



	Year 3 2016 -2017	Subject French	
Knowledge and Understanding	Autumn 1 Topic: Greetings Basic classroom instructions All about me Basic colours Ask and answer questions Simple statements – name (Ask and reply) - age Numbers 1-12	Spring 1 Topic: Numbers Numbers - 11 – 20 - 21 – 39 Multiples of 10 up to 100 Ask and answer questions	Summer 1 Topic: School Basic objects places around school Recap of colours Ask and answer questions
	Autumn 2 Topic: Animals Pets Farm simple description Simple statements - Likes / dislikes Recap of colours – add noun Ask and answer questions	Spring 2 Topic: Time Months Days Hours – o'clock Seasons Simple statements - I like... Ask and answer questions	Summer 2 Topic: Body Parts of the body Recap of colours – add noun Simple statements - I have... Ask and answer questions
	Additional: Celebrations / Games and songs / Story / SMSC / ICT / Cultural Awareness		



Progression	<p><b>LKS2 – Curriculum Requirements:</b></p> <p>Reading - respond to basic questions (LS) questions (US)          Reading - respond to basic instructions (LS) instructions (US)</p> <p>Listen and engage          Ask and answer questions          Speak in sentences using familiar vocab          Develop appropriate pronunciation          Understand words and phrases          Broaden vocabulary          Appreciate – songs              - stories              - poems              - rhymes</p>	<p><b>Oracy</b></p> <p>○ <b>3.1 Listen and respond to simple rhymes, stories and songs</b></p> <ul style="list-style-type: none"> <li>• identify rhyming words</li> <li>• perform finger rhymes and sing songs</li> <li>• join in with storytelling.</li> </ul> <p>○ <b>3.2 Recognise and respond to sound patterns and words</b></p> <ul style="list-style-type: none"> <li>• listen with care</li> <li>• identify phonemes which are the same as or different from English and other known languages</li> <li>• speak clearly and confidently.</li> </ul> <p>○ <b>3.3 Perform simple communicative tasks using single words, phrases and short sentences</b></p> <ul style="list-style-type: none"> <li>• recall, retain and use vocabulary</li> <li>• ask and answer questions.</li> </ul> <p>○ <b>3.4 Listen attentively and understand instructions, everyday classroom language and praise words</b></p> <ul style="list-style-type: none"> <li>• repeat words and phrases modelled by the teacher</li> <li>• remember a sequence of spoken words</li> <li>• use physical response, mime and gesture to convey meaning and show understanding.</li> </ul>
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<p><b>Literacy</b></p> <p><b>L 3.1 Recognise some familiar words in written form</b></p> <ul style="list-style-type: none"> <li>• understand words displayed in the classroom</li> <li>• identify and read simple words</li> <li>• read and understand simple messages.</li> </ul> <p><b>L 3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words</b></p> <ul style="list-style-type: none"> <li>• pronounce accurately the most commonly used characters, letters and letter strings</li> <li>• read aloud a familiar sentence, rhyme or poem.</li> </ul> <p><b>L 3.3 Experiment with the writing of simple words</b></p> <ul style="list-style-type: none"> <li>• write simple, familiar words using a model</li> <li>• write some single words from memory.</li> </ul>	<p><b>Intercultural understanding</b></p> <p><b>IU 3.1 Learn about the different languages spoken by children in the school</b></p> <ul style="list-style-type: none"> <li>• increase awareness of linguistic and cultural diversity.</li> </ul> <p><b>IU 3.2 Locate country/countries where the language is spoken</b></p> <ul style="list-style-type: none"> <li>• identify some of the countries where the language is spoken.</li> </ul> <p><b>IU 3.3. Identify social conventions at home and in other cultures</b></p> <ul style="list-style-type: none"> <li>• know some facts about one country, e.g. climate, main towns, famous landmarks, produce.</li> </ul> <p><b>IU 3.4 Make indirect or direct contact with the country/countries where the language is spoken</b></p> <ul style="list-style-type: none"> <li>• have contact with a native speaker</li> <li>• view a video or media resource about the country</li> <li>• send an e-mail, letter or postcard to a partner school.</li> </ul>
<p><b>Knowledge about language</b></p> <ul style="list-style-type: none"> <li>• Identify specific sounds, phonemes and words.</li> <li>• Recognise commonly used rhyming sounds.</li> <li>• Imitate pronunciation of sounds.</li> <li>• Hear main word classes.</li> <li>• Recognise question forms and negatives.</li> <li>• Recognise how sounds are represented in written form.</li> <li>• Notice the spelling of familiar words.</li> <li>• Recognise that languages describe familiar things differently.</li> <li>• Recognise that many languages are spoken in the UK and across the world.</li> <li>• Recognise conventions of politeness.</li> </ul>	<p><b>Language learning strategies</b></p> <ul style="list-style-type: none"> <li>• Discuss language learning and share ideas and experiences.</li> <li>• Use actions and rhymes and play games to aid memorisation.</li> <li>• Remember rhyming words.</li> <li>• Use the context of what they see/read to determine some of the meaning.</li> <li>• Practise new language with a friend and outside the classroom.</li> <li>• Look at the face of the person speaking and listen attentively.</li> <li>• Use gestures to show they understand.</li> <li>• Recognise words which the teacher mouths silently.</li> <li>• Write new words.</li> <li>• Compare the language with English.</li> </ul>



	Year 4 - 2016 -2017	Subject French	
Knowledge and Understanding	Autumn 1 Topic: Greetings Basic classroom instructions All about me Basic colours Ask and answer questions Simple statements – name (Ask and reply) - age Numbers 1-12	Spring 1 Topic: Numbers Numbers - 11 – 20 - 21 – 39 Multiples of 10 up to 100 Ask and answer questions	Summer 1 Topic: School Basic objects places around school Recap of colours Ask and answer questions
	Autumn 2 Topic: Animals Pets Farm simple description Simple statements - Likes / dislikes Recap of colours – add noun Ask and answer questions	Spring 2 Topic: Time Months Days Hours – o'clock Seasons Simple statements - I like... Ask and answer questions	Summer 2 Topic: Body Parts of the body Recap of colours – add noun Simple statements - I have... Ask and answer questions
	<b>Additional:</b> Throughout: celebrations / Games and songs / Story / SMSC / ICT / Cultural Awareness		



Progression	<p><b>LKS2 – Curriculum Requirements:</b></p> <p>Reading - respond to basic questions (LS) questions (US) Reading - respond to basic instructions (LS) instructions (US)</p> <p>Listen and engage Ask and answer questions Speak in sentences using familiar vocab Develop appropriate pronunciation Understand words and phrases Broaden vocabulary Appreciate – songs     - stories     - poems     - rhymes</p>	<p><b>Oracy</b></p> <p>○ <b>4.1 Memorise and present a short spoken text</b></p> <ul style="list-style-type: none"><li>• learn finger rhymes, poems or a non-fiction text</li><li>• learn and say several sentences on a topic.</li></ul> <p>○ <b>4.2 Listen for specific words and phrases</b></p> <ul style="list-style-type: none"><li>• listen with care</li><li>• use physical response to show recognition and understanding of specific words and phrases.</li></ul> <p>○ <b>4.3 Listen for sounds, rhyme and rhythm</b></p> <ul style="list-style-type: none"><li>• identify specific sounds e.g. rhymes, letters, phonemes, words</li><li>• compare different sounds.</li></ul> <p>○ <b>4.4 Ask and answer questions on several topics</b></p> <ul style="list-style-type: none"><li>• practise asking and answering questions with a partner</li><li>• devise and perform simple role-plays.</li></ul>
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<p><b>Literacy</b></p> <p><b>L 4.1 Read and understand a range of familiar written phrases</b></p> <ul style="list-style-type: none"><li>• match phrases and short sentences to pictures or themes</li><li>• identify non-fiction texts by their style and layout, eg a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement.</li></ul> <p><b>L 4.2 Follow a short familiar text, listening and reading at the same time</b></p> <ul style="list-style-type: none"><li>• make links between spoken and written words</li><li>• identify common spelling patterns in letter strings.</li></ul> <p><b>L 4.3 Read some familiar words and phrases aloud and pronounce them accurately</b></p> <ul style="list-style-type: none"><li>• read aloud words which they use on a regular basis, e.g. numbers, days, weather</li><li>• pronounce letter strings, words and phrases accurately with good pronunciation.</li></ul> <p><b>L 4.4. Write simple words and phrases using a model and some words from memory</b></p> <ul style="list-style-type: none"><li>• write labels for work on wall displays and in their books</li><li>• complete a semi-completed e-mail message to someone in a partner school.</li></ul>	<p><b>Intercultural understanding</b></p> <p><b>IU 4.1 Learn about festivals and celebrations in different cultures</b></p> <ul style="list-style-type: none"><li>• learn how children of different cultures celebrate special days</li><li>• identify similarities and differences</li><li>• learn simple phrases to celebrate festivals.</li></ul> <p><b>IU 4.2 Know about some aspects of everyday life and compare them to their own</b></p> <ul style="list-style-type: none"><li>• compare pastimes of children of different cultures and countries</li><li>• exchange information with a partner school, e.g. sports, hobbies.</li></ul> <p><b>IU 4.3 Compare traditional stories</b></p> <ul style="list-style-type: none"><li>• compare characteristics of simple stories between cultures</li><li>• look at the writing system of the language.</li></ul> <p><b>IU 4.4 To learn about ways of travelling to the country/countries</b></p> <ul style="list-style-type: none"><li>• revise the location of country/countries where the language is spoken</li><li>• identify a route from own locality to specified destination.</li></ul>
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<p><b>Knowledge about language</b></p> <ul style="list-style-type: none"><li>• Reinforce and extend recognition of word classes and understand their function.</li><li>• Recognise and apply simple agreements, singular and plural.</li><li>• Use question forms.</li><li>• Recognise that texts in different languages will often have the same conventions of style and layout.</li><li>• Apply phonic knowledge of the language to support reading and writing.</li><li>• Identify a different writing system.</li></ul>	<p><b>Language and learning strategies</b></p> <ul style="list-style-type: none"><li>• Discuss language learning and share ideas and experiences.</li><li>• Use mental associations to help remember words.</li><li>• Ask for repetition and clarification.</li><li>• Use context and previous knowledge to determine meaning and pronunciation.</li><li>• Practise new language with a friend and outside the classroom.</li><li>• Plan and prepare for a language activity.</li><li>• Read and memorise words.</li><li>• Sort words into categories.</li><li>• Apply knowledge about letters and simple grammatical knowledge to experiment with writing.</li><li>• Use a dictionary to look up spellings.</li><li>• Use context and previous knowledge to determine meaning and pronunciation.</li><li>• Access information sources.</li></ul>
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	Year 5 2016 -2017	Subject French	
Knowledge and Understanding	<p>Autumn 1 Topic: Greetings            Instructions            All about me            Recap over colours            Conversations            Instructions            Describing someone / something (in sentences)            Use of colours in a sentences / paragraphs (grammatically correct) [can be covered in other topics]</p>	<p>Spring 1 Time            Recap of L/S – Months / Days / Hours – o'clock / Seasons            Hours            Half            Quarter to / from            Year            Sentences / paragraphs (grammatically correct) [can be covered in other topics]</p>	<p>Summer 1 Topic: Body            Recap of L/S - Parts of the body            Pain / illness            Sentences / paragraphs (grammatically correct) [can be covered in other topics]            Sentences / paragraphs (grammatically correct) [can be covered in other topics]</p>
	<p>Autumn 2 Topic: Topic: Numbers            Recap of L/S - Numbers - 11 – 39 / Multiples of 10 up to 100            Plus and minus            Other numbers            Saying the year            Sentences / paragraphs (grammatically correct) [can be covered in other topics]</p>	<p>Spring 2 Topic: School            Recap of L/S Basic objects / Places around school            Subjects            Likes / dislike – justification            Sentences / paragraphs (grammatically correct) [can be covered in other topics]</p>	<p>Summer 2 Topic: Animals            Recap of L/S - Pets / Farm            Zoo            Likes / dislike – justification            Description            Adjectives            Sentences / paragraphs (grammatically correct) [can be covered in other topics]</p>
	<p><b>Additional:</b>            Throughout: celebrations / Games and songs / Story / SMSC / ICT / Cultural Awareness</p>		





Progression	<p><b>UKS2</b>            Reading - respond to basic questions (LS) questions (US)            Reading - respond to basic instructions (LS) instructions (US)</p> <p>Listen and engage            Engage in conversations – giving opinions            Speak in simple language and be understood            Develop appropriate pronunciation            Understand simple reading            Adapt known language            Describe – people                - places                - things            Understand basic grammar (gender)            Present ideas and information orally</p>	<p><b>Oracy</b>  <b>○ 5.1 Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts</b></p> <ul style="list-style-type: none"> <li>• focus on correct pronunciation and intonation</li> <li>• ask and answer questions</li> <li>• use tone of voice and gesture to help to convey meaning.</li> </ul> <p><b>○ 5.2 Understand and express simple opinions</b></p> <ul style="list-style-type: none"> <li>• agree and disagree with statements</li> <li>• understand and express like and dislikes.</li> </ul> <p><b>○ 5.3 Listen attentively and understand more complex phrases and sentences</b></p> <ul style="list-style-type: none"> <li>• understand the main points from speech which includes unfamiliar language.</li> </ul> <p><b>○ 5.4 Prepare a short presentation on a familiar topic</b></p> <ul style="list-style-type: none"> <li>• remember, retain and recall words, phrases and sentences</li> <li>• memorise and present a set of instructions.</li> </ul>
	<p><b>Literacy</b>  <b>L 5.1 Re-read frequently a variety of short texts</b></p> <ul style="list-style-type: none"> <li>• read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet.</li> </ul> <p><b>L 5.2 Make simple sentences and short texts</b></p> <ul style="list-style-type: none"> <li>• understand that the order of words in a sentence influences the meaning</li> <li>• make a sentence using single word cards</li> <li>• make a short text using word and phrase cards.</li> </ul> <p><b>L 5.3 Write words, phrases and short sentences, using a reference</b></p> <ul style="list-style-type: none"> <li>• choose words, phrases and sentences and write them into a gapped text or as picture captions</li> <li>• use a bilingual dictionary to check the spelling of familiar words.</li> </ul>	<p><b>Intercultural understanding</b>  <b>IU 5.1 Look at further aspects of their everyday lives from the perspective of someone from another country</b></p> <ul style="list-style-type: none"> <li>• consider aspects of everyday life of children in their own and different countries</li> <li>• reflect on cultural issues using empathy and imagination to understand other people's experiences.</li> </ul> <p><b>IU 5.2 Recognise similarities and differences between places</b></p> <ul style="list-style-type: none"> <li>• identify geographical features of contrasting locality</li> <li>• learn about buildings and places in different countries.</li> </ul> <p><b>IU 5.3 Compare symbols, objects or products which represent their own culture with those of another country</b></p> <ul style="list-style-type: none"> <li>• learn about symbols representing their own country</li> <li>• learn about symbols and products from another.</li> </ul>



<p><b>Knowledge about language</b></p> <ul style="list-style-type: none"><li>• Recognise patterns in simple sentences.</li><li>• Manipulate language by changing an element in a sentence.</li><li>• Apply knowledge of rules when building sentences.</li><li>• Develop accuracy in pronunciation and intonation.</li><li>• Understand and use negatives.</li><li>• Appreciate that different languages use different writing conventions.</li><li>• Recognise the typical conventions of word order in the foreign language.</li><li>• Understand that words will not always have a direct equivalent in the language.</li><li>• Notice different text types and deal with authentic texts.</li></ul>	<p><b>Language and learning strategies</b></p> <ul style="list-style-type: none"><li>• Plan and prepare – analyse what needs to be done to carry out a task.</li><li>• Integrate new languages into previously learnt language.</li><li>• Apply grammatical knowledge to make sentences.</li><li>• Use actions and rhymes to aid memorisation.</li><li>• Ask for repetition and clarification Use context and previous knowledge to help understanding.</li><li>• Practise new language with a friend and outside the classroom.</li><li>• Look and listen for visual and aural clues.</li><li>• Use a dictionary or a word list.</li><li>• Pronounce/read aloud unknown words.</li></ul>
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	Year 6 2016 -2017	Subject French	
Knowledge and Understanding	<p>Autumn 1 Topic: Greetings            Instructions            All about me            Recap over colours            Conversations            Instructions            Describing someone / something (in sentences)            Use of colours in a sentences / paragraphs (grammatically correct) [can be covered in other topics]</p>	<p>Spring 1 Topic: Numbers            Recap of L/S - Numbers - 11 – 39 / Multiples of 10 up to 100            Plus and minus            Other numbers            Saying the year            Sentences / paragraphs (grammatically correct) [can be covered in other topics]</p>	<p>Summer 1 Topic: School            Recap of L/S Basic objects / Places around school            Subjects            Likes / dislike – justification            Sentences / paragraphs (grammatically correct) [can be covered in other topics]</p>
	<p>Autumn 2 Topic: Animals            Recap of L/S - Pets / Farm            Zoo            Likes / dislike – justification            Description            Adjectives            Sentences / paragraphs (grammatically correct) [can be covered in other topics]</p>	<p>Spring 2 Topic: Time            Recap of L/S – Months / Days / Hours – o'clock / Seasons            Hours            Half            Quarter to / from            Year            Sentences / paragraphs (grammatically correct) [can be covered in other topics]</p>	<p>Summer 2 Topic: Body            Recap of L/S - Parts of the body            Pain / illness            Sentences / paragraphs (grammatically correct) [can be covered in other topics]            Sentences / paragraphs (grammatically correct) [can be covered in other topics]</p>
	<p><b>Additional:</b>            Throughout: celebrations / Games and songs / Story / SMSC / ICT / Cultural Awareness</p>		



Progression	<p><b>UKS2</b></p> <p>Reading - respond to basic questions (LS) questions (US)          Reading - respond to basic instructions (LS) instructions (US)</p> <p>Listen and engage          Engage in conversations – giving opinions          Speak in simple language and be understood          Develop appropriate pronunciation          Understand simple reading          Adapt known language          Describe – people              - places              - things          Understand basic grammar (gender)          Present ideas and information orally</p>	<p><b>Oracy</b></p> <p>○ <b>6.1 Understand the main points and simple opinions in a spoken story, song or passage</b></p> <ul style="list-style-type: none"> <li>• listen attentively, re-tell and discuss the main ideas</li> <li>• agree or disagree with statements made about a spoken passage.</li> </ul> <p>○ <b>6.2 Perform to an audience</b></p> <ul style="list-style-type: none"> <li>• recite a short piece of narrative either from memory or by reading aloud from text</li> <li>• develop a sketch, role-play or presentation and perform to the class or an assembly.</li> </ul> <p>○ <b>6.3 Understand longer and more complex phrases or sentences</b></p> <ul style="list-style-type: none"> <li>• re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences</li> <li>• understand and express reasons</li> <li>• understand the gist of spoken passages containing complex sentences eg descriptions, information, instructions.</li> </ul> <p>○ <b>6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories</b></p> <ul style="list-style-type: none"> <li>• participate in simple conversations on familiar topics</li> <li>• describe incidents or tell stories from their own experience, in an audible voice.</li> </ul>
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<p><b>Literacy</b></p> <p><b>L 6.1 Read and understand the main points and some detail from a short written passage</b></p> <ul style="list-style-type: none"><li>• read and respond to eg an extract from a story, an e-mail message or song</li><li>• give true or false responses to statements about a written passage</li><li>• read descriptions of people in the school or class and identify who they are.</li></ul> <p><b>L 6.2 Identify different text types and read short, authentic texts for enjoyment or information</b></p> <ul style="list-style-type: none"><li>• read for enjoyment an e-mail message, short story or simple text from the Internet</li><li>• read and understand the gist of a familiar news story or simple magazine article.</li></ul> <p><b>L 6.3 Match sound to sentences and paragraphs</b></p> <ul style="list-style-type: none"><li>• use punctuation to make a sentence make sense</li><li>• listen carefully to a model, e.g. a video recording, recorded story or song, and re-constitute a sentence or paragraph using text cards.</li></ul> <p><b>L 6.4 Write sentences on a range of topics using a model</b></p> <ul style="list-style-type: none"><li>• apply most words correctly</li><li>• construct a short text, e.g. create a powerpoint presentation to tell a story or give a description.</li></ul>	<p><b>Intercultural understanding</b></p> <p><b>IU 6.1 Compare attitudes towards aspects of everyday life</b></p> <ul style="list-style-type: none"><li>• recognise similarities and differences in attitudes amongst children in different cultures</li><li>• learn about role models for children in different cultures.</li></ul> <p><b>IU 6.2 Recognise and understand some of the differences between people</b></p> <ul style="list-style-type: none"><li>• discuss similarities and differences between the cultures they have learned about</li><li>• recognise and challenge stereotypes.</li></ul> <p><b>IU 6.3 Present information about an aspect of culture</b></p> <ul style="list-style-type: none"><li>• perform songs, plays, dances</li><li>• use ICT to present information.</li></ul>
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<p><b>Knowledge about language</b></p> <ul style="list-style-type: none"><li>• Recognise patterns in the foreign language.</li><li>• Notice and match agreements.</li><li>• Use knowledge of words, text and structure to build simple spoken and written passages.</li><li>• Use knowledge of word order and sentence construction to support the understanding of the written text.</li><li>• Use knowledge of word and text conventions to build sentences and short texts.</li><li>• Devise questions for authentic use.</li></ul>	<p><b>Language and learning strategies</b></p> <ul style="list-style-type: none"><li>• Discuss language learning and reflect and share ideas and experiences.</li><li>• Plan and prepare – analyse what needs to be done in order to carry out a task.</li><li>• Use language known in one context or topic in another context or topic.</li><li>• Ask for repetition and clarification.</li><li>• Use context and previous knowledge to help understanding and reading skills.</li><li>• Practise new language with a friend and outside the classroom.</li><li>• Listen for clues to meaning e.g. tone of voice, key words.</li><li>• Make predictions based on existing knowledge.</li><li>• Apply a range of linguistic knowledge to create simple, written production.</li><li>• Evaluate work.</li><li>• Compare and reflect on techniques for memorising language.</li><li>• Use a dictionary.</li></ul>
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