



## Curriculum Subject Map

### MFL Year 3-Year 6

	Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	KS2	<b>National Curriculum Supported by Twinkl French</b>					
KS2	Y3	<b>Getting to know you</b> <ul style="list-style-type: none"> <li>- Greetings</li> <li>- Introduce yourself</li> <li>- Feelings</li> <li>- Goodbye</li> <li>- How old are you</li> </ul>	<b>All about me</b> <ul style="list-style-type: none"> <li>- Classroom instructions</li> <li>- Body parts</li> <li>- Action words</li> <li>- Clothes (2 lessons)</li> </ul>	<b>Food Glorious Food</b> <ul style="list-style-type: none"> <li>- The very greedy dog</li> <li>- Please may I have?</li> <li>- Preferences</li> <li>- What colour is it?</li> <li>- What did he eat?</li> <li>- I'm hungry</li> </ul>	<b>Family and Friends</b> <ul style="list-style-type: none"> <li>- Family members                             <ul style="list-style-type: none"> <li>- Pets</li> <li>- -Alphabet</li> </ul> </li> <li>- What's his name?</li> <li>- How do you spell?</li> <li>- Home</li> </ul>	<b>Time</b> <ul style="list-style-type: none"> <li>- Counting</li> <li>- Days of the week</li> <li>- Months</li> <li>- Birthdays</li> <li>- French festivals</li> <li>- Verb "to be" past present and future</li> </ul>	<b>Our School</b> <ul style="list-style-type: none"> <li>- Classroom</li> <li>- Pencil Case</li> <li>- School Subjects                             <ul style="list-style-type: none"> <li>- PE</li> </ul> </li> <li>- Around School                             <ul style="list-style-type: none"> <li>- Hobbies</li> </ul> </li> </ul>
	Y4	<b>All Around Town</b> <ul style="list-style-type: none"> <li>- French cities</li> <li>- My Town</li> <li>- Counting in 10s</li> <li>- Counting to 100</li> <li>- Address</li> <li>- How do you say</li> </ul>	<b>On the move</b> <ul style="list-style-type: none"> <li>- Transport</li> <li>- Going to school</li> <li>- Directions</li> <li>- Move it</li> <li>- How to get to</li> <li>- All go together</li> </ul>	<b>Gone Shopping</b> <ul style="list-style-type: none"> <li>- Fruit</li> <li>- Vegetables</li> <li>- Clothes</li> <li>- Where can I buy</li> <li>- French money</li> <li>- Let's go Shopping</li> </ul>	<b>Where in the world?</b> <ul style="list-style-type: none"> <li>- UK</li> <li>- French speaking countries</li> <li>- The Equator</li> <li>- Continents</li> <li>- Animals</li> <li>- Which continents are they from</li> </ul>	<b>What's the time?</b> <ul style="list-style-type: none"> <li>- O clock/ half past</li> <li>- My Day</li> <li>- TV schedule</li> <li>- Quarter past</li> <li>- Quarter to</li> <li>- The School Day</li> <li>- Maths lesson on Time</li> </ul>	<b>Holidays and Hobbies</b> <ul style="list-style-type: none"> <li>- Seasons</li> <li>- The Weather</li> <li>- Weather around the world</li> <li>- Holidays</li> <li>- Sports</li> <li>- Hobbies</li> </ul>

	<b>Y5</b>	<p><b>Getting to know you</b></p> <ul style="list-style-type: none"> <li>-Look what I can do</li> <li>-When I grow up</li> <li>-How do you spell that?</li> <li>-How are you feeling?</li> <li>-What am I going to do?</li> <li>- Je Me Présente</li> </ul>	<p><b>All about ourselves</b></p> <ul style="list-style-type: none"> <li>- The Body</li> <li>- What do I look like?</li> <li>- What are you doing?</li> <li>- Fashion</li> <li>- How are you feeling today?</li> <li>- What's the matter?</li> </ul>	<p><b>That's Tasty</b></p> <ul style="list-style-type: none"> <li>-I'm thirsty</li> <li>-Opened and closed</li> <li>- Breakfast</li> <li>- Sandwiches</li> <li>- I like to eat</li> <li>- Pizzas</li> </ul>	<p><b>Family and Friends</b></p> <ul style="list-style-type: none"> <li>- Meet the family</li> <li>- At the farm</li> <li>- I live in a...</li> <li>- In my house</li> <li>- Do you like animals?</li> <li>- What can I say?</li> </ul>	<p><b>School Life</b></p> <ul style="list-style-type: none"> <li>- Where Are They in the Classroom?</li> <li>- Where are the Objects?</li> <li>- School Subjects</li> <li>- Maths Lesson</li> <li>- Asking questions</li> <li>- Asking questions</li> </ul>	<p><b>Time Travelling</b></p> <ul style="list-style-type: none"> <li>- Count with me</li> <li>- I'm 500 years old!</li> <li>- French History</li> <li>- What year was it</li> <li>- I was born</li> <li>- Famous lives</li> </ul>
	<b>Y6</b>	<p><b>Let's visit a French Town</b></p> <ul style="list-style-type: none"> <li>-Who lives where?</li> <li>-I go to school to learn</li> <li>-Where is the library?</li> <li>-Maths</li> <li>-Welcome to my home!</li> <li>-Ordinal numbers</li> </ul>	<p><b>Let's go shopping</b></p> <ul style="list-style-type: none"> <li>-Shopping conversations</li> <li>-At the shops</li> <li>-Clothes</li> <li>-French Money</li> <li>-Shopping lists</li> <li>- A shopping experience</li> </ul>	<p><b>This is France</b></p> <ul style="list-style-type: none"> <li>- Neighbours</li> <li>- Distances</li> <li>- Directions</li> <li>- Paris</li> <li>- Famous French people</li> <li>- Nationalities</li> </ul>	<p><b>All in a Day</b></p> <ul style="list-style-type: none"> <li>- O'Clock, Half Past, Quarter Past, Quarter to</li> <li>- a.m. and p.m.</li> <li>- 5-Minute Intervals</li> <li>- 24-Hour Times</li> <li>- At the Airport</li> <li>- The School Week</li> </ul>		

## Autumn 1

<b>Y3</b>	<b>Getting to know you</b>					
	<p style="text-align: center;">Hello</p> <p><b><u>Learning objectives</u></b> Engage in conversations, ask and answer questions in the context of greeting people.</p> <p><b><u>Success criteria</u></b> I can say hello for different times of day. I can use formal or informal language appropriately. I can use gestures to support my conversation.</p> <p><b><u>National Curriculum Links</u></b> ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>	<p style="text-align: center;">What's your name?</p> <p><b><u>Learning objectives</u></b> Engage in conversations, ask and answer questions in the context of introducing yourself</p> <p><b><u>Success criteria</u></b> I can introduce myself to someone else. I can ask another person their name. I can use gestures to support my conversation.</p> <p><b><u>National Curriculum Links</u></b> ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>	<p style="text-align: center;">How are you?</p> <p><b><u>Learning objectives</u></b> Listen attentively to spoken language and show understanding by joining in and responding; Engage in conversations, ask and answer questions; in the context of talking about how you are.</p> <p><b><u>Success criteria</u></b> I can use 'Comment ça va?' as a question. I can choose the appropriate phrase to say how I feel.</p> <p><b><u>National Curriculum Links</u></b> ♣ listen attentively to spoken language and show understanding by joining in and responding</p>	<p style="text-align: center;">Goodbye</p> <p><b><u>Learning objectives</u></b> Listen attentively to spoken language and show understanding by joining in and responding; engage in conversations, ask and answer questions in the context of saying goodbye.</p> <p><b><u>Success criteria</u></b> I can say goodbye in a variety of ways. I can use formal and informal language</p> <p><b><u>National Curriculum Links</u></b> ♣ listen attentively to spoken language and show understanding by joining in and responding</p>	<p style="text-align: center;">Numbers 0-10</p> <p><b><u>Learning objectives</u></b> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; Appreciate stories, songs, poems and rhymes in the language; in the context of counting.</p> <p><b><u>Success criteria</u></b> I can say the numbers 0-10 in French. I can listen and repeat carefully. I can join in when the numbers are in a song. I can use music to help me remember new words.</p> <p><b><u>National Curriculum Links</u></b> ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>	<p style="text-align: center;">How old are you?</p> <p><b><u>Learning objectives</u></b> Speak in sentences, using familiar vocabulary, phrases and basic language structures; Listen attentively to spoken language and show understanding by joining in and responding; in the context of talking about age.</p> <p><b><u>Success criteria</u></b> I can use number words in my sentences. I can make up new sentences. I can ask how old someone is. I can say my own age.</p> <p><b><u>National Curriculum Links</u></b> ♣ listen attentively to spoken language and show understanding by joining in and responding ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures</p>
<b>Key vocab</b>	<p><b>Lesson 1</b> Bonjour [hello], bonsoir [good evening], bonne nuit [good night], salut [hi]. <b>Lesson 2</b> Je m'appelle... [My name is...], Comment t'appelles-tu? [What's your name?], monsieur [Mr], madame [Mrs], mademoiselle [Miss]. <b>Lesson 3</b> (Comment) ça va? [How are you doing?], Bien [good/fine], Très bien [very well], Comme ci, comme ça [not bad/ok], Ça ne va pas très bien [not very well], Ça va mal [bad/not well], Merci [thank you], Et toi? [and you?]. <b>Lesson 4</b> Salut! [Bye! - informal], Au revoir [goodbye – more formal situations] in essence: 'to meet again', À bientôt [see you soon], À tout à l'heure [see you later], À demain [see you tomorrow], Bonne fin de semaine / Bon week-end [have a good weekend]. <b>Lesson 5</b> Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix. [zero-ten], C'est combien? [How many is that?], Ça fait combien? [How many does that make?], Plus [add/plus], Moins [take away/subtract], Égale [equals]. <b>Lesson 6</b> Quel âge as-tu? [How old are you?], J'ai ... ans. [I'm ... years old.], an(s) [year(s)], Bon/ Joyeux anniversaire! [Happy birthday!].</p>					
<b>Assess</b>	<p><b>ALL</b> say hello and goodbye; • introduce themselves; • say if they are feeling good/bad/so-so; • count to 10; • say how old they are <b>MOST</b> children will be able to: • use different greetings for different situations; • ask and answer simple questions for each topic area.</p>					

Y4	All Around Town					
Y4	<p><b>French cities</b></p> <p><u>Learning objectives</u> To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of where people live. To listen carefully and pronounce unfamiliar words with increasing accuracy.</p> <p><u>Success criteria</u> I can listen to and repeat names of some French towns and cities. I can compare and contrast French towns with places I know. I can ask and answer questions to find out where someone lives.</p> <p><u>National Curriculum Links</u> ♣ present ideas and information orally to a range of audiences</p>	<p><b>My Town</b></p> <p><u>Learning objectives</u> To listen attentively to spoken language and show understanding by joining in and responding in the context of describing our town. To listen carefully, repeating and responding to key words and phrases</p> <p><u>Success criteria</u> I can listen to new language and repeat with increasing accuracy. I can identify typical places in my town. I can describe my town.</p> <p><u>National Curriculum Links</u> ♣ listen attentively to spoken language and show understanding by joining in and responding</p>	<p><b>Counting in 10s</b></p> <p><u>Learning objectives</u> To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words in the context of counting in tens. To use familiar sounds and spellings to help me recognise and learn new language.</p> <p><u>Success criteria</u> I can identify spellings or sounds I know in new words. I can say the tens numbers to 100.</p> <p><u>National Curriculum Links</u> ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p><b>Counting to 100</b></p> <p><u>Learning objectives</u> To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words in the context of counting to 100. To apply my knowledge to help me predict, say and spell new language.</p> <p><u>Success criteria</u> I can identify spellings or sounds I know in new words. I can use word patterns to predict what the next number will be. I can say any number from 1-100 with support.</p> <p><u>National Curriculum Links</u> ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p><b>Address</b></p> <p><u>Learning objectives</u> To present ideas and information orally to a range of audiences in the context of giving your address. To select and present information to other people</p> <p><u>Success criteria</u> I can listen to and repeat common French expressions. I can construct a simple sentence. I can say an address clearly.</p> <p><u>National Curriculum Links</u> ♣ read carefully and show understanding of words, phrases and simple writing</p>	<p><b>How do you say</b></p> <p><u>Learning objectives</u> To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary in the context of researching vocabulary in categories. To use a bilingual dictionary to develop my vocabulary around a given topic.</p> <p><u>Success criteria</u> I can sort vocabulary into topic groups. I can suggest further English words in a vocabulary set. I can use a bilingual dictionary to translate the word I want.</p> <p><u>National Curriculum Links</u> ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>
<b>Key vocab:</b>	<p><b>Lesson 1-</b> J’habite à... [I live in...], Où [where], Où habitestu? [Where do you live?], Paris, Marseille, Lyon, Toulouse, Nice, Nantes, Strasbourg, Montpellier, Bordeaux, Lille. <b>Lesson 2-</b> Magasin (m) [shop], école (f) [school], église (f) [church], musée (m) [museum], boulangerie (f) [bakery], piscine (f) [swimming pool], gare (f) [railway station], pâtisserie (f) [cake shop], café (m) [cafe], supermarché (m) [supermarket], cinéma (m) [cinema], parc (m) [park], théâtre (m) [theatre], marché (m) [market], mosquée (f) [mosque], rivière (f) [river], il y a [there is/are...], il n’y a pas de [there isn’t/aren’t...]. <b>Lesson 3-</b> Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix [1-10], vingt [20], trente [30], quarante [40], cinquante [50], soixante [60], soixante-dix [70], quatre-vingts [80], quatrevingt-dix [90], cent [100], et/plus [and/plus], font [makes/equals], moins [subtract], divisé par [divided by], fois [multiply]. <b>Lesson 5-</b> Mon adresse est... [My address is...], avenue [avenue], boulevard [boulevard], allée [lane], rue [street/road], place [place/square], du/de l’/de la/des... [of the...].</p>					

	<p><b>Lesson 6-</b> Montagne (f) [mountain], lac (m) [lake], soleil (m) [sun], hôpital (m) [hospital], bois (m) [woods], arbre (m) [tree], singe (m) [monkey], chameau (m) [camel], plage (f) [beach], mairie (f) [town hall], ferme (f) [farm], lune (f) [moon], fraise (f) [strawberry], fleur (f) [flower], chèvre (f) [goat], vache (f) [cow], Que veut dire...? [What does...mean?].</p>
<p><b>Assessment</b></p>	<p><b>All children</b> • name some of the major cities of France; • identify and say typical amenities to be found in French towns; • 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.</p> <p><b>Most children</b> • locate some of France’s key cities; • say in French what amenities or features are found in their own town; • use multiples of ten and number operations to do simple calculations; • vary sentences about asking and giving simple addresses; • use a bilingual dictionary with increasing confidence to translate French-English and vice versa.</p>

<p><b>Y5</b></p>	<p>Getting to know you</p>					
<p><b>Y5</b></p>	<p>Look What I can do  <u>Learning objectives</u>  Present ideas and information orally to a range of audiences in the context of revising what they have learned in French so far.  <u>Success criteria</u>  I can recall a range of vocabulary topics from my previous learning. I can use different skills to show what I have learned.  <u>National Curriculum Links</u>  ♣ present ideas and information orally to a range of audiences</p>	<p>When I grow up  <u>Learning objectives</u>  Understand basic grammar (key features and patterns) appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; Listen attentively to spoken language and show understanding by joining in and responding; in the context of talking about what they want to do when they grow up. To use the simple future tense.    <u>Success criteria</u>  I can use 'je serai' to refer to my future. I can show how French future tense is different to English. I can use the speaker's body language to help me understand what they are saying. I can listen and respond appropriately to what is said  <u>National Curriculum Links</u>  ♣</p>	<p>How do you spell that?  <u>Learning objectives</u>  Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; in the context of investigating typical French names. I can use appropriate pronunciation to help others understand me better.    <u>Success criteria</u>  I can say the names of the accents found in the French alphabet. I can ask for spellings of unfamiliar words. I can give a spelling correctly, using the French alphabet pronunciation.    <u>National Curriculum Links</u>  ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>	<p>How are you feeling?  <u>Learning objectives</u>  Understand basic grammar rules appropriate to the language being studied and how these differ from or are similar to English; in the context of describing emotions. To select the appropriate form of a word for the context. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; in the context of describing emotions. To use a dictionary to develop my sentences.  <u>Success criteria</u>  I can recognise that some adjectives are different depending on gender. I can choose a masculine or feminine adjective to match the subject. I can find suitable vocabulary in a bilingual dictionary. I can make a new sentence by substituting specific words. I can describe emotions  <u>National Curriculum Links</u>  ♣ broaden their vocabulary and develop their ability to</p>	<p>What am I going to do?  <u>Learning objectives</u>  Understand basic grammar (key features and patterns) appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; in the context of predicting what's going to happen. I can use the near future tense. Appreciate stories, songs, poems and rhymes in the language; in the context of a traditional fable. I can follow a simple story.  <u>Success criteria</u>  I can say what is 'going to' happen. I can show how the near future tense is made of aller plus infinitive. I can use a range of strategies to help me follow a text. I can make predictions about a story.  <u>National Curriculum Links</u>  ♣ appreciate stories, songs, poems and rhymes in the language  ♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the</p>	<p>Je Me Présente  <u>Learning objectives</u>  Write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of writing personal presentations. I can remember appropriate language to express my ideas. Describe people, places, things and actions orally and in writing in the context of describing themselves. I can select key words for descriptions    <u>Success criteria</u>  I can recall key vocabulary and apply it to my writing. I can change a sentence to suit what I want to say. I can select from a vocabulary bank for a particular theme. I can choose nouns, verbs or adjectives  <u>National Curriculum Links</u>  ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly  ♣ describe people, places, things and actions orally and in writing</p>

				<p>understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	<p>conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	
<p><b>Key Vocab</b></p>	<p><b>Lesson 2-</b> Médecin (m/f) [doctor], dentiste (m/f) [dentist], coureur/ coureuse automobile [racing driver], aviateur/aviatrice [pilot], soldat [soldier], coiffeur/ coiffeuse [hairdresser], moniteur/monitrice de ski [ski instructor], professeur/ professeure [teacher], fermier/ fermière [farmer], artiste (m/f) [artist], pompier (m/f) [fire fighter], futur simple [simple future tense], verbe (m) [verb]. <b>Lesson 3-</b> Accent (m) [Accent], Aigu ´ [Acute], Grave ` [Grave], Circonflexe ^ [Circumflex], Tréma ¨ [Dieresis or umlaut], Cédille, [Cedilla], Lettre (f) [Letter], Prénom (m) [First name], Écrit [Written], Épeler [To spell], Majuscule [Capital], Minuscule [Lower case]. <b>Lesson 4-</b> Agacé(e) [annoyed], heureux/euse [happy], fatigué(e) [tired], fier/fière [proud], impatient(e) [excited/hyper], anxieux/euse [worried/nervous], étonné(e) [shocked], content(e) [pleased], fâché(e) [angry/cross], triste [sad], gêné(e) [embarrassed], effrayé(e) [scared], adjectif (m) [adjective], comment ça va ? [how are you?], je suis... [I feel/am...] <b>Lesson 5-</b> Aller [To go], Je vais [I go], Tu vas [You go], Il/ Elle/On va [He/She/It/One goes], Faire [To do/ make], Traverser [To cross], Manger [To eat], Arriver [To arrive], Propulser [To push], Tomber [To fall], Attendre [To wait], Marcher [To walk], Courir [To run], Bouc (m) [Goat] Vallée (f) [Valley], Colline (f) [Hill], Rivière (f) [River], Pont (m) [Bridge], Petit-déjeuner (m) [Breakfast], Sabot (m) [Hoof], Auxiliary verb, Infinitive.</p>					
<p><b>Assess</b></p>	<p><b>ALL</b> • demonstrate their prior learning from previous units; • say a simple future sentence; • 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. <b>MOST</b> recognise the difference between English and French future tenses; • ask how to spell a word in French; • name the accents on French alphabet letters; • substitute vocabulary to change a sentence; • orally make a short personal presentation.</p>					

<b>Y6</b>	<b>Let's visit a French Town</b>					
<b>Y4</b>	<p>Who lives where? <b>Learning objectives</b> To understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English in the context of talking about where people live.</p> <p>To appreciate stories, songs, poems and rhymes in the language in the context of finding out where people live.</p> <p><b>Success criteria</b> I can make sentences with habiter (to live). I can choose the correct form to go with the subject of the sentence. I can listen to and join in a song. I can recognise key words and phrases and respond.</p> <p><b>National Curriculum Links</b> ♣ appreciate stories, songs, poems and rhymes in the language ♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the</p>	<p>I go to school to learn <b>Learning objectives</b> To present ideas and information orally to a range of audiences in the context of discussing what you can do in your town</p> <p><b>Success criteria</b> I can vary the noun and verb appropriately for my purpose. I can talk about what there is to do in my town. I can use gestures to support what I am saying.</p> <p><b>National Curriculum Links</b> ♣ present ideas and information orally to a range of audiences</p>	<p>Where is the library? <b>Learning objectives</b> To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary in the context of discussing French towns.</p> <p>To describe people, places, things and actions orally* and in writing in the context of exploring maps.</p> <p><b>Success criteria</b> I can use a bilingual dictionary. I can identify places in a French town or city. I can use simple prepositional phrases. I can ask/answer questions about where a place is.</p> <p><b>National Curriculum Links</b> ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ♣ describe people, places, things and</p>	<p>Maths <b>Learning objectives</b> To speak in sentences, using familiar vocabulary, phrases and basic language structures; in the context of mathematics.</p> <p><b>Success criteria</b> I can use appropriate words for number operations. I can compare and order numbers up to 1000</p> <p><b>National Curriculum Links</b> ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>Welcome to my home! <b>Learning objectives</b> To listen attentively to spoken language and show understanding by joining in and responding; in the context of visiting someone's home.</p> <p><b>Success criteria</b> I can listen for familiar vocabulary. I can use prior learning to help me make informed guesses.</p> <p><b>National Curriculum Links</b> ♣ listen attentively to spoken language and show understanding by joining in and responding</p>	<p>Ordinal numbers <b>Learning objectives</b> To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; in the context of exploring ordinal numbers.</p> <p><b>Success criteria</b> I can recognise and use ordinal numbers. I can apply a spelling pattern to make a new word. I can join in with a song or poem to help me remember new language.</p> <p><b>National Curriculum Links</b> ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>



	<p>conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>		<p>actions orally and in writing</p>			
<p><b>Key vocab</b></p>	<p><b>Lesson 1:</b> je/tu/il/elle/nous/vous/ils/elles [I/you/he/ she/we/you/they], où [where], habiter [to live] <b>Lesson 2:</b> nager [to swim], prier [to pray], acheter [to buy], apprendre [to learn], prendre [to catch – train/bus], regarder [to watch], faire une promenade [to go for a walk], école (f) [school], église (f) [church], piscine (f) [swimming pool], gare (f) [railway station], cinéma (m) [cinema], parc (m) [park], mosquée (f) [mosque], librairie (f) [bookshop] <b>Lesson 3</b> préposition (f) [preposition], à côté de [next to], en face de [opposite], librairie (f) [bookshop], bibliothèque (f) [library], boucherie (f) [butcher], restaurant (m) [restaurant], banque (f) [bank], patinoire (f) [ice rink], office du tourisme (m) [tourist information], mairie (f) [town hall], Où est ___? [Where is ___?] <b>Lesson 4</b> Numbers up to 1000, Tu as quel nombre? [What number have you got?], J'ai le nombre___ [I've got number ___], plus grand que [bigger than], plus petit que /moins grand qu [smaller than/ less big than], adjectif (m) [adjective], X est ___ de plus que Y [X is ___ more than Y], X est ___ de moins que Y [X is ___ less than Y], soustraction (f) [subtraction], moins [less/ subtract], fait [equals/makes] <b>Lesson 5-</b> armoire (f) [wardrobe], tapis (m) [rug], télévision (f) [TV], canapé (m) [sofa], fauteuil (m) [armchair], four (m) [oven], tablier (m) [apron], table (f) [table], devoirs (m pl) [homework], serviette (f) [towel], couverture (f) [blanket], ours/nounours (m) [teddy], casquette (f) [cap], valise (f) [suitcase], chaise (f) [chair] <b>Lesson 6-</b> ordinal [ordinal], nombre (m) [number], premier (m) /première (f) [first], deuxième (m/f) [second], troisième [third], quatrième [fourth], cinquième [fifth], sixième [sixth], septième [seventh], dernier (m) / dernière (f) [last], è grave ['e' with grave accent], days of the week</p>					
<p><b>Assess</b></p>	<p><b>ALL</b>• make simple sentences with habiter (to live); • listen to and join in a song; • recognise key words and phrases and respond; • use gestures to support what they are saying; • use a bilingual dictionary with support; • identify places in a French town or city; • listen for familiar vocabulary; • recognise ordinal numbers; • recognise a spelling pattern. <b>MOST:</b> • 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. ...most children will be able to: • choose the correct form to go with the subject of the sentence; • talk about what there is to do in a town; • 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; • join in with a song or poem to help remember new language.</p>					

## AUTUMN 2

**Y3**

All about me

**Y3**

**Classroom Instructions**

**Learning objectives**

Listen attentively to spoken language and show understanding by joining in and responding in the context of giving and following classroom instructions.  
To listen and respond to instructions

**Success criteria**

I can demonstrate my understanding of instructions in French.  
I can follow instructions when I hear them.

**National Curriculum Links**

♣ listen attentively to spoken language and show understanding by joining in and responding

**My Body**

**Learning objectives**

Read carefully and show understanding of words, phrases and simple writing; appreciate stories, songs, poems and rhymes in the language in the context of naming body parts. To read, listen and respond to vocabulary. To demonstrate my understanding with actions.

**Success criteria**

I can listen to and read the names of different body parts  
I can repeat words carefully. I can sing 'Heads, Shoulders, Knees and Toes' in French.  
I can point to the correct part for each word.

**National Curriculum Links**

♣ present ideas and information orally to a range of audiences  
♣ read carefully and show understanding of words, phrases and simple writing

**Actions**

**Learning objectives**

Listen attentively to spoken language and show understanding by joining in and responding in the context of everyday actions.  
To understand and respond to action words.

**Success criteria**

I can listen to action words and show what to do.  
I can join in a game using the action vocabulary.

**National Curriculum Links**

♣ listen attentively to spoken language and show understanding by joining in and responding

**Colours**

**Learning objectives**

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of naming colours.  
To listen to and copy pronunciation of colour words accurately.

**Success criteria**

I can name different colours in French.  
I can listen to and repeat words carefully

**National Curriculum Links**

♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

**Clothes 1:**

**Learning objectives**

What's in Your Wardrobe?  
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; understand basic grammar of feminine and masculine noun in the context of clothing.  
To ask and answer what is 'there'. To recognise masculine and feminine clothing nouns.

**Success criteria**

I can ask what's in the wardrobe.  
I can answer questions about what's in the wardrobe.  
I can name clothes in French.  
I know that un and une mean masculine or feminine nouns.  
**National Curriculum Links**  
♣ appreciate stories, songs, poems and rhymes in the language

**Clothes 2:**

**Learning objectives**

What Are You Wearing?  
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; understand basic grammar of feminine and masculine noun in the context of clothing.  
To use simple conjunctions to link vocabulary for clothes and accessories. To have a simple conversation about clothes.

**Success criteria**

I can use 'et' to join words in a list.  
I can name clothes and accessories in French.  
I can say what I am wearing.  
I can ask someone else what they are wearing  
**National Curriculum Links**  
♣ appreciate stories, songs, poems and rhymes in the language

<p><b>Key vocab:</b></p>	<p><b>Lesson 1-</b> Asseyez-vous [sit down], levez-vous [stand up], rangez vos chaises [put your chairs under], taisez-vous [be quiet], écoutez [listen], regardez [look], venez au tapis [come to the carpet], répétez [repeat], regardez-moi [look at me], allez-y [off you go], rangez vos affaires [tidy your things]. <b>Lesson 2-</b> Voici [this is], mon corps [my body], la tête [head], les épaules [shoulders], les genoux [knees], les pieds [feet], les yeux [eyes], les oreilles [ears], la bouche [mouth], le nez [nose], oui [yes], non [no]. <b>Lesson 3-</b> Les mains [hands], les pieds [feet], les bras [arms], tapez [clap/stamp], croisez [cross/ fold], marchez [walk/step], levez [raise], touchez [touch], courez [run], sautez [jump], posez [put down], prenez [pick up/take]. <b>Lesson 4-</b> C'est de quelle couleur? [What colour is it?], bleu [blue], blanc [white], rouge [red], noir [black], jaune [yellow], vert [green], gris [grey], orange [orange], rose [pink], violet [purple], marron [chestnut brown], C'est... [It's...]. <b>Lesson 5-</b> une jupe [skirt], un pantalon [trousers], un tee-shirt[t-shirt], une chemise [shirt/blouse], un pull [jumper], un sweat [sweatshirt], des chaussures (f) [shoes], un short [shorts], des chaussettes (f) [socks], une robe [dress], un maillot de corps [vest], un slip [pants], Qu'est-ce qu'il y a dans l'armoire? [What's in the wardrobe?], Il y a... [There is/are...] <b>Lesson 6-</b> Des gants (m) [gloves], une écharpe [scarf], un manteau [coat], un chapeau [hat], un imperméable [waterproof jacket], des lunettes (f) [glasses], une ceinture [belt], des bottes (f) [boots], une montre [watch], Qu'est-ce que tu portes? [What are you wearing?], Je porte... [I'm wearing...], et [and].</p>
<p><b>Assess</b></p>	<p><b>ALL</b> give and respond to simple classroom instructions appropriately; • name parts of the body from a song; • identify colours; • name items of clothing; <b>Most</b> ask and answer questions using the topic vocabulary; • read and write simple words; • say that un/une relate to masculine &amp; feminine nouns;</p>

<b>Y4</b>	<b>On the move</b>					
<b>Y4</b>	<p>Transport</p> <p><b>Learning objectives</b> To present ideas and information orally to a range of audiences in the context of types of transport.</p> <p><b>Success criteria</b> I can name different ways of travelling. I can identify types of transport using words and gestures.</p> <p><b>National Curriculum Links</b> ♣ read carefully and show understanding of words, phrases and simple writing ♣ describe people, places, things and actions orally and in writing</p>	<p>How do you go to school?</p> <p><b>Learning objectives</b> To understand basic grammar appropriate to the language (conjugation of high-frequency verbs) in the context of types of transport</p> <p><b>Success criteria</b> I can ask how someone goes to school. I can tell someone else how I go to school.</p> <p><b>National Curriculum Links</b></p>	<p>Directions</p> <p><b>Learning objectives</b> To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of directions.</p> <p><b>Success criteria</b> I can give and respond to simple direction instructions. I can read and say words containing the French spelling 'ch', pronounced /sh/.</p> <p><b>National Curriculum Links</b> ♣ present ideas and information orally to a range of audiences</p>	<p>I like to move it</p> <p><b>Learning objectives</b> To describe people, places, things and actions orally and in writing in the context of directions.</p> <p><b>Success criteria</b> I can say a sequence of movements. I can follow instructions about direction and actions.</p> <p><b>National Curriculum Links</b> ♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	<p>How do I get to...?</p> <p><b>Learning objectives</b> To engage in conversations; ask and answer questions in the context of travelling round a town.</p> <p><b>Success criteria</b> I can ask for and give directions to places in town. I can substitute different familiar vocabulary to vary my sentences.</p> <p><b>National Curriculum Links</b> ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>We all go together</p> <p><b>Learning objectives</b> To understand basic grammar appropriate to the language (conjugation of high-frequency verbs) in the context of talking about travel.</p> <p><b>Success criteria</b> I can match subject pronouns with the right form of a verb. I can talk about how different people travel to places in town.</p> <p><b>National Curriculum Links</b></p>
<b>Key vocab.</b>	<p><b>Lesson 1</b> Voiture (f) [car], autobus (m) [bus], vélo (m) [bicycle], à pied (m) [on foot], cheval (m) [horse], train (m) [train], camion (m) [lorry], hélicoptère (m) [helicopter], avion (m) [plane], trottinette (f) [scooter], taxi (m) [taxi], moto (f) [motorbike], les transports (m) [transport], à [on]. <b>Lesson 2</b> Voiture (f) [car], autobus (m) [bus], vélo (m) [bicycle], à pied (m) [on foot], à cheval (m) [on horseback], train (m) [train], camion (m) [lorry], hélicoptère (m) [helicopter], avion (m) [plane], trottinette (f) [scooter], taxi (m) [taxi], moto (f) [motorbike], les transports (m) [transport], en [by], à [on], Comment vas-tu à l'école? [How do you go to school?] Je vais à l'école en/à [I go to school by/on]. <b>Lesson 3</b> Allez [go - imperative], tout droit [straight on], tournez [turn - imperative], à droite [to the right], à gauche [to the left], chaud [hot], froid [cold], Voilà ! [There you are!]. <b>Lesson 4</b> bras (m) [arm], jambe (f) [leg], coude (m) [elbow], main (f) [hand], sautez [jump!], courez [run!], marchez [walk!], sautillez [skip!], sautez à cloche-pied [hop!], arrêtez [stop!], pliez [bend!], tendez [stretch/extend!], liez [bind!], tenez [hold!], lâchez [release!]. <b>Lesson 5</b> Pour le/la, s'il vous plaît? [How do I get to the please?], bien sûr [of course], premier/première [first], deuxième [second], troisième [third], C'est tout droit/à gauche/à droite. [It's straight on/ on the left/right.]. <b>Lesson 6</b> Je vais [I go], tu vas [you (singular, informal) go], il va [he goes], elle va [she goes], nous allons [we go], vous allez [you (plural, formal/ informal) go; you (singular, formal) go], ils vont [they go (masculine or mixed group)], elles vont [they go (feminine)].</p>					
<b>Assess</b>	<p><b>ALL</b> name some types of transport; • use Je... and Tu... correctly in a simple sentence; • respond to simple instructions for direction and movement; • follow simple directions to find a place on a map. <b>MOST:</b> • 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; • give and respond to simple movement/direction instructions; • give simple directions by substituting vocabulary as necessary; • follow simple directions to find a place on a map.</p>					

The Body  
**Learning objectives**  
 To listen attentively to spoken language and show understanding by joining in and responding in the context of parts of the body.

**Success criteria**  
 I can name different parts of the body.  
 I can join in or respond when someone speaks to me.

**National Curriculum Links**

What do I look like?  
**Learning objectives**  
 To describe people, places, things and actions orally\* and in writing in the context of describing yourself.

**Success criteria**  
 I can describe myself.  
 I can put the adjective after the noun.  
 I can make the noun and adjective 'agree'.  
 I can make an adjective plural if necessary.

**National Curriculum Links**  
 ♣ describe people, places, things and actions orally and in writing  
 ♣ listen attentively to spoken language and show understanding by joining in and responding

What are you doing?  
**Learning objectives**  
 To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of activities in the classroom or around school.

**Success criteria**  
 I can ask what someone is doing.  
 I can say what I am doing.  
 I can identify a range of verbs

**National Curriculum Links**  
 ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Fashion  
**Learning objectives**  
 write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of describing clothing and costumes.

**Success criteria**  
 I can write sentences in the 3rd person (he and she).  
 I can add detail to a description of someone's clothes with a colour adjective.  
 I can make the adjective and noun 'agree.'

**National Curriculum Links**  
 ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly

How are you feeling today?  
**Learning objectives**  
 To understand key features and patterns of French; To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of talking about emotions.

**Success criteria**  
 I can ask how someone is feeling. I can recognise written masculine/feminine adjectives. I can listen to and repeat a word carefully. I can say how I am feeling using an emotion word.

**National Curriculum Links**  
 ♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

What's the matter?  
**Learning objectives**  
 To appreciate stories, songs, poems and rhymes in the language in the context of a visit to the doctor.

**Success criteria**  
 I can follow a simple story.  
 I can join in with repeated phrases.  
 I can recognise known words and use them to help with new language.  
 I can ask and answer questions about health

**National Curriculum Links**  
 ♣ appreciate stories, songs, poems and rhymes in the language

					<p>♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>	
<p><b>Key vocab.</b></p>	<p><b>Lesson 1</b> les cheveux (m) [hair], les dents (f) [teeth], lèvres (f) [lip], langue (f) [tongue], joue (f) [cheek], menton (m) [chin], cou (m) [neck], poitrine (f) [chest], dos (m) [back], ventre (m) [tummy/belly], doigt (m) [finger], pouce (m) [thumb], orteil (m) [toe], derrière (m) [bottom], voici [this is], corps (m) [body], visage (m) [face].  <b>Lesson 2</b> les cheveux [hair], long(s) [long], court(s) [short (length)], mi-long(s) [medium/average], raides [straight], bouclés [curly], ondulés [wavy], blonds [blonde], châtain(s) [chestnut brown], roux [ginger], noirs [black], les yeux [eyes], bleu(s) [blue], vert(s) [green], brun(s) [brown], gris [grey], violet(s) [violet], adjectif [adjective].  <b>Lesson 3</b> Qu'est-ce que tu fais ? [What are you doing?], prends [take], cherche [look for], ouvre [open], ferme [close], range [tidy], ramasse [gather/collect], écris [write], lis [read], aide [help], croise [fold/cross], pose [put down/ place], tends [stretch], lève [raise/lift], ami (m) [friend], phrase (f) [sentence]. <b>Lesson 4</b> il porte [he's wearing], elle porte [she's wearing], Qu'est-ce qu'il/elle porte ? [What's he/she wearing?]. colour adjectives, clothing nouns <b>Lesson 5</b> heureux/heureuse [happy], désolé(e) [sorry], énervé(e) [annoyed], fatigué(e) [tired], fier/ fière [proud], surpris(e) [surprised], fâché(e) [angry], content(e) [pleased], triste [sad], je suis [I am], tu es [you are - informal], Comment te sens-tu aujourd'hui ? [How are you feeling today?] <b>Lesson 6</b> J'ai mal [I've got a pain], avoir mal au coeur [to feel sick], médecin (m) [doctor], médicament (m) [medicine], malade [ill], Qu'est-ce qui ne va pas ? [What's the matter?], au /à la /à l' / aux... [in the...]</p>					
<p><b>Assess</b></p>	<p><b>ALL</b> name some parts of the body; • 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. <b>MOST:</b> • name facial features; • 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.</p>					

## Let's go shopping

Shopping conversations

**Learning objectives**

Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of a shopping conversation.

**Success criteria**

I can greet, respond and say goodbye.  
I can ask and answer questions.

**National Curriculum Links**

♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

At the shops

**Learning objectives**

Understand basic grammar rules appropriate to the language being studied, how to apply these, in the context of describing the positions of shops

**Success criteria**

I can use *entre* to describe the position of a shop. I can use the correct masculine or feminine form of *à côté de* to describe the position of a shop.

**National Curriculum Links**

♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

Clothes

**Learning objectives**

Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of describing the colour of clothes.

**Success criteria**

I can use the correct order to describe nouns, using *foncé* and *clair*. I can use the masculine and feminine form of colours when necessary.

**National Curriculum Links**

♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

French Money

**Learning objectives**

Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of role play – shopper and shopkeeper

**Success criteria**

I can take part in role play.  
I can ask and answer questions about the cost of items  
**National Curriculum Links**  
♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

Shopping lists

**Learning objectives**

Read carefully and show understanding of words, phrases and simple writing, in the context of calculating costs from shopping lists

**Success criteria**

I can locate the relevant information from a list.  
I can answer questions by writing money amounts in French.

**National Curriculum Links**

♣ read carefully and show understanding of words, phrases and simple writing

A shopping experience

**Learning objectives**

Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of role play – shopper and shopkeeper.

**Success criteria**

I can use the French I have learned to take part in a 'Shopping Experience'. I can ask and answer questions

**National Curriculum Links**

♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

<p><b>Key vocab.</b></p>	<p><b>Lesson 1</b> Je voudrais... [I would like....], la banane (f) [banana], le crayon (m) [pencil], le croissant (m) [croissant], la montre (f) [watch], la pomme (f) [apple], le chou-fleur (m) [cauliflower], le lait (m) [milk], le fromage (m) [cheese], le jus d'orange (m) [orange juice], le pain (m) [bread], la confiture (f) [jam], la glace (f) [ice cream], la crème (f) [cream], la farine (f) [flour], l'orange (f) [orange], l'oignon (m) [onion], l'aubergine (f) [aubergine], les chocolats(m) [chocolates], les chaussures (f) [shoes], les gâteaux (m) [cakes], C'est combien ? [How much is it?] <b>Lesson 2</b> Les magasins (m) [shops], le magasin de chaussures (m) [shoe shop], la fromagerie (f) [cheese shop], la boucherie (f) [butchers], la boulangerie (f) [bakery], la pâtisserie (f) [cake shop], la bijouterie (f) [jewellers], le magasin de jouets (m) [toy shop], le magasin de vêtements (m) [clothes shop], la confiserie (f) [sweet shop], Où est...? [Where is...?], entre [between], à côté de [next to]. <b>Lesson 3</b> Les vêtements (m) [clothes], un manteau (m) [coat], un pull (m) [jumper], une jupe (f) [skirt], une chemise (f) [shirt], blanc/blanche [white], violet/violette [purple], noir/noire [black], gris/grise [grey], bleu/bleue [blue], vert/verte [green], orange [orange], rouge [red], rose [pink], marron [brown], jaune [yellow], foncé [dark], clair [light]. <b>Lesson 4</b> Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix [zero-ten], onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt [eleven – twenty], vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingtneuf, trente [twenty one – thirty], quarante [forty], cinquante [fifty], soixante [sixty], soixante-dix [seventy], quatre-vingts [eighty], quatre-vingt-dix [ninety], cent [hundred], deux-cents [two hundred], trois-cents [three hundred], quatre-cents [four hundred], cinq-cents [five hundred], C'est combien ? [How much is that?], C'est... [It's...], Voici votre monnaie [Here's your change]. <b>Lesson 5</b> C'est combien ? [How many is that?], la baguette (f) [bread - baguette], les pommes (f) [apples], le jus d'orange (m) [orange juice], la confiture (f) [jam], les oignons (m)[onions], le jambon (m) [ham], la boîte de chocolats (f) [box of chocolates], la p <b>Lesson 6</b> La lampe (f) [lamp], la balançoire (f) [swings], la raquette(f) [racquet], la tente (f) [tent], le skateboard (m) [skateboard], les lunettes de soleil (f) [sunglasses], les bottes en caoutchouc (f) [wellingtons].</p>
<p><b>Assess</b></p>	<p><b>ALL</b> listen and respond to topic vocabulary; • answer questions using the topic vocabulary; • 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. <b>MOST</b> 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.</p>



## SPRING 1

### Food Glorious Food

**Y3**

The very greedy dog  
**Learning objectives**  
 To appreciate stories, songs, poems and rhymes in the language in the context of food.  
 To follow a familiar story in French.

**Success criteria**

I can understand and join in with a story.  
 I can recognise and repeat key vocabulary in a story.

**National Curriculum Links**

read carefully and show understanding of words, phrases and simple writing

Please may I have  
**Learning objectives**  
 To understand key features and patterns of basic grammar in the context of food.  
 To use determiners for identifying quantities in making polite requests.

**Success criteria**

I can count items or use 'some' for amounts.  
 I can ask politely for something.

**National Curriculum Links**

Preferences  
**Learning objectives**  
 To understand key features and patterns of basic grammar in the context of stating preferences about food.  
 To use the definite article when generalising.  
 To give a preference for or against things.

**Success criteria**

I can use definite articles le/la/les to mean 'the'.  
 I can choose the correct article when talking about food.  
 I can say if I like or dislike a food.  
 I can make my preferences stronger.

**National Curriculum Links**

What colour is it?  
**Learning objectives**  
 To describe people, places, things and actions orally and in writing in the context of describing food by colour.  
 To describe the colour(s) of an object by modifying adjectives.

**Success criteria**

I can describe what colour something is.  
 I can add words to be more exact about a colour.

**National Curriculum Links**

write phrases from memory, and adapt these to create new sentences, to express ideas clearly

What did he eat?  
**Learning objectives**  
 To describe people, places, things and actions orally and in writing in the context of describing objects by size.  
 To begin to place adjectives appropriately before or after the noun they modify.  
 To begin to understand that adjective spelling depends on number and gender.

**Success criteria**

I can identify a size adjective.  
 I can begin to place adjectives correctly in a sentence.  
 I can recognise that an adjective doesn't always have the same spelling.  
 I can begin to spell adjectives based on grammar rules.

**National Curriculum Links**

write phrases from memory, and adapt these to create new sentences, to express ideas clearly

I'm hungry!  
**Learning objectives**  
 To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of preparing, eating and talking about food.  
 To use a range of grammar structures to practise a set of vocabulary groups.

**Success criteria**

I know the vocabulary I need to talk about food.  
 I can apply my learning to have short conversations.

**National Curriculum Links**

engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

<p><b>Key vocab.</b></p>	<p><b>Lesson 1</b> Une pomme (f) [one apple], deux poires (f) [two pears], trois prunes (f) [three plums], quatre fraises (f) [four strawberries], cinq oranges (f) [five oranges], du gâteau (m) [some cake], une glace (f) [one ice cream], un cornichon (m) [one gherkin], un morceau de fromage (m) [a piece of cheese], du saucisson (m) [some salami], une sucette (f) [one lollipop], de la tarte aux cerises (f) [slice of cherry pie], une saucisse (f) [one sausage], une brioche (f) [one small brioche bun], de la pastèque (f) [some watermelon] <b>Lesson 2</b> Je voudrais... [I would like], du (m) [some], de la (f) [some], des (pl) [some], s'il vous plaît [please], voilà [here you are], merci [thank you]. <b>Lesson 3</b> J'aime [I like], Je n'aime pas [I don't like], J'adore [I love], Je déteste [I hate], Qu'est-ce que tu aimes ? [What do you like?]. Clair [light/pale], foncé [dark], vif [bright], Montrez-moi... [Show me...], Dites-moi [Tell me]. <b>Lesson 4</b> Clair [light/pale], foncé [dark], vif [bright], Montrez-moi... [Show me...], Dites-moi [Tell me].</p> <p><b>Lesson 5</b> Grand (e) [large/big], petit (e) [small] <b>Lesson 6</b> Ouvrez [open], coupez [cut], lavez [wash], sechez [dry], eau (f) [water], savon (m) [soap], mousse (f) [foam], serviette (f) [towel/napkin]</p>
<p><b>Assess</b></p>	<p><b>ALL-</b> follow a story and join in the repeated parts; • say what foods from a set they like/dislike; • describe the colour or size of an object; • ask politely for something <b>MOST</b> • predict a repeated phrase; • make a range of simple statements by substituting vocabulary; • modify a colour adjective; • respond appropriately to a polite request.</p>

<b>Y4</b> <b>Y4</b>	<h1 style="text-align: center;">Gone Shopping</h1>					
	<p style="text-align: center;">Fruit</p> <p><b><u>Learning objectives</u></b> Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of asking a partner and answering whether they like certain fruit.</p> <p><b><u>Success criteria</u></b> I can ask a question to a partner Aimestu....? I can answer a question orally using: J'aime... Je n'aime pas... J'aime beaucoup... J'aime un peu... I can answer questions in writing sentences in French. I can answer a question in writing using: J'aime ... Je n'aime pas... J'aime beaucoup... J'aime un peu...</p> <p><b><u>National Curriculum Links</u></b> Speak in sentences, using familiar vocabulary, phrases and basic language structures. Describe people, places, things and actions orally and in writing.</p>	<p style="text-align: center;">Vegetables</p> <p><b><u>Learning objectives</u></b> Write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of completing an activity sheet.</p> <p><b><u>Success criteria</u></b> I know that: le changes to du; la changes to de l' and les changes to des. I can write phrases/sentences starting with Je voudrais and choose the correct form of 'some'.</p> <p><b><u>National Curriculum Links</u></b> Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p style="text-align: center;">Clothes</p> <p><b><u>Learning objectives</u></b> Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of choosing the correct French word for some.</p> <p><b><u>Success criteria</u></b> I use adjectives and place them after the noun I can change adjectives to the feminine when needed I can answer the question Avez-vous...? with the response Oui, j'ai... in a complete sentence. I can answer the question Avez-vous...? with the response Non, Je n'ai pas...</p> <p><b><u>National Curriculum Links</u></b> Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how</p>	<p style="text-align: center;">Where can I buy?</p> <p><b><u>Learning objectives</u></b> Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of describing the colour of clothes.</p> <p><b><u>Success criteria</u></b> I can answer the question Où puis-je acheter...? I can use the appropriate form for at (au or à la)</p> <p><b><u>National Curriculum Links</u></b> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p style="text-align: center;">French Money</p> <p><b><u>Learning objectives</u></b> Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of asking/answering questions about where you can buy certain items.</p> <p><b><u>Success criteria</u></b> I can ask the question 'C'est combien...?' (regarding items in a shop). I can answer the question, using the phrase 'C'est... euros'.</p> <p><b><u>National Curriculum Links</u></b> Speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p style="text-align: center;">Let's go shopping</p> <p><b><u>Learning objectives</u></b> Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of role play – shopper and shopkeeper.</p> <p><b><u>Success criteria</u></b> I can greet and respond. I can ask and answer questions</p> <p><b><u>National Curriculum Links</u></b> Speak in sentences, using familiar vocabulary, phrases and basic language structures</p>

			<p>these differ from or are similar to English Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>			
<p><b>Key vocab.</b></p>	<p><b>Lesson 1</b> Qu'est-ce que c'est ? [What's this?], la pomme (f) [apple], l'orange (f) [orange], la banane (f) [banana], la fraise (f) [strawberry], la pêche (f) [peach], la prune (f) [plum], la poire (f) [pear], les raisins (m) [grapes]. J'aime... [I like], Je n'aime pas... [I don't like], J'aime beaucoup... [I like ... a lot], J'aime un peu... [I like ... a little]. <b>Lesson 2</b> Qu'est-ce que c'est ? [What's this?], les légumes (m) [vegetables], la pomme de terre (m) [potato], l'oignon (m) [onion], l'ail (m) [garlic], la carotte (f) [carrot], le chou-fleur (m) [cauliflower], le chou (m) [cabbage], le brocoli (m) [broccoli], le poivron (m) [pepper], Je voudrais... [I would like...]. <b>Lesson 3</b> les vêtements (m) [clothes], Qu'est-ce que c'est ? [What is it ?], un pantalon (m) [trousers], un manteau (m) [coat], un pull (m) [jumper], un cardigan (m) [cardigan], une robe (f) [dress], une jupe (f) [skirt], une chemise (f) [shirt], une écharpe (f) [scarf], blanc/blanche [white], violet/violette [purple], noir/ noire [black], gris/grise [grey], bleu/bleue [blue], vert/verte [green], orange [orange], rouge [red], rose [pink], marron [brown], jaune [yellow], Avez-vous...? [Do you have...?], Oui, J'ai... [Yes. I have...], Non, je n'ai pas... [No, I haven't...]. <b>Lesson 4</b> le magasin de chaussures (m) [shoe shop], la fromagerie (f) [cheese shop], la boucherie (f) [butchers], la boulangerie (f) [bakery] la pâtisserie (f) [cake shop], le marché (m) [market], la bijouterie(f) [jewellers], le magasin de jouets (m) [toy shop], le magasin de vêtements (m) [clothes shop], la confiserie (f) [sweet shop], du pain (m) [bread] un gâteau (m) [cake], des saucisses (f) [sausages], une sucette (f) [lollipop], un chou (m) [cabbage], un collier (m) [necklace], un ballon de football (f) [football], une paire de chaussures (f) [pair of shoes], une chemise (f) [shirt], du fromage (f) [cheese], Où puis-je acheter? [Where can I buy?], Vous pouvez l'acheter au/à la [You can buy it at]. <b>Lesson 5</b> C'est combien ? [How much is that?], C'est... [It's...], Voici votre monnaie [Here's your change]. <b>Lesson 6</b> une boîte de chocolats (f) [box of chocolates], des boucles d'oreilles (f) [earrings], un bateau (f) [boat], une montre (f) [watch], des bonbons (f) [sweets], des côtelettes (f) [chops], une bague (f) [ring]</p>					
<p><b>Assess</b></p>	<p><b>ALL</b> Listen and respond to topic vocabulary. • Answer questions using the topic vocabulary. • Take part in role play as a shopper/ shopkeeper, speaking in French. • Greet and respond. <b>MOST</b> 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.</p>					

<p><b>Y5</b></p> <p><b>Y5</b></p>	<p>That's Tasty</p> <p>I'm thirsty <b><u>Learning objectives</u></b> Engage in conversations; ask and answer questions, in the context of role play about hot and cold drinks.</p> <p><b><u>Success criteria</u></b> I can take part in a role play about drink choices. I can ask the question Qu'est-ce que vous désirez boire ? and answer starting with Je voudrais....</p> <p><b><u>National Curriculum Links</u></b> Listen attentively to spoken language and show understanding by joining in and responding Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>	<p>Opened and closed <b><u>Learning objectives</u></b> Read carefully and show understanding of words, phrases and simple writing, in the context of opening/closing times of a restaurant.</p> <p><b><u>Success criteria</u></b> I can read and understand a chart which gives opening and closing times in French. I can answer a question and ask what times a restaurant opens and closes on a particular day.</p> <p><b><u>National Curriculum Links</u></b> Read carefully and show understanding of words, phrases and simple writing</p>	<p>Breakfast <b><u>Learning objectives</u></b> Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of breakfast items.</p> <p><b><u>Success criteria</u></b> I can write words from memory. I can write a sentence about what I would like for breakfast.</p> <p><b><u>National Curriculum Links</u></b> Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>Sandwiches <b><u>Learning objectives</u></b> Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of describing preferred sandwich types</p> <p><b><u>Success criteria</u></b> I can use a modelled sentence to express my preference for a sandwich I can write a sentence from memory to express my preference for a sandwich</p> <p><b><u>National Curriculum Links</u></b> Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>I like to eat <b><u>Learning objectives</u></b> Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of describing food items.</p> <p><b><u>Success criteria</u></b> I use adjectives to describe food, using the correct masculine or feminine form. I use adjectives to describe food, using the correct plural form.</p> <p><b><u>National Curriculum Links</u></b> Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	<p>pizzas <b><u>Learning objectives</u></b> Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of saying which pizza toppings to have.</p> <p><b><u>Success criteria</u></b> I can use the correct French form for 'some'. I use the correct French form for 'some' to describe which pizza I would like.</p> <p><b><u>National Curriculum Links</u></b> Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>
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<p><b>Key vocab.</b></p>	<p><b>Lesson 1</b> J'ai soif [I'm thirsty], les boissons chaudes (f) [hot drinks], les boissons froides (f) [cold drinks], le thé (m) [tea], le café (m) [coffee], le café au lait (m) [coffee with milk], le coca (m) [cola], la limonade (f) [lemonade], le jus d'orange (m) [orange juice], l'eau (f) [water], une bouteille (f) [bottle], une tasse (f) [cup], un verre (m) [glass], de [of], Qu'est-ce que vous désirez boire ? [What would you like to drink?], Je voudrais.... [I would like.....].</p> <p><b>Lesson 2</b> lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche [Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday] ...heures [...o'clock] ...heures et demie [...half past] Quelle heure est-il ? [What time is it?] ouvert [open] fermé [closed] À quelle heure ? [What time?]</p> <p><b>Lesson 3</b> le petit déjeuner (m) [breakfast] la nourriture (f) [food] une baguette (f) [bread - baguette] un croissant (m) [croissant] un yaourt (m) [yoghurt] de la confiture (f) [jam] des céréales (f) [cereals] un pain au chocolat (m) [chocolate bread, also known by the French name in UK] les boissons (f) [drinks] un thé (m) [tea] un café (m) [coffee] un chocolat chaud (m) [hot chocolate] un jus d'orange(m) [orange juice] de l'eau (f) [water] du lait (m) [milk] pour [for] mon (m) [my] je voudrais... [I would like...] et [and]</p> <p><b>Lesson 4</b></p> <p><b>Lesson 5</b> J'aime [I like] manger [to eat] le chocolat (m) [chocolate] le gâteau (m) [cake] les chips (f) [crisps] les frites (f) [chips] la crêpe (f) [pancake] la sucette (f) [lollipop] le hot-dog (m) [hot dog] la glace (f) [ice cream] délicieux (m) délicieuse (f) [delicious] amer (m) amère (f) [bitter] sucré (m) sucrée (f) [sugary] salé (m) salée (f) [salty] chaud (m) chaude (f) [hot] froid (m) froide (f) [cold] croquant (m) croquante (f) [crunchy] mou (m) molle (f) [soft] savoureux (m) savoureuse (f) [savory] collant (m) collante (f) [sticky] crémeux (m) crémeuse (f) [creamy] parce que [because] trop [too]</p> <p><b>Lesson 6</b> Qu'est-ce que vous désirez sur votre pizza ? [What would you like on your pizza?], la purée de tomates (f) [tomato puree], le fromage (m) [cheese], le poulet (m) [chicken], le saucisson sec (m) [salami], les tomates (f) [tomatoes], l'ananas (m) [pineapple], les champignons (m) [mushrooms], l'oignon (m) [onion], le jambon (m) [ham], le bacon (f) [bacon], Je voudrais... [I would like...].</p>
<p><b>Assess</b></p>	<p><b>ALL</b> * Listen and respond to topic vocabulary * answer questions orally using topic vocabulary *write an answer in a sentence using a modelled sentence * take part in role play using key phrases studied</p> <p><b>MOST</b> * interpret a chart written in French * write words and phrases from memory * use the correct masculine and feminine form of adjectives * use the correct masculine and feminine form for 'some'</p>

## Neighbours

**Learning objectives**

To write phrases from memory, and adapt these to create new sentences to express ideas clearly in the context of learning about the neighbours of France.

**Success criteria**

I can use a model sentence and substitute key words. I can create sentences independently, using online translators/dictionaries to help.

**National Curriculum Links**

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly

## Distances

**Learning objectives**

To engage in conversations; ask and answer questions in the context of calculating distances.

**Success criteria**

I can ask a question about distances. I can give an answer, writing the numbers in words.

**National Curriculum Links**

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

## Directions

**Learning objectives**

To broaden their vocabulary and develop their ability to understand new words in the context of saying the direction one city is from another

**Success criteria**

I can use a map to work out the direction between cities, up to 4 compass points and write a sentence using the correct word for the direction. I can use a map to work out the direction between cities, up to 8 compass points and write a sentence using the correct word for the direction.

**National Curriculum Links**

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

## Paris

**Learning objectives**

To describe people, places, things and actions in writing in the context of the famous landmarks of Paris.

**Success criteria**

I can write sentences in French about things that can be done when visiting Paris. I can create a leaflet which encourages people to visit Paris

**National Curriculum Links**

Describe people, places, things and actions orally and in writing

## Famous French people

**Learning objectives**

Understand basic grammar rules appropriate to the language being in the context of famous French people.

**Success criteria**

I can use a chart to decide whether to use *était* or *est*. I can write sentences using *était* or *est*.

**National Curriculum Links**

Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

## Nationalities

**Learning objectives**

Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences, in the context of stating nationalities.

**Success criteria**

I can choose the correct form of an adjective describing nationality. I can write sentences describing a person's nationality.

**National Curriculum Links**

Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

<p><b>Key vocab.</b></p>	<p><b>Lesson 1</b> le Royaume-Uni (m) [United Kingdom], La France (f) [France], l'Italie (f) [Italy], la Belgique (f) [Belgium], l'Andorre (f) [Andorra], l'Allemagne (f) [Germany], le Luxembourg (m) [Luxembourg], la Suisse (f) [Switzerland], la l'Espagne (f) [Spain], le voisin (m) [neighbour]</p> <p><b>Lesson 2</b> la distance (f) [distance], Quelle est la distance entre...? [What is the distance between...?], C'est...kilomètres [It's...kilometres]mille [thousand]</p> <p><b>Lesson 3</b> la distance (f) [distance], le nord (m) [north], le sud (m) [south], l'est (m) [east], l'ouest (m) [west], le nord-ouest [north west], le nord-est (m) [north east], le sud-ouest [south west], le sud-est (m) [south east]</p> <p><b>Lesson 4</b> la tour Eiffel (f) [the Eiffel Tower], l'Arc de Triomphe (m) [the Arc de Triomphe], le Louvre (m) [the Louvre], La cathédrale Notre-Dame (f) [Notre Dame Cathedral], la Seine (f) [the (River) Seine], À Paris... [In Paris...], lon peut... [one can...], visiter [visit], marcher [walk], voyager [travel], se reposer [rest], aller [go], manger [have/eat], les bâtiments célèbres (m) [famous buildings], le long de [along], le parc (m) [park], un spectacle musical (f) [a musical show], un repas délicieux (m) [a delicious meal], les édifices religieux (m) [religious buildings], les marchés (m) [markets], un défilé de mode (m) [a fashion show]</p> <p><b>Lesson 5</b> Un directeur(m) une directrice (f) [manager/ manageress] un acteur (m) une actrice (f) [actor/actress] un empereur (m) une impératrice (f) [emperor/empress] un joueur de foot (m) une joueuse de foot (f) [footballer] un scientifique (m) une scientifique (f) [scientist] un homme politique (m) une femme politique (f) [politician] un chef (m) une chef (f) [chef] un artiste (m) une artiste (f) [artist] un soldat (m) une soldat (f) [soldier] un chanteur (m) une chanteuse (f) [singer] célèbre [famous] était [was] est [is]</p> <p><b>Lesson 6</b> J'habite en/au ..... [I live in.....] français(m) française (f) [French] canadien (m) canadienne (f) [Canadian] suisse (mf) [Swiss] belge (mf) [Belgian] luxembourgeois(m) luxembourgeoise (f) [Luxembourger]</p>
<p><b>Assess</b></p>	<p><b>ALL</b> listen and respond to topic vocabulary; • answer questions orally using the topic vocabulary; • write an answer to a sentence using the topic vocabulary; • create sentences independently, using a model sentence; • write numbers in words which are multiples of ten; • describe position up to 4 compass points.</p> <p><b>MOST</b> write numbers in words up to 999; • describe position up to 8 compass points; • can chose the correct tense of the verb être (present or imperfect); • can choose the correct form of an adjective describing nationalities.</p>



SPRING 2

Y3

Family and Friends Family and Friends

<p>Family members</p> <p><b><u>Learning objectives</u></b> Present ideas and information orally to a range of audiences in the context of family. To present a picture of family members using possessive adjectives.</p> <p><b><u>Success criteria</u></b> I can identify family members. I can say 'My...' I can use 'voici' to explain who's who in a picture.</p> <p><b><u>National Curriculum Links</u></b></p>	<p>Pets</p> <p><b><u>Learning objectives</u></b> Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; Conjugate high-frequency verbs; in the context of pets. To develop strategies for remembering new language. To match subject and verb correctly when talking about pets.</p> <p><b><u>Success criteria</u></b> I can use gestures to help me remember pets vocabulary. I can link sounds and meanings. I can make sentences about myself using 'je'. I can use 'tu' to ask questions about a partner.</p> <p><b><u>National Curriculum Links</u></b> Explore the patterns and sounds of language</p>	<p>Alphabet</p> <p><b><u>Learning objectives</u></b> Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of the alphabet. To recognise and repeat sounds and words with increasing accuracy. To use songs or rhymes to help me remember new language.</p> <p><b><u>Success criteria</u></b> I can listen carefully to modelled pronunciation. I can copy what I hear. I can use a familiar tune to recall new sounds. I can join in with a song to practise new language.</p> <p><b><u>National Curriculum Links</u></b> Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>What's his name?</p> <p><b><u>Learning objectives</u></b> Understand basic grammar and conjugate high-frequency verbs; write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of introducing people. To make links between known and new structures. To use a range of vocabulary to create different sentences.</p> <p><b><u>Success criteria</u></b> I can recognise how sentences can change to fit the subject. I can use 'il' and 'elle' for 'he' and 'she'. I can use a vocabulary bank. I can make new sentences by swapping key vocabulary.</p> <p><b><u>National Curriculum Links</u></b></p>	<p>How do you spell?</p> <p><b><u>Learning objectives</u></b> Speak in sentences, using familiar vocabulary, phrases and basic language structures; develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of spelling familiar words and names. To use French pronunciation of the alphabet to spell words.</p> <p><b><u>Success criteria</u></b> I can say letters of the French alphabet with good pronunciation. I can ask for and give spellings using the French alphabet.</p> <p><b><u>National Curriculum Links</u></b> Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>	<p>Home</p> <p><b><u>Learning objectives</u></b> Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; say or write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of rooms in the home. To make new sentences about homes by substituting different vocabulary.</p> <p><b><u>Success criteria</u></b> I can name rooms in a house or flat. I can swap key words to make new sentences .</p> <p><b><u>National Curriculum Links</u></b> Appreciate stories, songs, poems and rhymes in the language Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>
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		through songs and rhymes and link the spelling, sound and meaning of words Appreciate stories, songs, poems and rhymes in the language	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases			
<b>Key vocab.</b>	<p><b>Lesson 1</b> Voici [Here/This is or Here/These are], qui est-ce? [Who's this?], moi [me], ma (f)/mon (m)/mes (pl) [my], frère [brother], soeur [sister], mère [mother], père [father], parents [parents], grand-mère [grandmother], grand-père [grandfather], tante [aunt], oncle [uncle], cousin (m) / cousine (f) [cousin], nièce [niece], neveu [nephew], famille [family].</p> <p><b>Lesson 2</b> Chat (m) [cat], chien (m) [dog], lapin (m) [rabbit], souris (f) [mouse], oiseau (m) [bird], poisson (m) [fish], serpent (m) [snake], hamster (m) [hamster], tortue (f) [tortoise], cochon d'Inde (m) [guinea pig], animal (m) [pet], Je n'ai pas d'animal [I haven't got a pet], As-tu...? [Have you got...?], j'ai [I've got].</p> <p><b>Lesson 3</b> Lettre (f) [letter], l'alphabet (m) [the alphabet], Maintenant je les connais: toutes les lettres de l'alphabet. [Now I know them: all the letters of the alphabet.]</p> <p><b>Lesson 4 Elle</b> [she], il [he], s'appelle [is called].</p> <p><b>Lesson 5</b> Comment [how], ça [it/that], s'écrit [is written], majuscule [capital letter], minuscule [lower case letter].</p> <p><b>Lesson 6</b> Maison (f) [house], appartement (m) [flat], jardin (m) [garden], entrée (f) [hall], escalier (m) [stairs], salon (m) [lounge/living room], salle à manger (f) [dining room], garage (m) [garage], cuisine (f) [kitchen], chez moi [my home], chambre (f) [bedroom], salle de bain (f) [bathroom], grenier (m) [attic], sous-sol (m) [basement], bureau (m) [study].</p>					
<b>Assess</b>	<p><b>ALL</b> identify and introduce some of their relations; • name some common pets; • recognise some rooms in their home; ...</p> <p><b>MOST</b> children will be able to: • consider whether nouns are masculine or feminine; • make new sentences by substituting other vocabulary appropriately; ...</p> <p><b>SOME</b> children will be able to: • use masculine/feminine articles and possessive pronouns.</p>					

## Where in the World?

United Kingdom  
**Learning objectives**  
 Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of countries and capitals of the United Kingdom

**Success criteria**

I can answer a question in French.  
 I can use a model sentence and substitute key words.  
 I can write an answer to a question which starts with 'Quelle est?'  
 I can use a model sentence and substitute key words, in writing.

**National Curriculum Links**

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  
 Describe people, places, things and actions orally and in writing

French speaking countries  
**Learning objectives**  
 Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of countries of the world where French is spoken

**Success criteria**

I can say whether country nouns are masculine or feminine  
 I can choose the correct preposition en for feminine au for masculine à for islands  
**National Curriculum Links**  
 Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

The Equator  
**Learning objectives**  
 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, in the context of using French/English dictionaries and/or online translators.

**Success criteria**

I can use an English/French dictionary to translate a country name and use the translation in a sentence.  
 I can use an online translator to translate a country name and use the translation in a sentence.  
**National Curriculum Links**  
 Write phrases from memory, and adapt these to create new sentences, to express as clearly

Continents  
**Learning objectives**  
 Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English, in the context of countries and continents.

**Success criteria**

I can say which continent a country is from.  
 I can choose the correct preposition: 'en' for continents.  
**National Curriculum Links**  
 Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

Animals  
**Learning objectives**  
 Speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of animals in a zoo.

**Success criteria**

I can name at least ten animals in French.  
 I can say a sentence starting with J'ai vu.... I know the past tense phrase 'J'ai vu....'  
 I can use the past tense in a sentence e.g. 'J'ai vu un lion.'

**National Curriculum Links**

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  
 Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

Which continents are they from  
**Learning objectives**  
 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of animals around the world.

**Success criteria**

I can use a model sentence and substitute key words.  
 I can write a sentence from memory.  
 I can use the pronoun il in the correct place.  
 I can use the pronoun elle in the right place  
**National Curriculum Links**  
 Describe people, places, things and actions orally and in writing  
 Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

<p><b>Key vocab.</b></p>	<p><b>Lesson 1</b> le Royaume-Uni (m) [United Kingdom], L'Écosse (f) [Scotland], l' Angleterre (f) [England], le Pays de Galles (m) [Wales], l'Irlande du Nord (f) [Northern Ireland]. Bonjour, je m'appelle... [Hello, my name is...], J'habite en/au.... [I live in], la capitale [capital city] Quelle est la capitale de la/du.... ? [What is the capital city of.... ?]</p> <p><b>Lesson 2</b> la France Le Canada la Cote d'Ivoire [Ivory Coast] La Belgique le Haiti le Mali la Suisse [Switzerland] la Tunisie On parle francais au/en/a..[They speak French in..]</p> <p><b>Lesson 3</b> l'Équateur (m) [the equator], le Kenya (m) [Kenya], l' Égypte (f) [Egypt], l'Argentine (f) [Argentina], la Tunisie (f) [Tunisia], la Colombie (f) [Columbia], l'Inde (f) [India], nord [north], sud [south], vrai [true], faux [false]</p> <p><b>Lesson 4</b> les continents (m) [the continents], l'Afrique (f) [Africa], l'Antarctique (f) [Antarctica], l'Asie (f) [Asia], l'Australasie (f) [Australasia], l'Europe (f) [Europe], l'Amérique du Nord (f) [North America], l'Amérique du Sud (f) [South America], l'île de Ross (f) [Ross Island], l'Australie (f) [Australia], le Japon (m) [Japan], le Brésil (m) [Brasil]</p> <p><b>Lesson 5</b> Les animaux (m) [animals], un panda (m) [panda], un lion (m) [lion], un ours polaire (m) [polar bear], un renne (m) [reindeer], un kangourou (m) [kangaroo], un capybara (m) [capybara], un zèbre (m) [zebra], un bison (m) [buffalo], un cobra (m) [cobra], un jaguar (m) [jaguar], un pingouin (m) [penguin], une baleine (f) [whale], un ours brun (m) [brown bear], un orang-outan (m) [orangutan], Qu'est-ce que c'est ? [What's this ?], C'est..... [It's.....], Je suis allé(e) au zoo [I went to the zoo], J'ai vu... [I saw...]</p> <p><b>Lesson 6</b> l'Afrique (f) [Africa], l'Antarctique (f) [Antarctica], l'Asie (f) [Asia], l'Australasie (f) [Australasia], l'Europe (f) [Europe], l'Amérique du Nord (f) [North America], l'Amérique du Sud (f) [South America], un panda (m) [panda], un lion (m) [lion], un ours polaire (m) [polar bear], un renne (m) [reindeer], un kangourou (m) [kangaroo], un capybara (m) [capybara], un zèbre (m) [zebra], un bison (m) [buffalo], un cobra (m) [cobra], un jaguar (m) [jaguar], un pingouin (m) [penguin], une baleine (f) [whale], un ours brun (m) [brown bear], un orang-outan (m) [orangutan], De quel continent vient-il/ elle ? [Which continent does it come from?]</p>
<p><b>Assess</b></p>	<p><b>ALL</b> 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</p> <p><b>MOST</b> understand that because a continent is always feminine the preposition 'en' is always used for 'in'; • use the correct masculine/feminine preposition.</p>

<p>Meet the family</p> <p><b><u>Learning objectives</u></b> To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; understand basic grammar appropriate to the language in the context of introducing family members</p> <p><b><u>Success criteria</u></b> I can join in a traditional song. I can find rhyming words and sound patterns. I can recognise and use possessive adjectives. I know the difference between 1st and 3rd person. I can explore how English and French grammar are different.</p> <p><b><u>National Curriculum Links</u></b> Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how</p>	<p>At the farm</p> <p><b><u>Learning objectives</u></b> To speak in sentences, using familiar vocabulary, phrases and basic language structures; appreciate stories, songs, poems and rhymes in the language in the context of farm animals</p> <p><b><u>Success criteria</u></b> I can name a variety of farm animals. I can compare the sounds they make in English and French. I can join in the repeated phrases in a song. I can use my prior learning to help me understand new words.</p> <p><b><u>National Curriculum Links</u></b> Speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>I live in a...</p> <p><b><u>Learning objectives</u></b> To present ideas and information orally to a range of audiences in the context of talking about our homes</p> <p><b><u>Success criteria</u></b> I can name different types of home. I can describe the size of a house.</p> <p><b><u>National Curriculum Links</u></b> Present ideas and information orally to a range of audiences</p>	<p>In my house</p> <p><b><u>Learning objectives</u></b> To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary in the context of talking about objects in the home.</p> <p><b><u>Success criteria</u></b> I can identify unknown words in a familiar sentence. I can use a dictionary to translate words I want to know into French. I can find the meaning of new French words in my dictionary.</p> <p><b><u>National Curriculum Links</u></b> Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p>	<p>Do you like animals?</p> <p><b><u>Learning objectives</u></b> To describe people, places, things and actions orally and in writing; engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of describing pets and animals</p> <p><b><u>Success criteria</u></b> I can choose appropriate adjectives to describe an animal. I can alter the spelling to agree with the gender of the noun. I can give an opinion about an animal. I can say why I have that opinion.</p> <p><b><u>National Curriculum Links</u></b> Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Describe people, places, things and actions orally and in writing</p>	<p>What can I say?</p> <p><b><u>Learning objectives</u></b> To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of reviewing what they can say about themselves and others.</p> <p><b><u>Success criteria</u></b> I can construct a simple sentence. I can join two sentences using an appropriate conjunction. I can recognise the sound /eh/ in different words. I can pronounce et and mais correctly in a sentence</p> <p><b><u>National Curriculum Links</u></b> Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>
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	<p>these differ from or are similar to English</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>					<p>Describe people, places, things and actions orally and in writing</p>
<p><b>Key vocab.</b></p>	<p><b>Lesson 1</b> mon/ma/mes [my], son/sa/ses [his/her/its], famille (f) [family], femme (f) [wife], fille (f) [daughter], fils (m) [son], enfant (m/f) [child].</p> <p><b>Lesson 2</b> chien (m) [dog], chat (m) [cat], cochon (m) [pig], cheval (m) [horse], serpent (m) [snake], canard (m) [duck], vache (f) [cow], mouton (m) [sheep], poule (f) [hen], ici [there], par-là [there], partout [everywhere], vieux [old], dit [say-third person], ferme (f) [farm].</p> <p><b>Lesson 3</b> chaumière [cottage] château [castle] maison [house] caravane [caravan] appartement [flat] ferme [farm]</p> <p><b>Lesson 4</b> brosse à dents (f) [toothbrush], télévision (f) [TV set], four (m) [oven/cooker], couteau (m) [knife], nounours (m) [teddy bear], four (m) [oven], fauteuil (m) [armchair], lit (m) [bed], valise (f) [suitcase], baignoire (f) [bath], arrosoir (m) [watering can], escargot (m) [snail], tapis (m) [doormat], Le/La ___ est dans le/la ___. [The ___ is in the ___.]</p> <p><b>Lesson 5</b> mignon (ne) [cute], amusant (e) [funny], effrayant (e) [scary], dangereux/se [dangerous], amical (e) [friendly], beau/belle [beautiful], Quelle est ton opinion ? [What do you think?], j'aime [I like], je n'aime pas [I don't like], j'adore [I love], je déteste [I hate], pourquoi ? [why?], parce que [because].</p> <p><b>Lesson 6</b> phrase (f) [sentence], conjonction (f) [conjunction], et [and], mais [but], verbe (m) [verb], nom (m) [noun].</p>					
<p><b>Assess</b></p>	<p><b>ALL</b> join in traditional songs and rhymes; • 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 and name items inside; • give a simple opinion about a named animal or object; • construct a simple sentence about a variety of topics.</p> <p><b>MOST</b> respond appropriately to the meaning of songs/ rhymes; • suggest other rhyming words to extend a set; • differentiate between first and third person possessive adjectives and verbs; • describe their home by size and say where items can be found; • give a variety of opinions; • join two clauses with 'et' or 'mais' appropriately.</p>					

Y6	All in a Day					
	<p>O'Clock, Half Past, Quarter Past, Quarter to</p> <p><b><u>Learning objectives</u></b> Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of telling the time.</p> <p><b><u>Success criteria</u></b> I can say and write a sentence to tell the time – o'clock and half past. I can say and write a sentence to tell the time – quarter past and quarter to</p> <p><b><u>National Curriculum Links</u></b> Speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>a.m. and p.m.</p> <p><b><u>Learning objectives</u></b> Describe people, places, things and actions orally and in writing, in the context of saying when things happen in a day. Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English in the context of conjugating verbs</p> <p><b><u>Success criteria</u></b> I can tell the time in French: o'clock, half past, quarter past, quarter to. I can use French phrases which mean the same as a.m. and p.m. I can follow patterns to conjugate regular verbs ending in –er, -ir and –re. I can translate simple phrases conjugating in present tense.</p> <p><b><u>National Curriculum Links</u></b> Describe people, places, things and actions orally and in writing Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and</p>	<p>5-Minute Intervals</p> <p><b><u>Learning objectives</u></b> Speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of telling the time</p> <p><b><u>Success criteria</u></b> I can say and write a sentence to tell the time – 5-minute intervals past the hour. I can say and write a sentence to tell the time – 5-minute intervals to the hour.</p> <p><b><u>National Curriculum Links</u></b> Speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>24-Hour Times</p> <p><b><u>Learning objectives</u></b> Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of telling the time</p> <p><b><u>Success criteria</u></b> I can say and write a sentence to tell the time in 24-hour time – o'clock, half past, quarter past/to. I can say and write a sentence to tell the time in 24-hour time – 5-minute intervals past/to</p> <p><b><u>National Curriculum Links</u></b> Speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>At the Airport</p> <p><b><u>Learning objectives</u></b> Read carefully and show understanding of words, phrases and simple writing, in the context of reading arrival and departure boards.</p> <p><b><u>Success criteria</u></b> I can take part in role play and interpret arrival and departure boards, asking and answering questions. I can read and interpret arrival and departure boards and write answers to questions about flights</p> <p><b><u>National Curriculum Links</u></b> Read carefully and show understanding of words, phrases and simple writing</p>	<p>The School Week</p> <p><b><u>Learning objectives</u></b> Read carefully and show understanding of words, phrases and simple writing, in the context of reading a school timetable.</p> <p><b><u>Success criteria</u></b> I can read a school timetable and state the times lessons start/finish. I can read a school timetable and state what the first and last lessons of the day are.</p> <p><b><u>National Curriculum Links</u></b> Read carefully and show understanding of words, phrases and simple writing</p>

		<p>neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>				
<p><b>Key vocab.</b></p>	<p><b>Lesson 1</b> Quelle heure est-il? [What time is it ?], Il est..... [It is.....], ..... heure(s) [..... o'clock], et demie [half past.....], et quart [quarter past], moins le quart [quarter to].</p> <p><b>Lesson 2</b> Du matin [in the morning], de l'après-midi [in the afternoon], du soir [in the evening], jouer [to play], le petit déjeuner [breakfast], aller [to go], le lit [bed], rentrer [return], la maison [house], le déjeuner [lunch], faire [to do], les devoirs [homework].</p> <p><b>Lesson 3</b> Quelle heure est-il? [What time is it ?], Il est... [It is...], cinq [five], dix [ten], vingt [twenty], vingt-cinq [twenty five], moins cinq [five to], moins dix [ten to], moins vingt [twenty to], moins vingt-cinq [twenty five to].</p> <p><b>Lesson 4</b> Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix [1-10], onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf [11-19], vingt, trente, quarante, cinquante [20, 30, 40, 50]</p> <p><b>Lesson 5</b> Provenance [arriving from], Départs [Departures], Arrivées [Arrivals], décollé [departed], à l'heure [on time], en avance [early], arrivé [arrived], en retard [delayed], l'avion (m) [plane], À quelle heure... ? [What time...?], un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix [1 - 10], onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf [11 - 19], vingt, trente, quarante, cinquante [20, 30, 40, 50]</p> <p><b>Lesson 6</b> La semaine d'école [the school week], le français (m) [French], le dessin (m) [art], la géographie (f) [geography], l'anglais (m) [English], l'éducation physique (f) [P.E.], l'informatique (f) [I.T.], les mathématiques (f) [maths], la musique (f) [music], l'histoire (f) [history], les sciences (f) [science], les études religieuses [R.E.], lundi [Monday], mardi [Tuesday], mercredi [Wednesday], jeudi [Thursday], vendredi [Friday], À quelle heure ? [What time?], la première [the first], la dernière [the last].</p>					
<p><b>Assess</b></p>	<p><b>ALL</b> say and write a sentence to tell the time (o'clock and half past); • understand and use the terms used for a.m. and p.m. - du matin, de l'après-midi and du soir; • tell the time in 24-hour time - o'clock and half past; • read and interpret timetables in 24-hour times - o'clock and half past.</p> <p><b>MOST</b> say and write a sentence to tell the time (o'clock, half past, quarter past and quarter to); • tell the time in 24-hour time - o'clock, half past, quarter past/to; • read and interpret timetables in 24-hour times - o'clock, half past, quarter past/to.</p>					



**SUMMER 1**

**Y3**

Time

Counting  
**Learning objectives**  
 To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.  
 To explore the patterns and sounds of language and link the spelling, sound and meaning of words; in the context of counting

**Success criteria**  
 I can count up to 31.  
 I can use good pronunciation.  
 I can use words I already know to help me understand new vocabulary.  
 I can make predictions about vocabulary.

**National Curriculum Links**  
 Listen attentively to spoken language and show understanding by joining in and responding  
 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

Days of the week  
**Learning objectives**  
 Listen attentively to spoken language and show understanding by joining in and responding in the context of the days of the week.

**Success criteria**  
 I can listen carefully to a set of vocabulary.  
 I can understand, say and order the days of the week.

**National Curriculum Links**  
 Listen attentively to spoken language and show understanding by joining in and responding  
 Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Months  
**Learning objectives**  
 Read carefully and show understanding of words, phrases and simple writing; in the context of months of the year.

**Success criteria**  
 I can read and say the months of the year.  
 I can show my understanding by ordering the months correctly.

**National Curriculum Links**  
 Present ideas and information orally to a range of audiences

Birthdays  
**Learning objectives**  
 Speak in sentences, using familiar vocabulary, phrases and basic language structures; in the context of birthday dates.

**Success criteria**  
 I can make new sentences by swapping key vocabulary.  
 I can make my sentences questions or statements.  
 I can compare English and French sentences.

**National Curriculum Links**  
 Speak in sentences, using familiar vocabulary, phrases and basic language structures

French festivals  
**Learning objectives**  
 Present ideas and information orally to a range of audiences; in the context of talking about festivals.

**Success criteria**  
 I can say the date using day, number and month.  
 I can identify some important French festivals.

**National Curriculum Links**

Verb "to be" past present and future  
**Learning objectives**  
 Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; in the context of saying the date.

**Success criteria**  
 I can say the date using day, number and month.  
 I can change my question or answer sentence to make it past or future tense.

**National Curriculum Links**

**Key vocab.**

**Lesson 1** Onze, douze, treize, quatorze, quinze, seize [11-16], vingt, trente [20, 30], vingt-et-un, trente-et-un [21/ 31] fois [times], divisé par...[divide by...], C'est combien? [How many is that?], Ça fait combien? [How many does that make?]

**Lesson 2** lundi [Monday], mardi [Tuesday], mercredi [Wednesday], jeudi [Thursday], vendredi [Friday], samedi [Saturday], dimanche [Sunday], la semaine (f) [week], C'est quel jour ? [What day is it?]

**Lesson 3** janvier [January], février [February], mars [March], avril [April], mai [May], juin [June], juillet [July], août [August], septembre [September], octobre [October], novembre [November], décembre [December], année (f) [year], mois (m) [month]

**Lesson 4** mon [my], ton [your], anniversaire (m) [birthday], la date (f) [date], premier (m) [first]

**Lesson 5** quelle (f) [what], date (f) [date], fête (f) [festival], aujourd'hui [today]

**Lesson 6** calendrier (m) [calendar], date (f) [date], aujourd'hui [today], demain [tomorrow], hier [yesterday], c'est [it is], c'était [it was], ce sera [it will be], quelle [what - feminine], était [was], sera [will be]

**Assess**

**ALL** say and order the days of the week; \* say and order the months of the year; \* on from 11-31; \* say their own birthday.

**MOST** • 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'.

<b>Y4</b>	<b>What's the time?</b>					
	<p>O'clock/half past <b>Learning objectives</b> To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of telling the time</p> <p><b>Success criteria</b> I can say and write a sentence to tell the time – o'clock. I can say and write a sentence to tell the time – half past</p> <p><b>National Curriculum Links</b> Listen attentively to spoken language and show understanding by joining in and responding Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>	<p>My Day <b>Learning objectives</b> To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of saying the times of things across the day</p> <p><b>Success criteria</b> I can say and write at what time I do things.</p> <p><b>National Curriculum Links</b> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>	<p>TV schedule <b>Learning objectives</b> To engage in conversations; ask and answer questions in the context of a TV schedule.</p> <p><b>Success criteria</b> I can read a TV schedule to answer the question 'Qu'est-ce qui passe à la télévision à....?' I can write a question to a given answer</p> <p><b>National Curriculum Links</b> Speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>Quarter Past/Quarter to <b>Learning objectives</b> To speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of telling the time.</p> <p><b>Success criteria</b> I can say and write a sentence to tell the time.</p> <p><b>National Curriculum Links</b> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>	<p>The School Day <b>Learning objectives</b> To read carefully and show understanding of words, phrases and simple writing in the context of reading a school timetable</p> <p><b>Success criteria</b> I can read a school timetable and understand the words for subjects and days. I can choose the correct word (avant or après) when comparing two subjects.</p> <p><b>National Curriculum Links</b> Appreciate stories, songs, poems and rhymes in the language</p>	<p>Maths lesson on time <b>Learning objectives</b> To listen attentively to spoken language and show understanding by joining in and responding in the context of a maths lesson on time.</p> <p><b>Success criteria</b> I can count in 5's to sixty in French I can calculate the difference in minutes between two times in french</p> <p><b>National Curriculum Links</b></p>
<b>Key vocab.</b>	<p><b>Lesson 1</b> Quelle heure est-il ? [What time is it?], Il est... [It is...], ...heure(s) [...o'clock], ...heure(s) et demie [half past...] <b>Lesson 2</b> <b>Lesson 3</b> Qu'est-ce qui passe à la télévision ? [What's on television?], à...heure(s) [at...o'clock], à... heure(s) et demie [at half past...], C'est [it's...] <b>Lesson 4</b> Quelle heure est-il ? [What time is it?], Il est... [It is...], ...heure(s) [...o'clock], ...heure(s) et demie [half past..] et quart [quarter past] moins le quart (quarter to) <b>Lesson 5</b> la journée scolaire [the school day], le français (m) [French], le dessin (m) [Art], la géographie (f) [Geography], l'anglais (m) [English], l'éducation physique (f) [P.E], l'informatique (f) [I.T], les mathématiques (f) [Maths], la musique (f) [Music], l'histoire (f) [History], les sciences (f) [Science], lundi [Monday], mardi [Tuesday], mercredi [Wednesday], jeudi [Thursday], vendredi [Friday], avant [before], après [after], est [is], sont [are]. <b>Lesson 6</b> combien de minutes? [how many minutes?] Il y a... [there are] de [from] a {from]</p>					
<b>Assess</b>	<p><b>ALL</b> say and write a sentence to tell the time (o'clock); • count in fives to at least 30; • understand and use the terms avant and après; • answer questions about a TV schedule. <b>MOST</b> say and write a sentence to tell the time (o'clock and half past).</p>					

<b>Y5</b>	<b>School life</b>					
	<p>Where are they in the classroom?</p> <p><b><u>Learning objectives</u></b> To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences in the context of saying where characters are standing in the classroom.</p> <p><b><u>Success criteria</u></b> I can use the pronoun 'il' to replace a boy's name in a sentence. I can use the pronoun 'elle' to replace a girl's name in a sentence.</p> <p><b><u>National Curriculum Links</u></b> Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	<p>Where are the objects?</p> <p><b><u>Learning objectives</u></b> To read carefully and show understanding of words, phrases and simple writing, in the context of describing the positions of objects.</p> <p><b><u>Success criteria</u></b> I can read a sentence stating whether an object is 'audessus' or 'sous' and say whether it is true or false. I can read a sentence stating whether an object is 'à droite' or 'à gauche' and say whether it is true or false.</p> <p><b><u>National Curriculum Links</u></b> Read carefully and show understanding of words, phrases and simple writing</p>	<p>School subjects</p> <p><b><u>Learning objectives</u></b> To speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of subjects studied at school</p> <p>To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences, in the context of subjects studied at school.</p> <p><b><u>Success criteria</u></b> I can say which subject I like best, orally. I can say which subject I like best, in writing. I can compare two subjects using the adverb 'mieux.' I can state which subject I like best using 'Ma matière favorite'.</p> <p><b><u>National Curriculum Links</u></b> Speak in sentences, using familiar vocabulary, phrases and basic language structures Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and</p>	<p>Maths lesson</p> <p><b><u>Learning objectives</u></b> To engage in conversations; ask and answer questions, in the context of a Maths/French Lesson.</p> <p><b><u>Success criteria</u></b> I can ask a question about how many sides a shape/shapes have. I can answer a question, saying how many sides shape/shapes have</p> <p><b><u>National Curriculum Links</u></b> Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>	<p>Asking questions</p> <p><b><u>Learning objectives</u></b> To engage in conversations; ask and answer questions in the context of asking and answering questions about what can be done.</p> <p><b><u>Success criteria</u></b> I can ask a question using the phrase: Excusez-moi, est-ce que je peux... I can give an answer to the question, choosing from set answers.</p> <p><b><u>National Curriculum Links</u></b> Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>	<p>Asking questions</p> <p><b><u>Learning objectives</u></b> To present ideas and information orally to a range of audiences in the context of asking questions which they would ask in school.</p> <p><b><u>Success criteria</u></b> I can prepare a conversation with a partner asking in French where objects are and give an answer. I can confidently present my conversation to my class</p> <p><b><u>National Curriculum Links</u></b> Present ideas and information orally to a range of audiences</p>

			<p>neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>			
<p><b>Key vocab.</b></p>	<p><b>Lesson 1</b> la porte (f) [door], la fenêtre (f) [window], la table (f) [table], la chaise (f) [chair], l'ordinateur (m) [computer], l'armoire (f) [cupboard], la bibliothèque (f) [bookcase], l'évier (m) [sink], la à côté de [next to], Où est...? [Where is...?], Où sont...? [Where are...?]</p> <p><b>Lesson 2</b> la porte (f) [door], la fenêtre (f) [window], la table (f) [table], la chaise (f) [chair], l'ordinateur (m) [computer], l'armoire (f) [cupboard], la bibliothèque (f) [bookcase], l'évier (m) [sink], la à côté de [next to], Où est...? [Where is...?], Où sont...? [Where are...?]</p> <p><b>Lesson 3</b> les matières (f) [subjects], le français (m) [French], l'anglais (m) [English], les sciences (f) [science], les mathématiques (les maths) (f) [mathematics/maths], la musique (f) [music], l'éducation physique (f) [physical education], l'histoire (f) [history], la géographie (la géo) (f) [geography], l'informatique (f) [IT], le dessin (m) [Art], Quelle matière préfères-tu ? [Which do you prefer?], J'aime mieux... [I like...best], Quelle est ta matière favorite ? [Which is your favorite subject?], Ma matière favorite est... [My favorite subject is...]</p> <p><b>Lesson 4</b> les formes (f) [shapes], Qu'est-ce que c'est ? [What is it?], un triangle (m) [triangle], un carré (m) [square], un rectangle (m) [oblong], un losange (m) [rhombus], un cerfvolant (m) [kite], un pentagone (m) [pentagon], un hexagone (m) [hexagon], un octogone (m) [octagon], les côtés (m) [sides], Combien de côtés a...? [It has...sides], Combien de côtés ont...? [How many sides do...have?], Ils ont...côtés [They have...sides]</p> <p><b>Lesson 5</b> Excusez-moi [Excuse me], est-ce que je peux... [can I...?], s'il vous plaît [please], lire [read], un livre (m) [a book], faire [draw/ make], un dessin (m) [a picture], aller [go], les toilettes (f) [toilets], boire [drink], l'eau (f) [water], oui [yes], non [no], plus tard [later], dans cinq minutes [in five minutes], pas pour le moment [not at the moment]</p> <p><b>Lesson 6</b> Excusez-moi [Excuse me], où est ? [where is?], où sont ? [where are?], le livre (m) [the book], la colle (f) [the glue], le journal (m) [the newspaper], la gomme (f) [rubber], la règle (f) [ruler], le taille-crayon (m) [pencil sharpener], les livres (m) [books], les règles (f) [rulers], les journaux (m) [newspapers], les peintures (f) [paints], les ciseaux (m) [scissors], les crayons de couleur (m) [crayons], les feutres (m) [felt pens], Il/Elle est là-bas [It's over there], Ils/Elles sont là-bas [They're over there], Il/Elle est ici [It's here], Ils/Elles sont ici [They're here], Il/Elle est sur... [It's on...], Ils/Elles sont sur... [They're on...], Il/Elle est à côté de... [It's next to...], Ils/Elles sont à côté de... [They're next to...], Il/Elle est sous... [It's under...], Ils/Elles sont sous... [They're under...], Il/Elle est derrière... [It's behind...], Ils/Elles sont derrière... [They're behind...]</p>					
<p><b>Assess</b></p>	<p><b>ALL</b> listen and respond to topic vocabulary; • answer questions orally using the topic vocabulary; • answer questions in writing using the topic vocabulary; • take part in a conversation with a partner and show it to an audience.</p> <p><b>MOST</b> use the pronouns 'il' and 'elle' to replace a person's name; • use a comparative adverb.</p>					

<b>Y6</b>						
	<a href="#"><u>Learning objectives</u></a>	<a href="#"><u>Learning objectives</u></a>	<a href="#"><u>Learning objectives</u></a>	<a href="#"><u>Learning objectives</u></a>	<a href="#"><u>Learning objectives</u></a>	<a href="#"><u>Learning objectives</u></a>
	<a href="#"><u>Success criteria</u></a>	<a href="#"><u>Success criteria</u></a>	<a href="#"><u>Success criteria</u></a>	<a href="#"><u>Success criteria</u></a>	<a href="#"><u>Success criteria</u></a>	<a href="#"><u>Success criteria</u></a>
	<a href="#"><u>National Curriculum Links</u></a>	<a href="#"><u>National Curriculum Links</u></a>	<a href="#"><u>National Curriculum Links</u></a>	<a href="#"><u>National Curriculum Links</u></a>	<a href="#"><u>National Curriculum Links</u></a>	<a href="#"><u>National Curriculum Links</u></a>
<b>Key vocab.</b>	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6					
<b>Assess</b>						

**SUMMER 2**

<b>Y3</b>	Our School					
	<p>Classroom</p> <p><a href="#"><u>Learning objectives</u></a> Listen attentively to spoken language and show understanding by joining in and responding in the context of naming objects around the classroom. Engage in conversations; ask and answer questions in the context of identifying objects.</p> <p><a href="#"><u>Success criteria</u></a> I can say the names of objects around the classroom. I can follow instructions to identify classroom objects. I can use the phrase Il/Elle est là or Ils/Elles sont là in response to a question.</p>	<p>Pencil Case</p> <p><a href="#"><u>Learning objectives</u></a> Speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of objects in a pencil case. Understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences in the context of objects in a pencil case.</p> <p><a href="#"><u>Success criteria</u></a> I can say the names of objects in a pencil case. I can use the sentence J'ai un /une ..... dans ma trousse. I can convert le to un and la to une.</p>	<p>School Subjects</p> <p><a href="#"><u>Learning objectives</u></a> Speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of subjects studied at school. Understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences in the context of subjects studied at school.</p> <p><a href="#"><u>Success criteria</u></a> I can say the names of subjects at school. I can say whether I like/dislike subjects, answering the questions 'Qui aime... ? Qui n'aime pas... ?</p>	<p>PE</p> <p><a href="#"><u>Learning objectives</u></a> Listen attentively to spoken language and show understanding by joining in and responding in the context of a PE lesson.</p> <p><a href="#"><u>Success criteria</u></a> I can demonstrate my understanding of instructions in French. I can follow instructions when I hear them.</p> <p><a href="#"><u>National Curriculum Links</u></a> Listen attentively to spoken language and show understanding by joining in and responding</p>	<p>Around School</p> <p><a href="#"><u>Learning objectives</u></a> Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material in the context of places around school. Engage in conversations; ask and answer questions in the context of places around school.</p> <p><a href="#"><u>Success criteria</u></a> I can say the names of familiar places. I can follow instructions to show I know the names of familiar places around school. I can name places around school in French. I can ask /answer the question Où es-tu ?</p>	<p>Hobbies</p> <p><a href="#"><u>Learning objectives</u></a> Speak in sentences, using familiar vocabulary, phrases and basic language structures in the context of places around the school and subjects. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly in the context of places around the school and subjects.</p> <p><a href="#"><u>Success criteria</u></a> I can say the names of objects in a pencil case I can use the infinitive form of verbs eg J'aime lire. I can write sentences using infinitive verbs.</p>

	<p>I can ask my partner a question.</p> <p><b>National Curriculum Links</b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>I can write sentences converting le/la to un/une.</p> <p><b>National Curriculum Links</b></p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>I can say if I like a subject using.. 'J'aime.....'</p> <p>I can say if I don't like a school subject using 'Je n'aime pas.....'</p> <p><b>National Curriculum Links</b></p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p>		<p><b>National Curriculum Links</b></p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>I can use the vocabulary of around school and what I like to do to write sentences with a preposition.</p> <p><b>National Curriculum Links</b></p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>
<b>Key vocab.</b>	<p><b>Lesson 1</b> voici [this is], la porte (f) [door], la fenêtre (f) [window], la chaise (f) [chair], la table (f) [table], l'ordinateur (m) [computer], le livre (m) [book], les lumières (f) [lights], Où est? [Where is?], Il/ Elle est là [It's there], Où sont? [Where are?], Ils/Elles sont là [They're there].</p> <p><b>Lesson 2</b> le/un crayon (m) [pencil], le/un stylo (f) [pen], le/ un crayon de couleur (m) [crayon], le/un taillecrayon (m) [pencil sharpener], la/une trousse (f) [pencil case], la/une gomme (f) [rubber], la/une règle (f) [ruler], Qu'est-ce qu'il y a dans ta trousse? [What's in your Pencil Case?], J'ai... [I have...]</p> <p><b>Lesson 3</b> les matières (f) [subjects], le français (m) [french], l'anglais (m) [english], les sciences (f) [science], les mathématiques (f) [mathematics], la musique (f) [music], l'éducation physique (f) [physical education], l'histoire (f) [history], la géographie (f) [geography], l'informatique (f) [IT], le dessin (m) [art], J'aime [I like], Je n'aime pas [I don't like].</p> <p><b>Lesson 4</b> levez-vous [stand up], asseyez-vous [sit down], arrêtez [stop], marchez [walk], courez [run], sautez [jump], sautez à cloche-pied [hop], courez sur place [run on the spot], sautillez [skip].</p> <p><b>Lesson 5</b> la salle de classe (f) [classroom], la cour de récréation (f) [playground], la bibliothèque (f) [library], la salle de musique (f) [music room], le terrain de jeu (m) [playing field], la grande sale (f) [hall], la salle d'informatique (f) [IT room], le bureau du directeur (m) [head teacher's office - male], le bureau de la directrice (m) [head teacher's office - female], la cantine (f) [dining hall], le bureau (m) [office], le couloir (m) [corridor], la salle des professeurs (f) [staffroom], Où es-tu ? [Where are you?], Je suis dans... [I am in...], Je suis sur... [I am on...], Les endroits dans l'école [places around school].</p> <p><b>Lesson 6</b> lire [to read], manger [to eat], courir [to run], chanter [to sing], marcher [to walk], jouer au foot [to play football], parler avec mes ami(e)s [to talk with my friends], travailler sur l'ordinateur [to work on the computer], jouer au basket [to play basketball], aider le professeur [to help the teacher], Qu'est-ce que tu aimes faire? [What do you like to do?].</p>					
<b>Assess</b>	<p><b>ALL</b> • listen and respond to topic vocabulary; • demonstrate understanding with actions; • write sentences converting le/la to un/une; • answer questions using the topic vocabulary. <b>MOST</b> • ask and answer questions using the topic vocabulary; • from memory, begin to know if nouns from the topic are masculine or feminine.</p>					
<b>Y4</b>	<b>Holidays and Hobbies</b>					
	<p>Seasons</p> <p><b>Learning objectives</b></p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, in the context of seasons and months. Understand basic grammar rules</p>	<p>The weather</p> <p><b>Learning objectives</b></p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of stating what the weather is like. Present ideas and information</p>	<p>Weather around the world</p> <p><b>Learning objectives</b></p> <p>Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how</p>	<p>Holidays</p> <p><b>Learning objectives</b></p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of the topic 'Holidays.'</p> <p>Understand basic grammar rules</p>	<p>Sports</p> <p><b>Learning objectives</b></p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of answering questions about favourite sports.</p>	<p>Hobbies</p> <p><b>Learning objectives</b></p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others, in the context of answering questions about hobbies</p>

	<p>appropriate to the language being studied, how to apply these, for instance, to build sentences, in the context of seasons and months.</p> <p><b>Success criteria</b> I can answer questions orally, using a modelled sentence. I can answer questions by writing a sentence in French. I can use the third person plural of être. I can use ils sont in a sentence</p> <p><b>National Curriculum Links</b> Describe people, places, things and actions orally and in writing</p>	<p>orally to a range of audiences, in the context of giving a weather forecast.</p> <p><b>Success criteria</b> I can state what the weather is like using the phrase il fait, followed by an adjective or a noun. I can state what the weather is like using the phrase il, followed by a verb. I can give the weather forecast to my partner. I can give the weather forecast to a larger group</p> <p><b>National Curriculum Links</b> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>	<p>these differ from or are similar to English, in the context of temperatures of countries around the world.</p> <p><b>Success criteria</b> I can say whether country nouns are masculine or feminine. I can choose the correct preposition: en for feminine countries, au for masculine countries.</p> <p><b>National Curriculum Links</b> Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	<p>appropriate to the language being studied, how to apply these, for instance, to build sentences, in the context of answering questions about favourite sports</p> <p><b>Success criteria</b> I can speak a sentence about going on holiday I can answer a question about sports, orally and in writing.</p> <p><b>National Curriculum Links</b> Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases Read carefully and show understanding of words, phrases and simple writing Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	<p><b>Success criteria</b> I can answer the question 'Quel est ton sport préféré ?' orally. I can write answers about the class's favourite sports.</p> <p><b>National Curriculum Links</b> Speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p><b>Success criteria</b> I can answer the question 'Tu aimes...?' orally, using one of four sentence starters. I can answer the question 'Tu aimes...?' in writing, using one of four sentence starters.</p> <p><b>National Curriculum Links</b> Speak in sentences, using familiar vocabulary, phrases and basic language structures</p>
<b>Key vocab.</b>	<p><b>Lesson 1</b> les saisons (f) [the seasons], le printemps (m) [Spring], l'été (m) [Summer], l'automne (m) [Autumn], l'hiver (m) [Winter], janvier (m), [January], février(m) [February], mars (m) [March], avril (m) [April], mai (m) [May], juin (m) [June], juillet (m) [July], août (m) [August], septembre (m) [September], octobre (m) [October], novembre (m) [November], décembre (m) [December], Dans quelle saison est..... ? [What season is.....in ?], Dans quelle saison sont.... ? [What season</p>					



are....in ?] les mois (m) [months] **Lesson 2** La météo (f) [the Weather] Quel temps fait-il ? [What's the weather like?] Il fait chaud. [It's hot] Il fait froid [It's cold.] Il fait nuageux [It's cloudy] Il fait du vent [It's windy.] Il fait du brouillard [It's foggy] Il pleut [It's raining] Il neige [It's snowing] Il gèle [It's freezing] Quel temps est prévu pour aujourd'hui ? [What's the weather forecast for today ?] aujourd'hui [today] **Lesson 3** Quel temps fait-il dans le monde ? [What's the weather like around the world?] Aujourd'hui [today] il fait [it's] degrés Celsius [degrees Celsius] l'Australie (f) [Australia] l'Angleterre (f) [England] le Canada (m) [Canada] le Kenya (m) [Kenya] le Pays de Galles (m) [Wales] l'Espagne (f) [Spain] la Suisse (f) [Switzerland] le Luxembourg (m) [Luxembourg] la Russie (f) [Russia] le Danemark (m) [Denmark] la Belgique (f) [Belgium] l'Argentine (f) [Argentina] le Brésil (m) [Brazil] le Portugal (m) [Portugal] la Chine (f) [China] le Mexique (m) [Mexico] **Lesson 4** **Lesson 5** les sports la gymnastique le hockey la lutte [wrestling] le ski le tennis le football le rugby la natation [swimming] l'équitation [horse riding] la course à pied [running] quel est ton sport préféré? Mon sport préféré est Combien de personnes préfèrent...? [ how many people prefer?] **Lesson 6** Qu'est-ce que est? [what is it?] Tu aimes...? [do you like?] J'aime [ I like] J'adore [I love] Je n'aime pas [I don't like] Je déteste [ I hate]

**Assess** **ALL** 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. **MOST** choose the correct preposition: en for feminine countries, au for masculine countries; • choose whether the mode of transport needs en or à.

**Y5** Time Travelling

<p>Count with me <b>Learning objectives</b> To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar material; speak in sentences using familiar vocabulary, phrases and basic language structures in the context of counting into thousands.</p> <p><b>Success criteria</b> I can recognise number words in spoken sentences I can explain how larger numbers are often described by combining smaller number words. I can say numbers larger than 100. I can use numbers in a sentence correctly.</p> <p><b>National Curriculum Links</b> Speak in sentences, using familiar vocabulary, phrases and</p>	<p>I'm 500 years' old! <b>Learning objectives</b> To understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English in the context of talking about age. To read carefully and show understanding of words, phrases and simple writing in the context of talking about age.</p> <p><b>Success criteria</b> I can say the high-frequency verb 'avoir' in a sentence correctly. I can match the subject and verb. I can identify numbers in a written sentence. I can demonstrate my understanding of a sentence.</p> <p><b>National Curriculum Links</b></p>	<p>French history <b>Learning objectives</b> To listen attentively to spoken language and show understanding by joining in and responding in the context of French historical events.</p> <p><b>Success criteria</b> I can understand when someone is saying a date. I can translate a date from French into English and vice versa.</p> <p><b>National Curriculum Links</b> Listen attentively to spoken language and show understanding by joining in and responding</p>	<p>What year was it? <b>Learning objectives</b> To listen attentively to spoken language and show understanding by joining in and responding in the context of French historical events.</p> <p><b>Success criteria</b> I can understand when someone is saying a date. I can give the year that some key historical events happened in France</p> <p><b>National Curriculum Links</b> Listen attentively to spoken language and show understanding by joining in and responding</p>	<p>I was born <b>Learning objectives</b> To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English in the context of discussing when you were born.</p> <p><b>Success criteria</b> I can construct a past tense sentence with the passé composé. I can identify auxiliary and past participle verbs. I can change the past participle to agree with gender. I can apply my prior knowledge to say when and where I was born.</p> <p><b>National Curriculum Links</b> Understand basic grammar appropriate to the language being studied, including (where relevant):</p>	<p>Famous lives <b>Learning objectives</b> To understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences and how these differ from or are similar to English in the context of discussing people's lives.</p> <p><b>Success criteria</b> I can conjugate the auxiliary verb to match the subject. I can change the past participle of the main verb to agree with the number and gender of the subject. I can say when significant people in French history were born and died.</p> <p><b>National Curriculum Links</b> Understand basic grammar appropriate to the language being</p>
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	basic language structures Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English			feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English	studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English
<b>Key vocab.</b>	<b>Lesson 1</b> cent [hundred], mille [thousand], plus [add/plus], moins [take away/less], fois [times], divisé par [divided by], égale [equals], nombre (m) [number], <b>Lesson 2</b> avoir [to have], j'ai [I have], tu as [you have (informal, singular)], il/elle/on a [he/she/it/one has], vous avez [you have (plural/singular formal)], nous avons [we have], ils/elles ont [they have], verbe (m) [verb], Quel âge ? [How old?], <b>Lesson 3</b> histoire (f) [history], an (m) [year], mois (m) [month], date (f) [date], calendrier (m) [calendar], <b>Lesson 4</b> <b>Lesson 5</b> naître [to be born – infinitive verb], né(e) [born – past participle], être [to be - infinitive verb], passé composé [past tense], naissance [birth] <b>Lesson 6</b> naître [to be born – infinitive verb], né(e) [born – past participle], être [to be - infinitive verb], je suis [I am], tu es [you are – informal singular], il/elle/on est [he/ she/one is], nous sommes [we are], vous êtes [you are – formal / plural], ils/elles sont [they are], mourir [to die – infinitive verb], mort(e)(s) [died – past participle], passé composé [past tense]					
<b>Assess</b>	<b>ALL</b> • 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. <b>MOST</b> 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.					
<b>Y6</b>						
	<u>Learning objectives</u>	<u>Learning objectives</u>	<u>Learning objectives</u>	<u>Learning objectives</u>	<u>Learning objectives</u>	<u>Learning objectives</u>
	<u>Success criteria</u>	<u>Success criteria</u>	<u>Success criteria</u>	<u>Success criteria</u>	<u>Success criteria</u>	<u>Success criteria</u>
	<u>National Curriculum Links</u>	<u>National Curriculum Links</u>	<u>National Curriculum Links</u>	<u>National Curriculum Links</u>	<u>National Curriculum Links</u>	<u>National Curriculum Links</u>
<b>Key vocab.</b>	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6					
<b>Assess</b>						