



	Year 3 2018-2019	Subject French	
Knowledge and Understanding	<p>Autumn 1 Topic: Greetings (Core units) Basic classroom instructions All about me Basic colours Ask and answer questions Simple statements – name (Ask and reply) – age Numbers 1-12</p>	<p>Spring 1 Topic: Numbers Numbers - 11 – 20 (Core units) - 21 – 39 Multiples of 10 up to 100 Ask and answer questions</p>	<p>Summer 1 Topic: School Basic objects Subjects Places around school Recap of colours Ask and answer questions</p>
	<p>Autumn 2 Topic: Animals Pets Farm simple description Simple statements - Likes / dislikes Recap of colours – add noun Ask and answer questions</p>	<p>Spring 2 Topic: Time Months Days Hours – o'clock Seasons Simple statements - I like... Ask and answer questions</p>	<p>Summer 2 Topic: Body (Core units) Parts of the body Recap of colours – add noun Simple statements - I have... Ask and answer questions</p>
	<p>Additional: Celebrations / Games and songs / Story / SMSC / ICT / Cultural Awareness</p>		



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



	Year 4 - 2018-2019	Subject French	
Knowledge and Understanding	Autumn 1 Topic: Home Rooms Places around the house Simple statements - I like... Ask and answer questions	Spring 1 Topic: Sport Activities I do / play ... Simple statements - I like... Ask and answer questions	Summer 1: My town Money – currency Shops and places Items in a shop Directions Simple statements – There is/are, I would like... Ask and answer questions
	Autumn 2 Topic: Family (Core units) Direct family Family tree Simple statements - I like... Ask and answer questions	Spring 2 Topic: Food Basic foods Healthy / unhealthy Likes / dislikes Simple statements - I like... Ask and answer questions	Summer 2 Topic: Weather Types of weather – basic description Simple statements - I like... Ask and answer questions
	Additional: Throughout: celebrations / Games and songs / Story / SMSC / ICT / Cultural Awareness		



Progression	<p>LKS2 – Curriculum Requirements:</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>Oracy</p> <p>○ 4.1 Memorise and present a short spoken text</p> <ul style="list-style-type: none"> • learn finger rhymes, poems or a non-fiction text • learn and say several sentences on a topic. <p>○ 4.2 Listen for specific words and phrases</p> <ul style="list-style-type: none"> • listen with care • use physical response to show recognition and understanding of specific words and phrases. <p>○ 4.3 Listen for sounds, rhyme and rhythm</p> <ul style="list-style-type: none"> • identify specific sounds e.g. rhymes, letters, phonemes, words • compare different sounds. <p>○ 4.4 Ask and answer questions on several topics</p> <ul style="list-style-type: none"> • practise asking and answering questions with a partner • devise and perform simple role-plays.
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<p>Literacy</p> <p>L 4.1 Read and understand a range of familiar written phrases</p> <ul style="list-style-type: none">• match phrases and short sentences to pictures or themes• 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. <p>L 4.2 Follow a short familiar text, listening and reading at the same time</p> <ul style="list-style-type: none">• make links between spoken and written words• identify common spelling patterns in letter strings. <p>L 4.3 Read some familiar words and phrases aloud and pronounce them accurately</p> <ul style="list-style-type: none">• read aloud words which they use on a regular basis, e.g. numbers, days, weather• pronounce letter strings, words and phrases accurately with good pronunciation. <p>L 4.4. Write simple words and phrases using a model and some words from memory</p> <ul style="list-style-type: none">• write labels for work on wall displays and in their books• complete a semi-completed e-mail message to someone in a partner school.	<p>Intercultural understanding</p> <p>IU 4.1 Learn about festivals and celebrations in different cultures</p> <ul style="list-style-type: none">• learn how children of different cultures celebrate special days• identify similarities and differences• learn simple phrases to celebrate festivals. <p>IU 4.2 Know about some aspects of everyday life and compare them to their own</p> <ul style="list-style-type: none">• compare pastimes of children of different cultures and countries• exchange information with a partner school, e.g. sports, hobbies. <p>IU 4.3 Compare traditional stories</p> <ul style="list-style-type: none">• compare characteristics of simple stories between cultures• look at the writing system of the language. <p>IU 4.4 To learn about ways of travelling to the country/countries</p> <ul style="list-style-type: none">• revise the location of country/countries where the language is spoken• identify a route from own locality to specified destination.
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<p>Knowledge about language</p> <ul style="list-style-type: none">• Reinforce and extend recognition of word classes and understand their function.• Recognise and apply simple agreements, singular and plural.• Use question forms.• Recognise that texts in different languages will often have the same conventions of style and layout.• Apply phonic knowledge of the language to support reading and writing.• Identify a different writing system.	<p>Language and learning strategies</p> <ul style="list-style-type: none">• Discuss language learning and share ideas and experiences.• Use mental associations to help remember words.• Ask for repetition and clarification.• Use context and previous knowledge to determine meaning and pronunciation.• Practise new language with a friend and outside the classroom.• Plan and prepare for a language activity.• Read and memorise words.• Sort words into categories.• Apply knowledge about letters and simple grammatical knowledge to experiment with writing.• Use a dictionary to look up spellings.• Use context and previous knowledge to determine meaning and pronunciation.• Access information sources.
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	Year 5 2018-2019	Subject French	
Knowledge and Understanding	<p>Autumn 1 Topic: Greetings (See core units) 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 <i>Recap of L/S – Days / Hours – o'clock / Months/ Seasons</i> Hours Half Quarter to / from Year Sentences / paragraphs (grammatically correct) [can be covered in other topics]</p>	<p>Summer 1 Topic: Body (See Y3/4) <i>Recap of L/S - Parts of the body</i> 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 <i>Recap of L/S - Numbers - 11 – 39 / Multiples of 10 up to 100</i> Plus and minus Other numbers Saying the year Sentences / paragraphs (grammatically correct) [can be covered in other topics]</p>	<p>Spring 2: A school trip <i>Recap of L/S Basic objects / Places around school</i> Through the window At the museum In the countryside Likes / dislike – justification Sentences / paragraphs (grammatically correct) [can be covered in other topics]</p>	<p>Summer 2: Hobbies Activities Music and musical instruments Films Likes / dislike – justification Description Adjectives Sentences / paragraphs (grammatically correct) [can be covered in other topics]</p>
	<p>Additional: Throughout: celebrations / Games and songs / Story / SMSC / ICT / Cultural Awareness</p>		



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



<p>Knowledge about language</p> <ul style="list-style-type: none">• Recognise patterns in simple sentences.• Manipulate language by changing an element in a sentence.• Apply knowledge of rules when building sentences.• Develop accuracy in pronunciation and intonation.• Understand and use negatives.• Appreciate that different languages use different writing conventions.• Recognise the typical conventions of word order in the foreign language.• Understand that words will not always have a direct equivalent in the language.• Notice different text types and deal with authentic texts.	<p>Language and learning strategies</p> <ul style="list-style-type: none">• Plan and prepare – analyse what needs to be done to carry out a task.• Integrate new languages into previously learnt language.• Apply grammatical knowledge to make sentences.• Use actions and rhymes to aid memorisation.• Ask for repetition and clarification Use context and previous knowledge to help understanding.• Practise new language with a friend and outside the classroom.• Look and listen for visual and aural clues.• Use a dictionary or a word list.• Pronounce/read aloud unknown words.
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	Year 6 2018-2019	Subject French	
Knowledge and Understanding	<p>Autumn 1 Topic: Home (See Y3/4) Activities in and out of house Favourite places Tour of my house</p> <p>Likes / dislike – justification Sentences / paragraphs (grammatically correct) [can be covered in other topics]</p>	<p>Spring 1: In France Geography of France (key towns/cities) Parisian attractions Names of Francophonie countries French food</p> <p>Likes / dislike – justification Sentences / paragraphs (grammatically correct) [can be covered in other topics]</p>	<p>Summer 1 Topic: On holiday Holidays Directions Shop Describing a journey</p> <p>Likes / dislike – justification Sentences / paragraphs (grammatically correct) [can be covered in other topics]</p>
	<p>Autumn 2 Topic: Eating out Ordering in a cafe – quantities</p> <p>Likes / dislike – justification Following / writing instructions Sentences / paragraphs (grammatically correct) [can be covered in other topics]</p>	<p>Spring 2 Topic: Family Descriptions Sentences</p> <p>Likes / dislike – justification Sentences / paragraphs (grammatically correct) [can be covered in other topics]</p>	<p>Summer 2 Topic: Weather Weather report – oral / visual Presentation</p> <p>Likes / dislike – justification Sentences / paragraphs (grammatically correct) [can be covered in other topics]</p>
	<p>Additional: Throughout: celebrations / Games and songs / Story / SMSC / ICT / Cultural Awareness</p>		



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