

FRENCH

	Year 3	Year 4	Year 5	Year 6
Main focus				
Autumn	Greetings/Numbers 0 – 10	Days of the week/Fruits	Family Members	Food
Spring	Questions and Answers	Numbers 10-30/Months of the Year/Birthday	Hobbies	Classroom Objects
Summer	Colours	Body parts/Descriptive language	Places	Where I live
AREAS OF STUDY				
The National Curriculum for languages aims to ensure that all pupils:	<u>Listening, Speaking/Oracy</u>	<u>Listening, Speaking/Oracy</u>	<u>Listening, Speaking/Oracy</u>	<u>Listening, Speaking/Oracy</u>
-Understand and respond to spoken and written language from a variety of authentic sources	<u>Autumn:</u> *Introduction to new vocabulary *Identify individual sounds in words and pronounce as modelled *Rehearse pronunciation as a class *Repeat modelled words *Say simple familiar words aloud *Present simple rehearsed statements to a small group or partner	<u>Autumn:</u> * Use and apply number knowledge from Y3 *Retell events to a partner *Listen for familiar words and phrases for understanding	<u>Autumn:</u> *Recap on use of descriptive vocabulary from Y4 *Discuss a person’s appearance in full sentences, using adjectives (inc. colours, size, shape) *Apply/recap descriptive vocabulary Y4	<u>Autumn:</u> *Start to predict the pronunciation of words *Understand and express opinions *Apply /recap number knowledge Y3/4 *Recap on vocabulary for likes and dislikes Y5 *Refer back to Y4 Fruit Unit *Present ideas orally to an audience
-Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation	<u>Spring:</u> *Listen to pronunciation of new phrases *Repeat modelled questions *Ask and respond to questions in French using a language scaffold *Engage in short exchange using 3 simple questions and answers	<u>Spring:</u> *Make predictions based on what we know *Recap on numbers from Y3 *Engage in short exchange without a scaffold *Recognise silent ‘gt’ when saying ‘vingt’	<u>Spring:</u> *Recap on numbers from Y3/4 *Prepare and practise a simple conversation using familiar vocabulary *Expressing new opinions *Speak about everyday activities *Express likes and dislikes	<u>Spring:</u> *Apply/recap colour knowledge Y3 *Pronounce familiar words accurately *Speak about objects around them
-Can write at varying length, for different purposes and audiences, using variety of grammatical structures that they have learned	<u>Summer:</u> *Start to recognise the sound of some letters in the French language e.g. ‘ou’, ‘eu’ *Identify similarities in English and French pronunciations *Answer questions using colour descriptions	<u>Summer:</u> *Say several simple sentences containing adjectives for facial features *Follow verbal instructions from a peer *Listen to descriptions *Identify individual sounds for accurate pronunciation	<u>Summer:</u> *Listening to and understanding more complex sentences/phrases *Prepare simple conversation using familiar words/phrases *Use pronunciation skills to read unfamiliar words	<u>Summer:</u> *Converse briefly without prompts *Refer to *Recognise familiar questions and begin to respond with unrehearsed responses *Respond to questions with 2 or 3 sentences
-Discover and develop an appreciation of a range of writing in the language studied				

	<p><u>Reading and Writing/Literacy</u></p> <p><u>Autumn:</u> *Use context to predict meaning of words *Read and show familiarity of simple words/phrases *Draw representations of numbers *Copy spellings *Spell simple words from memory</p> <p><u>Spring:</u> *Make links in English to work out meaning *Repeat questions and answers several times *Identify answers to questions *Spot links between questions and answers *Translate French text into English and vice versa</p> <p><u>Summer:</u> *Recognise accurate spellings of simple words *Use knowledge of the English language to make predictions about meanings *Apply 'et' in place of 'and' before coming to the last colour in a list *Read and show understanding of simple words/phrases</p>	<p><u>Reading and Writing/Literacy</u></p> <p><u>Autumn:</u> * Use and apply written number knowledge from Y3 *Begin to use a bilingual dictionary to find the meaning of unfamiliar words *Retell a sequence of events in written French</p> <p><u>Spring:</u> *Use strategies for memorisation of vocabulary (twenties) *Make links between French and English vocabulary to help recognise each word</p> <p><u>Summer:</u> *Highlight known words in simple sentences to have a clear description of person/thing *Write sentences using 'et' to join two ideas together</p>	<p><u>Reading and Writing/Literacy</u></p> <p><u>Autumn:</u> *Write several sentences using 'et' and adjectives to describe people *Read aloud with accurate pronunciation of familiar words</p> <p><u>Spring:</u> *Understand and express opinions in written form</p> <p><u>Summer:</u> * Use pronunciation skills to read unfamiliar words</p>	<p><u>Reading and Writing/Literacy</u></p> <p><u>Autumn:</u> *Write phrases from memory and adapt to create new ideas. *Read and show understanding of simple sentences containing familiar words *Read around familiar words to predict meaning of unfamiliar words</p> <p><u>Spring:</u> *Read texts aloud with confidence *Apply the rules of position of adjectives when writing descriptions (Recap Y4)</p> <p><u>Summer:</u> *Use simple prepositions - dans and à la to support places sentences *Identify word classes</p>
	<p><u>Stories, Songs, Poems, Rhymes</u></p> <p><u>Autumn:</u> *Join in with words of song</p> <p><u>Spring:</u> *Listen and identify specific words and phrases in a song *Participate in song words once familiar with accurate pronunciation</p> <p><u>Summer:</u> *Listen and show understanding of key words in songs *Use images from videos to demonstrate understanding</p>	<p><u>Stories, Songs, Poems, Rhymes</u></p> <p><u>Autumn:</u> *Learn songs and apply pronunciation *Use a familiar short story as a model for writing (The Very Hungry Caterpillar)</p> <p><u>Spring:</u> *Follow a song learning sequence of numbers and patterns in numbers</p> <p><u>Summer:</u> *Join in with actions to accompany familiar songs (Head, Shoulders, Knees and Toes)</p>	<p><u>Stories, Songs, Poems, Rhymes</u></p>	<p><u>Stories, Songs, Poems, Rhymes</u></p>

	<p>Grammar</p> <p>Autumn: *Identify the cedilla on the 'ç' and understand how it changes the 'c' sound *Recognise the apostrophe between a letter and another letter/group of letters to provide a word/meaning</p> <p>Spring: *Use first person forms 'je' and 'j'ai' to refer to yourself *Use pronoun 'tu' when asking a peer a questions *Recognise use of accents in the French language and how they change pronunciation of words</p> <p>Summer: *Recognise 'le', 'la' and 'les' before a noun for singular and plural forms of the noun *Identify use of 'est' and 'sont' after a noun for singular and plural forms of the noun</p>	<p>Grammar</p> <p>Autumn: *Recognise use of 'des' for plural nouns *Identify 'un' and 'une' before a singular noun (introduction to female and male forms) *Identify order of words e.g. 'Lundi le chenille mange deux fraise rouge'- the colour comes after the noun not before</p> <p>Spring: *Apply 'le' before date e.g. lundi le 27 octobre *Recognise there are no capitals for days of the week and months of the year</p> <p>Summer: *Le monstre a les dents bleu. - 'a' in this sentence means 'has' *Focus on conjunction 'et' meaning and, joining two ideas together in a list</p>	<p>Grammar</p> <p>Autumn: *Recap on accents and the sounds they give to letters e.g. È é *Use third person terms to discuss family members – il, elle, ils, elles (female/male family members) *'ils' is used for a mix of male and female people *Understand mon, ma, mes (my) to refer to family members</p> <p>Spring: *N' added before 'aime' (or replace J') to represent dislike *Begin to use conjunction 'mais' meaning but, joining two opposite ideas together</p> <p>Summer: *Recognise the difference between a and à e.g. Qu'est ce qu'il y a à Cheltenham?</p>	<p>Grammar</p> <p>Autumn: *Recap on conjunction 'mais' meaning but, joining two ideas together creating a compound sentence Y5 *Understand us of l' before a noun beginning with a vowel e.g. l'orange. Le and la are not used here</p> <p>Spring: *Use appropriate determiners *Apply the rules of position of adjectives (Recap Y4)</p> <p>Summer: *Recognise difference between ou and où *Deepen</p>
--	---	--	---	---

<p>Key Vocabulary</p>	<p>Autumn: <i>Bonjour, Au revoir, S'il Vous Plait, Merci, zero, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</i></p> <p>Spring: <i>What is your name? Comment tu t'appelles? How old are you? Quel age as tu? How are you? Comment ca va? Tu, je, j'ai</i></p> <p>Summer: <i>rouge, orange, jaune, bleu, vert, violet, rose, marron, noir, blanc, gris, le, la, les</i></p>	<p>Autumn: <i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche (NO CAPITAL LETTERS)</i> <i>Fruit: ananas, pomme, banana, poire, raisin, orange, fraise, framboise, cerise</i> <i>Quel est ton fruit préféré? Mange, chenille, cocon</i></p> <p>Spring: <i>onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt deux, vingt trois, vingt quatre, vingt cinq, vingt six, vingt sept, vingt huit, vingt neuf, trente</i> <i>Months: janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre (NO CAPITAL LETTERS)</i> <i>Quelle est la date de ton anniversaire?</i></p> <p>Summer: <i>Body Parts: tête, épaules, genoux, pieds, bouche, yeux, oreilles, nez, dents, cheveux,</i> <i>Description: long, petit, grand, pointu, rond, grand, énorme,</i></p>	<p>Autumn: <i>Mère, maman, père, papa, soeur, frère, grand-mère, mamie, grand-père, papie, tante, tata, oncle, tonton, cousin, cousine, mon, ma, mes</i></p> <p>Spring: <i>nager, le foot, lire, les jeux électronique, l'équitation, cuisiner, dessiner, le rugby, la musique, chanter, le cyclisme, la gymnastique, la danse, j'aime..., je n'aime pas... ou</i></p> <p>Summer: <i>la gare, le cinema, le restaurant, la pharmacie, la boulangerie, la boucherie, l'hôpital, le stade, le musée, la bibliothèque, le supermarché, le parc, l'église, le château, l'école, allez tout droit, tournez à gauche, tournez à droite, c'est à gauche, c'est à droite</i></p>	<p>Autumn: <i>Quelle nourriture aimes tu? J'aime/je n'aime pas... mais, le poulet, la salade, le jambon, les croissants, la confiture, les crêpes, le fromage, les tomates, le pain, le maïs, les fraises, les frites, le pamplemousse, le beurre, la glace, le chocolat, le poisson</i></p> <p>Spring: <i>un cahier, une table, une chaise, une gomme, un stylo, un crayon, une calculatrice, un sac, une règle, un taille crayon, des ciseaux, une poubelle, des crayons de couleur, du papier, une trousse, un tableau blanc, de la colle, une horloge,</i> <i>Dans mon sac, il y a...</i> <i>Dans ma classe il y a...</i> <i>Sur le table il y a...</i> <i>Qu'est ce qu'il y a dans...?</i></p> <p>Summer: <i>maison, appartement, dans une ville, à la campagne, en banlieue, dans un village, à la montagne, près d'une rivière, près de la mer, en Angleterre,</i> <i>Où habites tu? J'habite dans une maison/un appartement dans une ville/un village, à Cheltenham...</i> <i>La salle de bain, la chambre, le salon, la salle à manger, la cuisine, le sous-sol, le grenier, le hall, la salle de jeu, les toilettes, le bureau, le jardin</i></p>
<p>School context</p>				
<p>Cross curricular</p>				