Knowledge Year B:</b>          Loup y es-tu? story          Clothes + weather          + seasons          Je mets...          Je porte ...          Quand il fait  <i>Possessive adjectives: mon/ma/mes</i>  <i>Complex sentences with Quand</i></p> <p>✓ Learn vocabulary for a range of clothes          ✓ Learn to say what they and others wear in different weathers/seasons          ✓ Learn how to make an oral and written presentation in French</p>
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<p><b>Y5/6</b></p>	<p><u>Knowledge Year C:</u>            Revise family            Je voudrais            une/un/des...            C'est trop cher/moins cher/joli  <i>Expressing opinions:</i>  <i>je pense que c'est.... Future tense: je vais</i>  <i>acheter/commander</i>  <i>Comparative adjectives: plus/moins</i></p> <p>✓ Learn some words for presents            ✓ Learn how to ask for presents and be able to say what they will buy for other family members            ✓ Be able to thank someone for a gift and write gift tags, lists and letters            Use their previous knowledge, in a new context, to speak, read and write about family + hobbies</p>	<p><u>Knowledge Year C:</u>            C'est quel animal?            C'est un/une...            savane, forêt            mer, ferme            lentement/vite            comme un/une            adjectives            D'accord/pas d'accord  <i>Questions using quel/qui/où</i>  <i>Prepositions: dans/à la</i></p> <p>✓ Listen to a piece of music by a French composer            ✓ Learn new animal names            ✓ Learn about animal habitats            ✓ Learn how to design a poster in French            ✓ Read information texts – about a carnival, an email and a poster + option to learn about animal noises in other cultures</p>	<p><u>Knowledge Year C:</u>            listen and respond to topic vocabulary; • answer questions using the topic vocabulary; • take part in role play as a shopper/shopkeeper, speaking in French; • greet and respond; • use the preposition entre; • write money amounts in French, up to 500 € in multiples of 50.</p>
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