

| | Year 3 | Year 4 | Year 5 | Year 6 | |
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| <p>Content:1</p> <p>Key skills and activities</p> | <p>Numbers 0-10 Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix Oui, non</p> <ul style="list-style-type: none"> • Letter strings – oi, eu • Links between some sounds and spellings • Watch mouth of speaker | <p>Revision of colours from Y3 Parts of the body: Une tête, un nez, des dents, des cheveux, des yeux, une bouche, des oreilles Adjectives: Grand, petit, gros, long, pointu</p> <ul style="list-style-type: none"> • Listen to and follow a short story • Identify adjectives in a text and recognise that they can change spellings • Listen for specific words and phrases • Pronounce some words accurately | <p>Il y a + buildings on the high street un marché, un magasin, un supermarché, une poste, une banque, un café, une mairie, un magasin de vêtements, une boulangerie</p> <ul style="list-style-type: none"> • Make simple sentences and manipulate them by changing an element • Understand and use negatives • Recite a short text with accurate pronunciation • Appreciate similarities and differences between French and English high streets | <p>Classroom routines: Answering the register Saying the date Describing the weather Asking for classroom objects Following instructions Recap of simple negative from Y4: Je n'ai pas de</p> <ul style="list-style-type: none"> • Initiate and sustain conversations • Re-use previously learned language in a new context • Discuss language learning and reflect on how to memorise and recall language • Understand the formation of a basic negative sentence | |
| <p>Content:2</p> <p>Key skills and activities</p> | <p>Greetings, asking and saying how you are Bonjour, au revoir, comment ça va? très bien, bien, comme</p> <ul style="list-style-type: none"> • Listen and respond to rhymes • Imitate pronunciation • Participate in a short exchange | <p>Parts of the body: La jambe, le pied, le ventre, la main, le bras (l'épaule and le genou introduced for receptive use through song) Asking for French translation: Comment dit-on... en français? Revision of adjectives</p> <ul style="list-style-type: none"> • Understand that all nouns have a gender • Ask how to say something in French • Listen for a key sound as it occurs in a rhyme | <p>Directions A gauche, à droite, Revision of connectives – et, aussi Revision of adjectives – grand, petit</p> <ul style="list-style-type: none"> • Identify the position of adjectives in a sentence • Memorise and present two or three sentences describing a high street • Manipulate language by changing an element in a sentence • Use a dictionary | <p>As for lesson 1 As-tu...?</p> <ul style="list-style-type: none"> • Perform a sketch in French to an audience • Present oral work confidently, speaking clearly and audibly with good pronunciation • Understand key details from an authentic text • Make predictions based on existing knowledge • Use a dictionary • Evaluate work | |
| <p>Content:3</p> | <p>Classroom instructions Salut! Ecoutez, regardez, asseyez-vous, levez-vous, répétez, venez ici, silence</p> | <p>Revision of asking for French translation Comment dit-on... en français?</p> | <p>Asking where places are Il y a? C'est, au coin Pause words Et alors, voyons, eh bien,</p> | <p>Recap of clothes vocabulary from lesson 4+ des chaussures, des chaussettes, un sweat Recap of expressing opinions from Y3, Y4,Y5: J'aime, Je n'aime pas Justifying opinions: Je n'aime pas le rouge C'est + adjective</p> | |

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| <p>Key skills and activities</p> | <ul style="list-style-type: none"> • Auditory discrimination between un/une • Enjoy making French sounds and copy intonation patterns • Listen to and follow simple commands | <ul style="list-style-type: none"> • Appreciate similarities between English and French nursery rhymes • Recite a nursery rhyme • Follow a text as it is read aloud | <ul style="list-style-type: none"> • Take part in a simple conversation, asking for and giving directions • Know how to add expression and authenticity to a short dialogue • Understand key information from a short exchange | <ul style="list-style-type: none"> • Match sound to sentences and paragraphs • Add two short verses to a rhyming poem • Understand details including opinions from spoken passages • Construct a short paragraph by adapting a model | |
| <p>Content:4</p> <p>Key skills and activities</p> | <p>Ask for and give name Comment t'appelles-tu? Je m'appelle, Monsieur, Madame, Mademoiselle Ask for and state age Quel âge as-tu? J'ai... ans.</p> <ul style="list-style-type: none"> • Recognise a question form • Perform a simple communicative task | <p>Zoo animals: Le tigre, l'éléphant, l'ours, la souris, le lion, la girafe, le singe, le crocodile, le pingouin Some letters of the alphabet Introduction of vowels</p> <ul style="list-style-type: none"> • Follow a story using visual clues • Recognise some letters of the alphabet • Listen for sounds, rhyme and rhythm | <p>Revision of days of the week Times of day Matin, après-midi, soir, à 10 heures, à 4 heures et demie Très, assez</p> <ul style="list-style-type: none"> • Substitute quantifiers and adjectives in a sentence • Collect and record evidence about activity on the high street at certain times of day, and express it in French • Recap of key letter strings – in/oi | <p>Recap of family members from Y4 Recap of structures from Y4 and Y5: Il s'appelle; il a x ans; il est; il habite à Recap of quantifiers from Y3, Y4, Y5: Très, assez Recap of adjectives from Y4: Sympa, intelligent, amusant Sportif/sportive, Beau/belle</p> <ul style="list-style-type: none"> • Join in two playground games in French • Understand the main points and simple opinions expressed in a short, written text and respond by answering true/false questions • Follow a story as it is read aloud, demonstrating understanding • Recognise agreements and patterns in the foreign language • Listen for clues to meaning – e.g. tone of voice | |
| <p>Content:5</p> | <p>Revision of numbers 0-10 Ask for and state age Quel âge as-tu? J'ai... ans.</p> | <p>Verb – être (to be): Il est (He is) Elle est (She is) Quantifiers: Assez, très Adjectives: Grand, petit, gentil, rigolo, féroce</p> | <p>No new vocabulary</p> | <p>Recap of verb être from Y4 and Y5: Il est, elle est Occupations vocabulary: Médecin Vendeur vendeuse Serveur serveuse Agent de police Professeur</p> | |

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| <p>Key skills and activities</p> | <ul style="list-style-type: none"> • Participate in choring a finger rhyme • Understand and respond to a question • Make links between sounds and spellings and recognise some familiar words in written form | <ul style="list-style-type: none"> • Say 6 vowel sounds in French • Write simple words and phrases following a model • Read words aloud with accurate pronunciation | <ul style="list-style-type: none"> • Understand and express simple opinions • Write short sentences, substituting vocabulary in model sentences | <ul style="list-style-type: none"> • Understand that some nouns fo occupations change their spelling in relation to gender • Understand key details from a short, spoken passage • Match sound to sentences and paragraphs, by re-ordering lines from a song • Recognise that word order may vary between languages • Use a dictionary to find additional nouns to construct short sentences – il est infirmier | |
| <p>Content:6</p> <p>Key skills and activities</p> | <p>Colours Rouge, bleu, blanc, noir, vert, jaune, orange, rose</p> <ul style="list-style-type: none"> • Letter strings oi, eu • Perform actions to a French song | <p>Members of the family: Le père, la mère, le frère, la soeur, le grand-père, la grand-mère, Possessive adjectives: Mon, ma Ask and answer questions about family members</p> <ul style="list-style-type: none"> • Participate in a short drama • Play a game, communicating in French • Present a short role play introducing family members • Ask and answer questions • Join in singing a French song • Write individual words or short sentences in French • Recite a short poem from memory • Identify rhyming words in short texts • Letter string –in | <p>Christmas theme Christmas vocabulary La forêt, il neige, un sapin, je brille, une bougie Revision of colours and verb être – je suis/je ne suis pas</p> <ul style="list-style-type: none"> • Learn and join in singing a French carol • Recite a short text with accurate pronunciation • Follow the transcript of a Christmas story • Appreciate similarities and differences between Christmas in France and England | <p>Recap of family members from Y4 and from Y6 lesson 4 Phrases to use when playing games in French: Donne-moi A toi A moi S'il te plaît Merci</p> <ul style="list-style-type: none"> • Play a game using phrases in French • Recognize adjectival agreements in a short text • Read aloud phrases from a text using a variety of voices and expression • Prepare songs and sketches for a performance • Listen for clues to meaning – tone of voice, key words | |

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| <p>Content:7</p> <p>Key skills and activities</p> | <p>Colours Gris, violet, marron Verb – est (is) Connective – et (and)</p> <ul style="list-style-type: none"> • Experiment with writing • Respond to sound patterns | <p>Ask and answer questions about family Members</p> <p>Ask and answer questions</p> <ul style="list-style-type: none"> • Recognise rhyming words and understand that the final consonant is rarely pronounced • Use mental associations to help remember words | <p>Christmas theme No new vocabulary</p> <ul style="list-style-type: none"> • Use actions and mimes to aid memorisation • Make a traditional French Christmas sweet • Join in performing a short Christmas story in French, reading and pronouncing unknown words | <p>As for lesson 6</p> <ul style="list-style-type: none"> • Sing French songs with accurate pronunciation • Speak audibly and clearly when performing to an audience | |
| <p>Content:8</p> <p>Key skills and activities</p> | <p>Names of fruit Les oranges, les poires, les prunes, les fraises, les pommes, les tomates, les bananes Food items Les chips, le coca, les sucettes, le chocolat, les bonbons</p> <ul style="list-style-type: none"> • Letter string –on • Understand and respond to a question • Notice spelling of words <p>Letter strings – eu, oi</p> <ul style="list-style-type: none"> • Listen and respond to a nursery rhyme and an extended text | <p>Pets: Un chien, un chat, un hamster, un lapin, un poisson, un cochon d’Inde, un oiseau</p> <ul style="list-style-type: none"> • Follow a French story and join in reading • Recognise nouns and verbs in French • Compare traditional stories | <p>Revision of days of the week Revision of hobbies introduced in Y4 Simple future tense Je vais... Encore</p> <ul style="list-style-type: none"> • Understand and express simple opinions • Integrate new language into previously learned language • Prepare a keep fit programme for the week ahead, using immediate future tense • Listen to a native speaker and understand more complex phrases and sentences | <p>Recap of phrases from Y4 and Y5: Il y a; j’habite dans; j’habite à Voici Une maison Un appartement Receptive use of eight rooms of the house</p> <ul style="list-style-type: none"> • Match sound to individual word in a list of nouns • Identify the sounds of some letters of the alphabet • Be aware of cultural differences in housing at home and abroad • Reflect on techniques for memorizing language • Re-use known language in a new context | |
| <p>Content:9</p> <p>Key skills and activities</p> | <p>Days of the week lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p> <ul style="list-style-type: none"> • Join in reading a story • Match sound to the written word • Copy correctly | <p>Revision of pets vocabulary Verb – avoir (to have): J’ai – I have Je n’ai pas de – I haven’t Connectives: Et, aussi</p> <ul style="list-style-type: none"> • Understand simple rules for converting singular to plural • Present a rhyme • Know about pets that are popular in France • Follow a text as it is read aloud • Write simple sentences • Read some words with accurate pronunciation | <p>Months of the year janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre Imitate pronunciation of sounds</p> <ul style="list-style-type: none"> • Identify social conventions at home and in other cultures | <p>As for lesson 8 + Recap of adjectives from Y4: Petit, grand, superbe, magnifique +Immense, de luxe, en haut, en bas</p> <ul style="list-style-type: none"> • Recognise and practise the French vowel sounds • Identify and substitute nouns in a sentence • Contribute to a shared writing task, describing an ideal home • Produce own piece of writing, adapting a model | |



Progression of Skills in French

Key Stage 2

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| <p>Key skills and activities</p> | | | <ul style="list-style-type: none"> • Memorise and present a short rhyme • Investigate the similarities and differences between French and English eating habits by looking at French school lunch menus • Investigate and share strategies for learning new vocabulary | <ul style="list-style-type: none"> • Sustain an unrehearsed conversation of at least four exchanges • Use stalling strategies as appropriate • Read for enjoyment | |
| <p>Content:14</p> <p>Key skills and activities</p> | | | <p>Breakfast Un croissant, un pain au chocolat, un pain aux raisins, une tartine, un chocolat chaud, un jus d'orange, tu veux...?, je voudrais</p> <ul style="list-style-type: none"> • Develop accuracy in pronunciation and intonation • Use spoken language spontaneously during a breakfast role play | <p>Recap of days of the week and months of the year from Y3, Y4 and Y5 Recap of verb aller from Y5: on va On va aller, partir</p> <ul style="list-style-type: none"> • Understand that French is spoken in many countries throughout the world • Use the internet to research climate • Choose a country for the holiday and select dates • Make predictions about meaning based on existing knowledge • Write short sentences, using a model | |
| <p>Content:15</p> <p>Key skills and activities</p> | | | <p>Ingredients for a French dessert Le beurre, le sucre, des oeufs, le sel</p> <ul style="list-style-type: none"> • Watch and understand a demonstration in French of the method of making a dessert • Order sentence cards to re-create the method • Write words and phrases using a reference | <p>On va rester dans... Un hôtel, un appartement, un gîte, un camping</p> <ul style="list-style-type: none"> • Use the internet to research different types of accommodation • Write a short letter to book accommodation, adapting a model • Use a dictionary as appropriate | |



Progression of Skills in French

Key Stage 2

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| <p>Content:16</p> <p>Key skills and activities</p> | | | <p>Revision of days of the week/months of the year Aujourd'hui c'est le lundi 10 octobre Weather Il fait froid, il fait chaud, il fait beau, il fait mauvais, il y a du soleil, il y a du vent, il y a du brouillard, il pleut, il neige</p> <ul style="list-style-type: none"> • Identify the date from an audio recording • Use short sentences to give a description of the weather • Look and listen for visual and aural clues in an audio recording | <p>On va aller, prendre Recap of means of transport from Y4: En bateau, en avion, en voiture, en train</p> <ul style="list-style-type: none"> • Use the internet to research travel options • Use the internet to research food typical of the country • Write short sentences outlining holiday plans, adapting a model • Read authentic texts for enjoyment and for information | |
| <p>Content:17</p> <p>Key skills and activities</p> | | | <p>Revisions of weather phrases Seasons En automne, en hiver, au printemps, en été Extension Normalement, en general</p> <ul style="list-style-type: none"> • Identify rhyming words and make up a short rhyming poem using weather conditions • Use simple sentences to present a mini weather report in French • Write two or more sentences describing the weather in each season in French • Recognise similarities and differences between places | <p>On va visiter, regarder D'abord, plus tard Names of places to visit</p> <ul style="list-style-type: none"> • Use the internet to research places of interest at holiday destination • Write a programme of activities for a week on holiday, adapting a model and using the immediate future tense • Use a dictionary as appropriate | |
| <p>Content:18</p> | | | <p>Saying where you live J'habite à + town, dans le nord, le sud, l'ouest, l'est, de l'Angleterre</p> | <p>No new vocabulary</p> | |



Progression of Skills in French

Key Stage 2

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| <p>Key skills and activities</p> | | | <ul style="list-style-type: none"> • Learn and join in singing a traditional French song • Prepare a short presentation saying where you live and what the climate is like • Scan a more detailed text with unknown language for details | <ul style="list-style-type: none"> • Prepare presentation for next lesson in relation to holiday plans and the area to be visited • Consider material to be used in the presentation/performance: cultural information – food, climate, places of interest, festivals; songs, dances, music • Use support material appropriately and adapt suggested models • Plan and prepare collaboratively and analyse what needs to be done to carry out the task | |
| <p>Content:19</p> <p>Key skills and activities</p> | | | <p>No new vocabulary</p> <ul style="list-style-type: none"> • Understand that there are stereotypical images associated with countries • Consider key similarities and differences in daily life in the UK and France • Collect items which relate to our lifestyle • Investigate French supermarket websites to find out in what ways they differ from English supermarkets | <p>No new vocabulary</p> <ul style="list-style-type: none"> • Perform to an audience | |
| <p>Content:20</p> <p>Key skills and activities</p> | | | <p>No new vocabulary</p> <ul style="list-style-type: none"> • Take part in a quiz which revises many topics and skills learnt during the year | <p>No new vocabulary</p> <ul style="list-style-type: none"> • Recall key vocabulary and structures learned during the year • Work collaboratively to answer quiz-type questions | |