

French		
Year 3	<p>Skills</p> <p>Listening Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases.</p> <p>Speaking Communicate with others using simple words and short phrases.</p> <p>Reading Read familiar words and short phrases accurately by applying knowledge from Phonics. Understand the meaning in English of short words I read in French.</p> <p>Writing Write familiar words and short phrases using a model or vocabulary list. EG. I play the piano. I like apples.</p> <p>Grammar Start to understand the concept of noun gender and the use of articles. Use the first-person singular version of high-frequency verbs. EG. I like... I play... I am called...</p>	<p>Knowledge</p> <p>I'm Learning French (E), Autumn 1 I can locate France, Paris, and a few key cities on a map. I understand the Francophone world better. I can ask somebody how they are feeling and what their name is. I can say how I am feeling and my name. I can count to 10. I can read, write, say ten different colours.</p> <p>Animals (E), Autumn 2 I can name and recognise up to 10 animals in French. I can attempt to spell some of these nouns with their correct indefinite article/ determiner I can pretend I am a particular animal using the first-person singular form of the verb être (to be), je suis (I am).</p> <p>Musical Instruments (E), Spring 1 I can recognise, recall and spell up to ten instruments in French with the correct definite article/determiner. I am starting to understand articles/determiners better in French. I can say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to ten different instruments.</p> <p>Ancient Britain (E), Spring 2 I can name in French, the six key periods of ancient Britain, introduced in chronological order. I can say in French three of the types of people who lived in ancient Britain, where they lived and what their hunting tool was. I can use the French for 'I am' (je suis), 'I have' (j'ai) and 'I live' (j'habite).</p> <p>Fruits (E), Summer 1 I can name, recognise and remember up to 10 fruits in French. I can attempt to spell some of these nouns with their correct article/determiner. I can ask somebody in French if they like a particular fruit. I can say what fruits I like and dislike in French.</p> <p>The Romans (I), Summer 2 I understand the key facts of the history of Ancient Rome in French. I can say and spell the days of the week in French. I can name some/all of the most famous Roman inventions in French.</p>
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Year 4	<p>Skills</p> <p>Listening Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p> <p>Speaking Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p> <p>Reading Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.</p> <p>Writing Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG:</p>	<p>Knowledge</p> <p>Presenting Myself (I), Autumn 1 I can count to 20. I can ask somebody how they are feeling, their age, name and where they live. I can say how I am feeling, how old I am, what my name is and where I live. I can apply rules of adjectival agreement when saying my nationality.</p> <p>Family (I), Autumn 2 I can remember the nouns for family members in French from memory. I can describe my own or a fictitious family in French by name, age, and relationship. I can count to 70 in French. I understand possessive adjectives better in French ('my' form only).</p> <p>Habitats (I), Spring 1 I can say and write the key elements that animals and plants need to survive. I can name the 5 most common types of habitats. I can name an animal and a plant that live and grow in each type of habitat.</p> <p>The Vikings (P), Spring 2 I can name the six key periods of ancient Britain in French.</p>

	<p>My name, where I live and my age.</p> <p>Grammar Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>	<p>I can describe myself and/or another person physically in terms of height, hair type, length and colour and eye colour in French. I can present an oral piece as a Viking with a description of a typical day as a Viking, improving my knowledge of irregular and reflexive verbs in French</p> <p>Classroom (I), Summer 1 I can recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects. I am learning how to replace an indefinite article/determiner with the appropriate possessive adjective. I am learning how to use the negative in French. I can describe what we have and do not have in our pencil case/rucksack</p> <p>My home (I), Summer 2 I can say and write in French whether I live in a house or an apartment. I can say what rooms I have and do not have at home using the key structure chez moi il y a... and chez moi in n'y a pas de/d' ... I can use the connective/conjunction et to link two sentences together.</p>
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Year 5	Skills	Knowledge
	<p>Listening Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p> <p>Speaking Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> <p>Reading Understand longer passages in French and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</p> <p>Writing Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p> <p>Grammar Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.</p>	<p>Do you have a pet? (I), Autumn 1 I know the nouns and indefinite articles for 8 common pets. I can ask somebody if they have a pet and give an answer back. I can say in French what pet we have/do not have and give our pet's name. I can start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences.</p> <p>What is the date? (I), Autumn 2 I can recall from memory the seven days of the week, the twelve months of the year and numbers 1-31 in French. I can ask and answer what the date is in French. I can ask and answer the question 'when is your birthday?' in French.</p> <p>The weather (I), Spring 1 I can recognise and recall the 9 weather expressions in French from memory. I can ask what the weather is today and give a reply in French. I can describe the weather in France, in French using a weather map with symbols.</p> <p>Olympics (I), Spring 2 I understand the key facts of the ancient and modern Olympics recounted in French. I know 10 nouns and articles for common Olympic sports. I can explore the full present tense conjugation of the high frequency verb FAIRE I can notice the adjectival changes involved when you describe a male Olympian or female Olympian.</p> <p>The Planets (P), Summer 1 I can name and spell accurately some/all the planets in French on a solar map. I can say and write extended sentences for at least one planet. I understand better the rules of adjectival agreement in French and apply these rules to my work improving grammatical accuracy</p> <p>Habitats (P), Summer 2 I can say and write the key elements animals and plants need to survive. I can name the 5 most common types of habitats. I can name an animal and a plant that live and grow in each type of habitat. I can name an adaptation of each plant and animal mentioned in the unit. I can notice the verbs regular -er verbs habiter and pousser and in particular the 3rd person singular conjugation.</p>

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Year 6	Skills	Knowledge
	<p>Listening</p>	<p>At school (P), Autumn 1</p>

<p>Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p> <p>Speaking Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p> <p>Reading Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.</p> <p>Writing Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.</p> <p>Grammar Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p>	<p>I can name the subjects we study in school in French with the correct definite article/determiner.</p> <p>I can extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.</p> <p>I can start to tell the time by learning how to say time by the hour.</p> <p>I can say at what time we study certain subjects at school.</p> <p>The weekend (P), Autumn 2 I can tell the time in French using quarter past, half past and quarter to.</p> <p>I can say and write in French what we do at the weekend using two or more sentences.</p> <p>I can integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.</p> <p>World War II (P), Spring 1 I can group and order words to decode unknown language.</p> <p>I understand the key facts of history from WW2 when described in French.</p> <p>I can say and write in French the key countries and languages involved in WW2.</p> <p>I can write a letter in French home explaining what life is like as an evacuee living in the countryside</p> <p>Healthy Lifestyle (P), Spring 2 I can say and write what we eat and drink to stay healthy.</p> <p>I can say and write what we do not eat and drink to stay healthy.</p> <p>I can say and write the activities we do and do not do to stay in shape including a choice of physical activities.</p> <p>I can follow a simple, healthy recipe in French.</p> <p>Regular verbs (P), Summer 1 I understand better what personal/subject pronouns are.</p> <p>I understand better the concept of verb stems and endings.</p> <p>I can conjugate easily and with clear understanding regular -er verbs like JOUER.</p> <p>I can conjugate easily and with clear understanding regular -ir verbs like FINIR.</p> <p>I can conjugate easily and with clear understanding regular -re verbs like VENDRE.</p> <p>Irregular verbs (P), Summer 2 I understand better the concept of verb stems and endings.</p> <p>I can conjugate easily and with clear understanding irregular verbs like AVOIR.</p> <p>I can conjugate easily and with clear understanding irregular verbs like ÊTRE.</p> <p>I can conjugate easily and with clear understanding irregular verbs like FAIRE.</p> <p>I can conjugate easily and with clear understanding irregular verbs like ALLER</p>
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