

			Year 3	Year 4	Year 5	Year 6
Autumn 1	National curriculum strand	Knowledge	GETTING TO KNOW YOU – Unit 1 Hello. What's your name? How are you? Goodbye. Counting 0-10. How old are you?	ALL AROUND TOWN – Unit 1 Where do you live? In my town. Counting in tens. My address is... How do you say?	GETTING TO KNOW YOU – Unit 1 When I grow up. How do you spell that? How are you feeling? What am I going to do?	LET'S VISIT A FRENCH TOWN – Unit 1 Who lives where? I go to school to learn. Where is the library? Maths. Welcome to my home. Ordinal numbers.
	Y3 1, 3, 4, 5, 8 Y4 1, 2, 5, 6, 11 Y5 1, 5, 6, 8, 9, 10, 11, 12 Y6 1, 4, 6, 8, 9, 11, 12	Skills	Say hello and goodbye. Introduce themselves. Say if they are feeling good/bad/so-so. Count to 10. Say how old they are. Use different greetings for different situations. Ask and answer simple questions - What is your name? How old are you? Some children: Use vocabulary they have learned elsewhere to develop their sentences. Recognise there is a difference between formal and informal language.	Name and locate some of the major cities of France Identify and say typical amenities to be found in French towns and their own town. Say and order multiples of ten Ask and give a simple address in French Locate the correct part of a bilingual dictionary to translate from French-English or vice versa and use it with increasing confidence. Use multiples of ten and number operations to do simple calculations Some children: Describe (in English) some features of the major cities Describe their own or a French city in terms of the amenities found there Count with confidence to 100 and do simple calculations Hold a short dialogue about where they live Suggest new words for a vocabulary set in French and find the translations in a bilingual dictionary.	Demonstrate prior learning from previous units. Say a simple future sentence and recognise the difference between English and French future tenses. Give an intention for the immediate future. Use body language or gesture to help understand. Say how they are feeling. Follow a simple story and recognise key vocabulary. Present information about themselves with support. Ask how to spell a word in French. Name the accents on French alphabet letters. Substitute vocabulary to change a sentence. Some children: Use the terms auxiliary verb and infinitive verb. Spell out words using the correct letter names including accents. Explain how adjectives according to the gender of the noun. Follow a story and take an educated guess at unknown words using their reading strategies. Make a longer personal presentation by combining a range of topic knowledge.	Make simple sentences with habiter (to live) Recognise key words and phrases and respond Use gestures to support what they are saying Identify places in a French town or city and talk about what there is to do in a town. Listen for familiar vocabulary Recognise ordinal numbers Recognise a spelling pattern. Choose the correct form to go with the subject of the sentence Use simple prepositional phrases Use a bilingual dictionary Ask/answer questions about where a place is Use appropriate words for number operations Recognise and use ordinal numbers Identify a spelling pattern Listen to and join in with a song or poem to help remember new language. Some children: Vary the noun and verb appropriately for their purpose Compare and order numbers up to 1000 Use prior learning to help make informed guesses Apply a spelling pattern to make a new word

Autumn 2	National curriculum strand	Knowledge	ALL ABOUT ME – Unit 2 Classroom instructions. Body parts. Actions and action verbs. Colours. Clothes	ON THE MOVE – Unit 2 Transport. How do you go to school? Directions. I like to move it and We all go together. How do I get to?	ALL ABOUT OURSELVES – Unit 2 The body. What are you doing? Fashion. How are you feeling today? What's the matter?	LET'S GO SHOPPING – Unit 2 Shopping conversations. At the shops. Clothes. French money. Shopping lists. A shopping experience.
	Y3 1, 5, 7, 8 9, 12	Skills	Give and respond to simple classroom instructions appropriately Name parts of the body from a song Identify colours Name items of clothing Ask and answer questions using the topic vocabulary Read and write simple words Say that un/une relate to masculine & feminine nouns Some children: Use a dictionary to develop topic vocabulary further	Name some types of transport Use Je... and Tu... correctly in a simple sentence Give and respond to simple instructions for direction and movement Follow simple directions to find a place on a map Use the correct article to precede a noun according to gender Use 1st person, 2nd person (singular) and 3rd person of 'to go' accurately with the correct pronoun Some children: Talk about types of transport in full sentences Use correct subject/verb agreement for all parts of the verb 'to go' Recognise and accurately say the phoneme /sh/ when they see the spelling pattern 'ch' Give and respond to a sequence of movements Give 2-step directions by substituting vocabulary as necessary Follow 2-step direction instructions for finding places on a map.	Name some parts of the body and facial features. Respond appropriately when asked a simple question Give a simple description of their eyes and hair Place the adjective correctly in a simple sentence Use a small number of everyday verbs in simple dialogues Make simple statements in the third person Match emotion/health words with their pictures. Extend a description using a conjunction and further adjectives Make noun/adjective combinations 'agree' according to gender and number, in pronunciation Ask and answer questions about everyday actions in the classroom Make questions and answers in the third person Say how they are feeling. Some children: Explain why adjectives change in French but not in English. Spell adjectives correctly according to gender/ number. Vary sentences by substituting other verbs, nouns or adjectives. Identify whether a sentence is in first, second or third person. Respond to questions about their emotions or health with confidence.	Listen and respond to vocabulary regarding shopping. Answer questions using size, price and amount whilst shopping. 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. Use the preposition à côté de and choose the correct masculine and feminine form Use adjectives (colours) and place them after the noun Write money amounts in French, up to 500 € in multiples of 50. Some children: Use the nuances of colour foncé and clair Calculate change given and write the answer in French
	Y4 3, 5, 6, 11, 12					
	Y5 1, 4, 5, 8, 10, 11					
	Y6 3, 7, 12					

Spring 1	National curriculum strand	Knowledge	FOOD GLORIOUS FOOD – Unit 3 The Very Greedy Dog. Please may I have. Preferences. What did he eat? I'm hungry.	GOING SHOPPING – Unit 3 Fruit. Vegetables. Clothes. Where can I buy? French money. Let's go shopping.	THAT'S TASTY – Unit 3 I'm thirsty. Open and closed. Breakfast. Sandwiches. I like to eat. Pizzas.	THIS IS FRANCE – Unit 3 Neighbours. Distances. Directions. Paris. Famous people. Nationalities.
	Y3 3, 8, 11, 12		Skills	Follow a story and join in the repeated part. Say what foods from a set they like/dislike Describe the colour or size of an object. Some may be able to modify a colour adjective. Ask politely for something. Respond appropriately to a polite request. Be able to predict a repeated phrase. Make a range of simple statements by substituting vocabulary. Some children: Recognise the correct determiner depending on gender/number; Select adjectives based on gender/number of nouns Order sentences correctly.	Listen and respond to shopping questions. Answer questions about shopping/purchases. Take part in role play as a shopper/shopkeeper speaking in French. Greet and respond. Choose the correct form when changing le to du la to de la and les to des. Use adjectives (colours) and place them after the noun. Some children: Change adjectives to feminine when needed. Use the appropriate form for 'at' (au or a la)	Listen and respond to topic vocabulary Answer questions orally using the topic vocabulary Write an answer in a sentence using a modelled sentence. Take part in a role play using the key phrases studied. Interpret a chart written in French. Write an answer in a sentence from memory. Use the correct masculine and feminine form of adjectives. Use the correct masculine and feminine form for 'some'. Some children: Use the correct masculine, feminine and plural form of adjectives. Use the correct masculine, feminine and plural form for 'some'.
	Y4 3, 4, 10, 12					
	Y5 3, 7, 10, 12					

Spring		Knowledge	FAMILY AND FRIENDS – Unit -4 Meet my family. Pets.	WHERE IN THE WORLD? – Unit 4 United Kingdom. Where do they speak French?	FAMILY AND FRIENDS – Unit 4 Meet the family. At the farm.	NO FRENCH SCHEDULED THIS TERM
--------	--	-----------	---	---	--	--------------------------------------

National curriculum strand			Alphabet. What's his name? How do you spell? My home.	The Equator. Continents. Animals. Which continent are they from?	I live in a In my house. Do you like animals? What can I say?	
Y3 2, 3, 5, 6, 9, 10, 12 Y4 4, 9, 10, 12 Y5 2, 4, 6, 9, 11, 12	Skills		Identify and introduce some of their relations Name some common pets Recognise some rooms in their home. Consider whether nouns are masculine or feminine Make new sentences by substituting other vocabulary appropriately. Some children: Use masculine/feminine articles and possessive pronouns.	Listen and respond to topic vocabulary Answer questions orally using the topic vocabulary Write an answer in a sentence using the topic vocabulary Use an English/French dictionary to translate from English to French. Understand that because a continent is always feminine the preposition 'en' is always used for 'in' Use the correct masculine/feminine preposition. Some children: Use pronouns to replace the name of an animal Combine two simple sentences to form a compound sentence.	Join in traditional songs and rhymes and respond appropriately. Recognise rhyming sounds. Use 1st person possessive adjectives confidently and recognise that third person is different. Introduce family members. Say what sort of home they live in, its size and name items inside and where they can be found. Give a simple opinion about a named animal or object. Construct a simple sentence about a variety of topics. Suggest other rhyming words to extend a set Differentiate between first and third person possessive adjectives and verbs Join two clauses with 'et' or 'mais' appropriately. Some children: Suggest alternative sentences/song phrases by substituting new vocabulary Make increasingly complex descriptive links between family members Differentiate between first and third person possessive adjectives and verbs and use them appropriately Discuss similarities and differences between French/English terms for the same idea Extend sentences and support opinions by using conjunctions.	

Summer 1	National curriculum strand	Knowledge	<u>OUR SCHOOL – Unit 5</u> What's in the classroom? What's in your pencil case? School subjects. PE Lesson. Around School. What do you like.	<u>WHAT'S THE TIME? – Unit 5</u> O'clock and half past. My Day. What's on television? Quarter past and quarter to. The school day. A maths lesson on time.	<u>SCHOOL LIFE – Unit 5</u> Where are they in the classroom? School subjects. Maths lesson. Asking questions.	NO FRENCH SCHEDULED THIS TERM
	Y3 1, 3, 4, 9, 10, 12		Skills	Listen and respond to vocabulary about classroom objects. Demonstrate understanding with actions Write sentences converting le/la to un/une Answer questions about what you like to do at school. From memory, begin to know if nouns from the topic are masculine or feminine. Use a dictionary/the internet to develop topic vocabulary further <u>Some children:</u> Write a sentence with an adverbial phrase e.g. I like to sing in the music room. 'J'aime chanter dans la salle de musique'.	Say and write sentences to tell the time. (o'clock and half past) Count in fives to at least 30. Understand and use the terms avant and apres. Answer questions about a TV schedule. <u>Some children:</u> Say and write sentences to tell the time (o'clock, half past, quarter past and quarter to) Devise questions about a TV schedule.	
	Y4 1, 3, 4, 7					
	Y5 3, 4, 7, 12					
	Y6 3, 9, 10, 11, 12					

Summer 2	National curriculum strand	Knowledge	<u>TIME - Unit 6</u> Counting 11-31. Days of the week. Months of the year. Birthdays. What's the date? Yesterday, tomorrow, today.	<u>HOLIDAYS AND HOBBIES – Unit 6</u> The Seasons. The Weather. Weather Around the World. Holidays. Sports. Hobbies.	<u>TIME TRAVELLING - Unit 6</u> Count with me. I'm 500 years old. French History. I was born. Famous lives.	NO FRENCH SCHEDULED THIS TERM
	Y3 1, 2, 4, 5, 6, 7					

	<p>Y4 3, 4, 6, 10, 12</p> <p>Y5 1, 7, 9, 12</p> <p>Y6 4, 7, 11, 12</p>	<p>Skills</p>	<p>Say and order the days of the week Say and order the months of the year Count on from 11-31 Say their own birthday. Recognise how some larger numbers are made by combining words for smaller numbers Ask other people for their birthday Say today's date Identify the correct language for 'yesterday' and 'tomorrow'. <u>Some children:</u> Ask and answer questions about dates Use simple past and present tenses.</p>	<p>Listen and respond to topic vocabulary Answer questions orally using the topic vocabulary Write an answer in a sentence using the topic vocabulary Present ideas and information orally to a range of audiences. Choose the correct preposition: en for feminine countries, au for masculine countries Choose whether the mode of transport needs en or a <u>Some children:</u> Use third person plural conjugation of a verb Use the correct possessive adjective for a family member (ma, mon or mes).</p>	<p>Recognise number words in spoken sentences Say numbers larger than 100 Match the subject and verb for high-frequency verbs Recognise when someone is saying a date. Explain how larger numbers are often described by combining smaller number words Use numbers in a sentence correctly Demonstrate their understanding of a sentence Identify auxiliary verb and past participle verb Apply prior knowledge to say when and where they were born Say when significant people in French history were born and died. <u>Some children:</u> Identify numbers in a written sentence Give the year that some key historical events happened in France Construct a past tense sentence with the passé compose Change the past participle of the main verb to agree with number and gender of the subject</p>	
--	--	---------------	---	--	--	--