

Sky Primary and Eden Project Nursery MFL French Curriculum

National Curriculum Aims: The national curriculum for languages aims to ensure that all pupils: ♣ understand and respond to spoken and written language from a variety of authentic sources ♣ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation ♣ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt ♣ discover and develop an appreciation of a range of writing in the language studied.

Pupils should be taught to:

- ♣ 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
- ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- ♣ 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*
- ♣ present ideas and information orally to a range of audiences
- ♣ read carefully and show understanding of words, phrases and simple writing
- ♣ 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
- ♣ 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
- ♣ 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 Substantive and Disciplinary Knowledge

Substantive Knowledge comprises of the content or 'substance' that we aim for the children to build up and acquire. This includes:

- Language Content
- Transactional language
- Personal Information
- Elements of culture and celebration
- Grammar
- Key sounds
- Language Learning skills including the four core skills

Disciplinary Knowledge refers to *how* the children acquire the substantive knowledge, and the elements which are unique to learning languages.

At primary level, Substantive Knowledge outweighs Disciplinary Knowledge. This is because we are exposing the children to the disciplines of language learning as 'language detectives' i.e. allowing the children to explore, rather than explicitly teaching the disciplines. This can then be further developed at KS3 and beyond.

Substantive Knowledge:

KS2 Language Detectives

Stage 1
Core
language
content,
retrieval.
Nouns,
stories.

Stage 2
Core
language
retrieval.
Nouns +
adjectives,
simple
sentences.
Commands,
opinions.

Stage 3
Core
language
retrieval.
Verbs.
Conjunctions
to extend
sentences,
role-play,
descriptions.

Stage 4
Core
language
retrieval.
Complex
sentences,
verbs.
Manipulating
language
structures.

Transition

KS3
Core
language
retrieval.
Transferable
skills to
another
language.

Disciplinary Knowledge:

KS2 Language Detectives

Stage 1
Introduction
to
'cognate'.
Use memory
hooks.
Simple,
effective
communicat
ion.

Stage 2
Simple,
effective
communica
tion with
more detail.
Use of
bilingual
dictionary.

Stage 3
Simple,
structured,
effective
communicati
on.
Manipulating
language
structures.

Stage 4
Simple,
structured,
effective and
descriptive
communicati
on.
Independent
manipulation
of language.

Transition

KS3
Transferable
skills to
another
language

French Curriculum Overview

	Core skills of learning			
	Listening	Speaking	Reading	Writing
Stage 1	Can understand <u>a few familiar</u> spoken words and phrases.	Can <u>say/repeat a few words and short simple phrases</u> and would be understood by a sympathetic native speaker. CLICK FOR EXAMPLE STUDENT	Can recognise and <u>read out a few familiar words</u> and phrases.	<u>Can write or copy a few simple words</u> or symbols as an emergent writer of the target language.
Stage 2	Can understand <u>a range of familiar spoken phrases</u> and is able to listen for specific words and phrases.	<u>Can ask and answer simple questions and give basic information.</u> Can pronounce familiar words and some new words accurately. CLICK FOR EXAMPLE STUDENT	Can <u>understand simple written phrases.</u> Can match sounds to familiar written words.	Can <u>spell some familiar written words and phrases accurately</u> and write simple sentences with limited mistakes so that the message is understood.
Stage 3	Can understand <u>the main points from a series of spoken sentences</u> (including questions.) May require some repetition.	Can <u>ask and answer simple questions on several topics and can express opinions.</u> Can take part in brief pre-prepared tasks such as short presentations and role plays. CLICK FOR EXAMPLE STUDENT	Can <u>understand the main point(s) from a short, written passage in clear printed script.</u> Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can <u>write two or three short sentences as a personal response.</u> using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.
Stage 4	Can understand <u>the main points and some detail from a short, spoken passage</u> with comprising of familiar language.	Can <u>take part in a simple conversation and can express simple opinions.</u> Generally accurate pronunciation (to a sympathetic native speaker). CLICK FOR EXAMPLE STUDENT	Can <u>understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account).</u> Can use a bilingual dictionary to access unfamiliar language.	Can <u>write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs</u> in the present tense on a familiar topic using reference materials, support if necessary.

Y3 Stage 1.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	A new start. (Greetings, numbers and colours).	Calendar and celebrations. (Bonfire colours, days and months, the date, Christmas).	Animals (animal nouns, animal sentences, animal story).	Carnival and numbers. (Revisit numbers and colours, ask and answer 'how old are you?' commands in class, carnival culture, easter).	The hungry giant. (Fruit and veg nouns, counting, asking politely, story).	Going on a picnic / Where I live. (Food and drink nouns, picnic story, places in France, talking about where I live)
Phonics Focus:	Oi, eu, ou, er, au, an.	Di, er, et, eu, au, o, ou, an, ll, uin.	Ch, oi, ou, on, sson, pin, aux, is, ise, j', je, j'ai.	Ze, qu, in, ou, eu, tr, ix, âge, ans, oeu.	Oi, on, an, j', aim, un, in, que, ais, er, ou.	An, ch, eau, on, ou, À, i.
Learning Objectives (Components)	<p>Starter: Can I learn some simple classroom instructions?</p> <p>C1: Can I say and write a greeting and a farewell in French?</p> <p>C2: Can I ask and answer the question 'how are you?' in French?</p> <p>C3: Can I say 'my name is..' and ask 'what is your name?' in French</p> <p>C4: Can I say some numbers between 0 and 10?</p> <p>C5: Can I remember and write some numbers between 0 and 10 in French?</p> <p>C6: Can I say some colours in French?</p>	<p>C1: Can I say and write some colours linked to fireworks?</p> <p>C2: Can I say and write some days of the week?</p> <p>C3: Can I remember days of the week in French?</p> <p>C4: Can I say some months of the year in French?</p> <p>C5: Can I read and write the date in French?</p> <p>C6: Can I learn about Christmas celebrations in France?</p>	<p>C1: Can I understand some animal nouns in French?</p> <p>C2: Can I recognise animal nouns in the plural form?</p> <p>C3: Can I say what animals I have?</p> <p>C4: Can I tell someone what my favourite animal is?</p> <p>C5: Can I listen to and join in with a story about animals?</p> <p>C6: Can I use a model to write a simple story about animals?</p>	<p>C1: Can I learn about French traditions and take part in a carnival celebration?</p> <p>C2: Can I say and write numbers between 1 and 16?</p> <p>C3: Can I say and write some numbers up to 20?</p> <p>C4: Can I ask and answer 'how old are you?'</p> <p>C5: Can I take part in familiar dialogue about myself, using familiar questions and answers?</p> <p>C6: Can I understand and use Easter vocabulary?</p>	<p>C1: Can I understand and say some fruit and vegetable nouns?</p> <p>C2: Can I recognise fruit and vegetable nouns in the plural form?</p> <p>C3: Can I understand and enjoy a story about fruits and vegetables?</p> <p>C4: Can I ask politely for fruits and vegetables?</p> <p>C5: Can I write a polite request?</p> <p>C6: Can I create my own hungry giant story?</p>	<p>C1: Can I understand and name some picnic food and drinks?</p> <p>C2: Can I listen and join in with a story about going on a picnic?</p> <p>C3: Can I create my own picnic story?</p> <p>C4: Can I use the verb phrase 'I live in...'</p> <p>C5: Can I ask the question 'where do you live?' and answer in French?</p> <p>C6: Can I create a simple conversation in French?</p>

Assessment Checkpoints (Listening, Speaking, Reading, Writing). L – Understand a few familiar spoken words. S – Can say/repeat a few words and short simple phrases which would be understood by a sympathetic native speaker. R - Can recognise and read out a few familiar words and phrases. W – Can copy or write a few simple words or symbols as an emergent writer of the target language.	Children who are secure will be able to: ✓L – Can identify and respond to a name question. ✓L – Can identify accurately five numbers between 1 and 10. ✓S – Can say name accurately using name phrase. ✓S – Can say five numbers accurately between 1 and 10. ✓R – Can read and sort in correct order five of the numbers from 1 to 10. ✓W – Can write a greeting and farewell accurately.	Children who are secure will be able to: ✓L – Identify five days of the week. ✓L – Identify six months of the year. ✓S – Say three days of the accurately. ✓S – Say six months of the year accurately. ✓R – Read and sort into order six months of the year. ✓R – Read and understand the date. ✓W – Attempt to write the date. ✓W – Write three months and/or three days accurately from memory.	Children who are secure will be able to: ✓L – Can identify five familiar animal nouns. ✓L – Can recognise the favourite familiar noun animal of a friend. ✓S – Can say five animal nouns. ✓S – Can say a favourite animal in favourite animal phrase. ✓R – Can recognise and read five familiar animals. ✓W – Can write four familiar animal nouns accurately.	Children who are secure will be able to: ✓L – Can identify, understand and respond to: a greeting, questions ‘how are you?’ ‘What are you called?’ ‘How old are you?’ ✓L – Can recognise and understand numbers to 20. ✓S – Can say accurately: a greeting, the name phrase, a feeling phrase, the age phrase. ✓R – Can recognise a greeting, a farewell and two familiar questions. ✓W – Can write a full sentence name phrase and feelings phrase. ✓W – Can attempt to write numbers to 20 accurately.	Children who are secure will be able to: ✓L – Can identify five familiar fruits. ✓S – Can say five familiar fruits. ✓S – Can ask politely for three different familiar fruits. ✓R – Can read five familiar fruits. ✓W – Can write a simple sentence with the conjunction ‘and.’	Children who are secure will be able to: ✓L – Can recognise seven numbers between 0 and 20. ✓L – Can join in and participate with physical responses whilst listening to the picnic story. ✓S – Can ask the question ‘Where do you live?’ ✓S – Can give a spoke accurate response ‘I live in...’ ✓R – Can read and recognise five familiar words including numbers and colours. ✓W – Can write five familiar words to include numbers and colours. ✓W – Can write accurately a complete sentence using ‘I live in..’
Culture	Know about some places in France.	Christmas in France.		French traditions and carnival culture. Easter in France.		Exploring places in France and link to where I live.
Key Vocabulary	Écoutez, répétez, regardez, bonjour, salut, bon après midi, au revoir, à bientôt, comment ça va, ça va très bien, comme-çi	Rouge, rose, bleu, vert, orange, jaune, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, janvier, février, mars, avril, mai,	Un chien, un chat, un poisson, une souris, un lapin, un cheval, un mouton, une vache, un serpent, un oiseau.	Mardi-gras, le carnaval, bonbons, crêpes, gauffres, chocolats, beignets, quel, âge, as, tu, j’ai, ans, lapin, panier, poussin, oeuf, fleur.	Poire, pastèque, orange, pomme, carotte, melon, tomate, concombre, banane, pêche, je voudrais, s’il vous plait, merci, et.	Fruits, jus d’orange, salade, chips, l’eau, sandwich, allons pique-niquer, fin, j’habite, où habites-tu?

	comme-ça, Je m'appelle, comment t'appelles tu.	juin, juillet, août, septembre, octobre, novembre, décembre, anniversaire, Joyeux noel, bonne annie.				
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen attentively and show understanding by joining in and responding						
Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words						
Engage in conversations: ask answer questions, express opinions and respond to those of others, seek clarification and help.						
Speak in sentences, using familiar vocabulary, phrases, and basic language structures						
Develop accurate pronunciation and intonations, so that others understand.						
Present ideas and information orally to a range of audiences.						
Read carefully and show understanding of words, phrases and simple writing.						
Appreciate stories, songs, poems and rhymes in another language.						
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.						
Write phrases from memory and adapt these to create new sentences to express ideas clearly.						
Describe people, places and things						
Understand basic grammar						

Y4 Stage 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Welcome to school (Recap core language, rooms in a school, classroom objects).	My town, your town. (Commands, shops, asking and giving directions).	Alien Family (French epiphany, family members, personal information, face parts and numbers).	Moving our bodies (face and body parts nouns and commands, yoga with body parts, alien creations).	At the doctors and jungle animals. (aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story).	Summertime. (Weather phrases, seasons, forecast, ice cream flavours, opinions, ordering politely, roleplay).
Phonics Focus:	Ez, eau, re, ou, oi, ze, ix, lun, ven, fé, sept, jeu, ma, ine, ette, our, y, omme, on, allie.	Ez, an, ou, ille, oi, ci, ets, eur, um.	Il, ez, eux, j', ert, ole, tion, y, ch, oeur, ère, eu, ou.	Ou, ez, les, l, spir, im, ile, our.	Qu, g, l, j, y, pas, ez, ment, qu, ge, on, o, c, s, in.	Il, ge, ai, ei, qu, y, eu, oi, a, é.
Learning Objectives (Components)	<p>C1: Can I ask and answer several questions about myself?</p> <p>C2: Can I recall and say classroom commands?</p> <p>C3: Can I say and read numbers between 0 and 20?</p> <p>C4: Can I remember days and months in French?</p> <p>C5: Can I say and write the names of rooms in my school?</p> <p>C6: Can I say and write nouns for classroom objects?</p>	<p>C1: Can I write my own fireworks poem?</p> <p>C2: Can I say and understand classroom commands?</p> <p>C3: Can I use classroom commands to programme a robot?</p> <p>C4: Can I say and write some places in town?</p> <p>C5: Can I ask 'Where is..?' and answer with 'here is..'</p> <p>C6: Can I understand more nouns of shops in French?</p>	<p>C1: Can I learn about epiphany celebrations in France?</p> <p>C2: Can I learn some nouns for family members?</p> <p>C3: Can I write some personal information about a family member?</p> <p>C4: Can I understand and say some parts of the face?</p> <p>C5: Can I understand simple sentences using number and parts of the face?</p> <p>C6: Can I write some simple sentences to</p>	<p>C1: Can I say nouns for parts of the body?</p> <p>C2: Can I understand how to use colours to describe an alien?</p> <p>C3: Can I write a description of an alien using colours and numbers?</p> <p>C4: Can I join in and create a body scan sequence?</p> <p>C5: Can I join in a yoga sequence in French?</p> <p>C6: Can I create a yoga sequence in French?</p>	<p>C1: Can I say why I don't feel well?</p> <p>C2: Can I take part in a role play at the doctors?</p> <p>C3: Can I understand some jungle animal nouns in French?</p> <p>C4: Can I listen and join in with a story about jungle animals?</p> <p>C5: Can I write a sentence to describe a jungle animal?</p> <p>C6: Can I create my own jungle explorer's story?</p>	<p>C1: Can I understand and say some weather phrases?</p> <p>C2: Can I understand and say more weather phrases?</p> <p>C3: Can I give a weather forecast?</p> <p>C4: Can I take part in a survey about favourite ice creams?</p> <p>C5: Can I say which ice cream I like and dislike?</p> <p>C6: Can I take part in an 'At the ice cream van' role play?</p>

			describe an alien?			
Assessment Checkpoints (Listening, Speaking, Reading, Writing). L – Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. S – Can ask and answer simple questions and give basic information and can pronounce familiar words and some new words accurately. R – Can understand simple written phrases. Can match sounds to familiar written words. W – Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.	Children who are secure will be able to: ✓L – Can identify five classroom objects. ✓L – Can understand four pieces of personal information. ✓L – Can understand and respond to four classroom instructions. ✓S – Can say four sentences to describe myself. ✓R – Can read and understand nouns for school rooms and classroom objects. ✓W – Can spell accurately four classroom objects. ✓W – Can write four nouns for areas / rooms in school.	Children who are secure will be able to: ✓L – Can understand the question ‘Where is..’ used with four shops in town. ✓L – Can understand and respond to three commands. ✓S – Can ask the question ‘Where is...?’ and four shops in town. ✓S – Can say ‘Here is..’ and four nouns for places in town. ✓R – Can read and recognise nouns for places in town. ✓W – Can write accurately the names of three shops from memory.	Children who are secure will be able to: ✓L – Can recognise and understand four family member nouns. ✓S – Can say nouns for four parts of the face. ✓R – Can read and understand a simple description of a face. ✓W – Can write simple sentences including a face part and a number. ✓W – Can write personal information sentences about a family member.	Children who are secure will be able to: Children who are secure will be able to: ✓L – Can recognise body part nouns. ✓L – Can listen and respond to a simple sequence of physical movement commands. ✓S – Can name five body parts. ✓S – Can communicate a simple sequence of physical movement commands. ✓R – Can read and understand a simple descriptive sentence with body part nouns and colour adjectives. ✓W – Can write a simple sentence using a noun followed by a verb followed by an adjective to describe an alien. Spelling is mostly accurate.	Children who are secure will be able to: ✓L – Can identify three jungle animals and their colour by listening to simple sentences describing an animal. ✓S – Can explain what hurts in a simple sentence, as part of doctor’s role play. ✓S – Can say a full sentence using a noun, verb and adjective to describe a jungle animal. ✓R – Can read and understand jungle animal nouns. ✓W – Can write a simple sentence using a noun followed by a verb followed by an adjective to describe a jungle animal. Spelling is mostly accurate.	Children who are secure will be able to: ✓L – Can understand three weather phrases. ✓L – Can understand some ice cream flavours. ✓S – Can say three simple sentences about the weather. ✓S – Can ask for an ice cream politely in an ice cream role play. ✓R – Can read and understand three sentences about the weather. ✓W – Can write three simple sentences about the weather. ✓W – Can write four ice cream flavours accurately.
Culture	School in France.	Shops in a typical town in France. Christmas.	Epiphany in France.			Map and places in France and weather forecasts.

Key Vocabulary	comment ça va, ça va bien, Écoutez, répétez, regardez, montrez moi, levez-vous, asseyez-vous, silence, les toilettes, l' école, la cantine, la salle de classe, le bureau, le gymnase, la cour de recreation, stylo, gomme, crayons de couleur, tube de colle, ciseaux, cahier, règle,	Il montent, il descendent, il y a beaucoup d' étoiles, comptez avec moi, chantez avec moi, Écoutez, montrez moi, trouvez moi, répétez, ma ville, le restaurant, le supermarché, le stade, le cinéma, l' école, le café, la pharmacie, la boulangerie, où est.., voici.., jouets, parfum, livres, chaussures	Epiphany, Les Rois Mages, la famille, papa, maman, soeur, frère, bébé, grand-mère, grand-père, chien, le, la, la tête, la bouche, les oreilles, les cheveux, les yeux, le nez.	La tête, les épaules, les genoux, les pieds, les yeux, les oreilles, la bouche, le nez, pieds, et, les bras, les mains, oeil, relaxez, touchez, bougez.	Je ne me sens pas bien, Qu'est ce que qu'il y a?, j'ai mal, un éléphant, un singe, un perroquet, une girafe, un tigre, un serpent, teerible, petit, rapide, gros, grande, long.	Soleil, Quel temps fait-il?, Brouillard, nuages, vent, chaud, froid, il pleut, glace, préférée, fraise, chewing gum, citron, vanille, menthe chocolat, je voudrais, merci.
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Progression over year linked to DFE ATs 1-12 (English schools only)						
During Stage 2 children will revisit and develop all 12 DFE ATs (see highlighted cells in grid below)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen attentively and show understanding by joining in and responding						
Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words						
Engage in conversations: ask answer questions, express opinions and respond to those of others, seek clarification and help.						
Speak in sentences, using familiar vocabulary, phrases, and basic language structures						
Develop accurate pronunciation and intonations, so that others understand.						
Present ideas and information orally to a range of audiences.						
Read carefully and show understanding of words, phrases and simple writing.						
Appreciate stories, songs, poems and rhymes in another language.						
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.						
Write phrases from memory and adapt these to create new sentences to express ideas clearly.						
Describe people, places and things						
Understand basic grammar						

Y5 Stage 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Me and my friends at school. (Extended feelings, recap personal information, introduce a friend, subjects and opinions).	Time in the city. (French city, buying a ticket, directions, descriptions, shopping, festive jumper).	At the market. (Fruit and veg nouns, class survey, prices, market dialogue, recipe).	Clothes (clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write).	Out of this world. (id cards, personal info conversations, adjectives and planet descriptions, prior learning recall, planet creations poster).	Going to the seaside. (items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach).
Phonics Focus	J, eux, se, oi, aim, au, ais, ie, ssin, ile.	É, a, l, oo, ue, oi, au, ou, eux, eau, an, ant, ale, in, enne.	Ui, gn, que, ante, on, ix, ien, où, ime, ez, ou.	J, u, on, ju, ss, u, oi, eine, aute, ate, ch, ure.	Om, on, é, u, ai, est, y, a, une, erre, oi.	Ette, qu, er, il, ge, eu.
Learning Objectives (Components)	<p>C1: Can I understand some adjectives to describe my feelings?</p> <p>C2: Can I begin to answer the question 'How are you?' in more detail?</p> <p>C3: Can I say an extended sentence about how I am feeling?</p> <p>C4: Can I say some important things about myself and somebody else?</p> <p>C5: Can I say if I like or dislike a school subject?</p> <p>C6: Can I give my opinion about school subjects?</p>	<p>C1: Can I understand some facts about the capital city of France?</p> <p>C2: Can I ask for an entrance ticket?</p> <p>C3: Can I give and understand some simple directions around the city?</p> <p>C4: Can I say and write a description of the city?</p> <p>C5: Can I buy a souvenir and ask for the price?</p> <p>C6: Can I describe a festive jumper?</p>	<p>C1: Can I name some fruits and vegetables?</p> <p>C2: Can I take part in a class survey about different fruits and vegetables?</p> <p>C3: Can I count in tens up to 100 in French?</p> <p>C4: Can I ask for the price of fruit and vegetables?</p> <p>C5: Can I take part in a simple shopping dialogue at the market?</p> <p>C6: Can I understand and use simple recipe instructions?</p>	<p>C1: Can I name items of clothing in French?</p> <p>C2: Can I use adjectives of colour to describe clothes?</p> <p>C3: Can I identify parts of the verb to wear in French?</p> <p>C4: Can I describe an outfit, including colours?</p> <p>C5: Can I learn vocabulary related to carnival outfits?</p> <p>C6: Can I understand a description of a carnival outfit?</p>	<p>C1: Can I fill out an id card?</p> <p>C2: Can I ask and answer several questions about myself?</p> <p>C3: Can I use adjectives to describe planets?</p> <p>C4: Can I read and understand a story about planets?</p> <p>C5: Can I recall and use familiar vocabulary?</p> <p>C6: Can I create a poster about an imaginary planet?</p>	<p>C1: Can I say what items I take to the beach?</p> <p>C2: Can I understand persuasive sentences about visiting the seaside?</p> <p>C3: Can I create a spoken advert about visiting the seaside?</p> <p>C4: Can I create a leaflet about visiting the seaside?</p> <p>C5: Can I create extended sentences about the seaside?</p> <p>C6: Can I write several sentences about the seaside?</p>

Assessment Checkpoints (Listening, Speaking, Reading, Writing). L – Can understand the main points from a series of spoken sentences (including questions) may require some repetition. S – Can ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role plays. R – Can understand the main points from a short-written passage. Can use bi-lingual dictionaries independently. Can apply phonic knowledge to find and/or write the word. W – Can write two or three short sentences as a personal response, using reference materials. Attempts to use accurate nouns and adjectives which shows awareness of the use of verbs.	Children who are secure will be able to: ✓L – Can recognise at least five school subjects. ✓S – Can say an extended sentence about how their feeling with reason. ✓S – Can say a 3 rd person singular sentence with details about someone else. ✓R – Can read and understand at least five school subjects.	Children who are secure will be able to: ✓L – Can understand at least five places in the city. ✓S – Can say a simple sentence to describe what is in the city. ✓S – Can participate in a simple shopping dialogue at a souvenir shop. ✓R – Can understand a simple description of a city and access and find three unfamiliar nouns for places in a bilingual dictionary. ✓W – Can write a simple description about a festive jumper.	Children who are secure will be able to: Children who are secure will be able to: ✓L – Can understand the items and prices of fruits and vegetables in a market dialogue. ✓S – Can participate accurately in an ‘at the market’ dialogue to buy fruits and vegetables. ✓S – Can say some numbers between 0 and 100. ✓R – Can read and follow the instructions for a simple recipe and use a bilingual dictionary to access unfamiliar key ingredients. ✓W – Can write a simple recipe using familiar fruits and instructions.	Children who are secure will be able to: ✓L – can identify and understand clothes nouns. ✓S – Can say nouns for clothes accurately. ✓R – Can read a simple description about clothes that people are wearing, using the verb ‘to wear’ and nouns with adjectives. ✓R – Can locate two unfamiliar items of vocabulary in a bilingual dictionary. ✓W – Can write a short descriptive text of three mainly accurate sentences, using the verb ‘to wear’ with nouns and adjectives.	Children who are secure will be able to: ✓L – Can understand five key items from id card. ✓S – Can respond to several personal information questions including name, age and where you live. ✓R – Can read and understand simple facts about planets. ✓W – Can write three mainly accurate sentences to describe their planet creation using prior learning and adjectives.	Children who are secure will be able to: ✓L – Can understand nouns for beach bag items. ✓S – Can use ‘you can’ + infinitive of a verb to create and say a persuasive sentence. ✓R – Can read and understand persuasive phrases using ‘you can’ + infinitive. ✓W – Can write three extended sentences to describe a day at the seaside.
Culture	School in France and school timetable.	Visiting Paris and getting to know a city in France. Shopping in a souvenir shop. Christmas festive jumper competition.	Euros. Markets in France. Fruit salad.	Carnival outfits.	Links between languages: etymology of planets.	Map and places to go on holiday in France. Beach culture in France.

Key Vocabulary	Je suis, heureux / heureuse, fier / fière, surpris / surprise, perdu / perdue, fatigue / fatiguée, triste, je' mapelle, j'ai .. ans, j'habite, elle, il, j'aime, je n'aime pas, l'anglais, les maths, le français, les sciences, le dessin, la géographie, L'E.P.S, l'histoire.	Paris, La tour Eiffel, Notre Dame, La Seine, Le stade de France, La gare du nord, le métro, le cinéma, le zoo, la galerie d'art, la piscine, le musée, le stade, je voudrais, un ticket, pour, s'il vous plaît, une rue, une place, une avenue, tout droit, À droite, À gauche, où est, un porte-clés, une carte postale, un aimant, un stylo, un livre, combine coûte un..., un Père Noël.	La banane, le poivron, la mangue, la pomme, la pomme de terre, la carotte, la pastèque, l'oignon, la grappe de raisin, la salade, combien coûte..?, avez-vous, au marché, oui, j'ai, non, je n'ai pas, les mains, Bon appétit, coupez, pelez, ajoutez, mélangez, lavez.	Une chemise, un tee-shirt, un pull, une robe, un pantalon, une jupe, un short, des baskets, des chaussures, des sandales, porter, je, tu, il, elle, astronaute, pirate, roi et reine, superhéros, tigre.	Prénom, nom de famille, âge, ville, date de naissance, bienvenue, astronautes, voici, la planète, soleil, grande, proche, c'est, il y a, il fait.	Lunettes de soleil, un ballon, une casquette, des tongues, un maillot de bain, crème solaire, de plage, un frisbee, une serviette, viens À la plage, On peut nager, des châteaux de sable.
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Progression over year linked to DFE ATs 1-12 (English schools only)						
During Stage 3 children will revisit and extend all 12 DFE ATs (see highlighted cells in grid below)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen attentively and show understanding by joining in and responding						
Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words						
Engage in conversations: ask answer questions, express opinions and respond to those of others, seek clarification and help.						
Speak in sentences, using familiar vocabulary, phrases, and basic language structures						
Develop accurate pronunciation and intonations, so that others understand.						
Present ideas and information orally to a range of audiences.						
Read carefully and show understanding of words, phrases and simple writing.						
Appreciate stories, songs, poems and rhymes in another language.						
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.						
Write phrases from memory and adapt these to create new sentences to express ideas clearly.						
Describe people, places and things						
Understand basic messages						

Y6 Stage 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	This is me. (Personal info recap, adjectives to describe personality and appearance, aspirations and professions).	Home and houses. (Rooms in a house, furniture, describe rooms, castles and castle story, elf on the shelf).	Playing Sport. (Sport nouns, opinions, verb to play, sports descriptions).	My best day ever. (Time, activities during the day, favourite things).	Café culture. (Typical French café foods, opinions, ordering politely, menus, café conversations).	Let's Celebrate! (Read/Hear all about it! Language recall, personal information, family, favourites).
Phonic Focus	J, eux, eur, ui, or, euse, ai, oi, ou.	On, euil, a, an, ui, in, ch, is, it, or, eux, euse, eau, ier.	Tion, j, an, ou, ine, ain, on, atte, ette.	Eu, an, en, ss, gne, au, me, À, ai, est, il.	Ai, i, an, qu, ou, ez, é, ais, aît, eu, ou, ord.	J, ez, ge.
Learning Objectives (Components)	<p>C1: Can I recall information to talk about myself and my feelings?</p> <p>C2: Can I understand and use adjectives to talk about my personality?</p> <p>C3: Can I recall how to describe hair and eye colour?</p> <p>C4: Can I read and understand a text about my personality and physical appearance?</p> <p>C5: Can I write a text about my personality and physical appearance?</p> <p>C6: Can I understand and sing along with a rocket song?</p>	<p>C1: Can I describe a house?</p> <p>C2: Can I read and understand descriptive sentences?</p> <p>C3: Can I use adjectives to describe rooms in a house?</p> <p>C4: Can I understand new nouns and use them to play a game?</p> <p>C5: Can I create a story?</p> <p>C6: Can I use prepositions to say where things are?</p>	<p>C1: Can I understand and remember some sports nouns in French?</p> <p>C2: Can I talk about sports I like and dislike?</p> <p>C3: Can I create extended sentences about sports including an opinion?</p> <p>C4: Can I identify parts of the verb 'jouer' (to play)?</p> <p>C5: Can I understand a description of a sport using simple sentences?</p> <p>C6: Can I describe a sport using simple sentences?</p>	<p>C1: Can I talk about funfair rides I like and dislike?</p> <p>C2: Can I create extended sentences about funfair rides?</p> <p>C3: Can I talk about my daily routine?</p> <p>C4: Can I understand how to tell the time in French?</p> <p>C5: Can I understand a description of a typical day at the funfair?</p> <p>C6: Can I describe a typical day at the funfair?</p>	<p>C1: Can I say some nouns for French café food?</p> <p>C2: Can I express opinions about food and drinks?</p> <p>C3: Can I create my own café menu?</p> <p>C4: Can I politely order food and drinks?</p> <p>C5: Can I understand a café conversation?</p> <p>C6: Can I create a café conversation?</p>	<p>C1: Can I understand a text in French covering a variety of topics?</p> <p>C2: Can I say several sentences about myself in French?</p> <p>C3: Can I create a presentation about myself in French?</p> <p>C4: Can I understand and create a recipe for a mocktail in French?</p> <p>C5: Can I understand vocabulary about nature for a scavenger hunt?</p> <p>C6: Language Puzzle: Can I apply my detective skills to learn another language? (Spanish).</p>

Assessment Checkpoints (Listening, Speaking, Reading, Writing). L – Can understand the main points and some detail from a short, spoken passage. S – Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation. R – Can understand the main points and simple opinions of a longer written passage. Can use a bilingual dictionary. W – Can write a short text attempting to use accurate nouns, verbs and adjectives on a familiar topic using reference materials as support.	Children who are secure will be able to: ✓L – Can identify and understand adjectives to describe personality. ✓S – Can describe hair and eye colour. ✓R – Can understand a text about personality and physical appearance. ✓R – Can use a bilingual dictionary to look up new nouns. ✓W – Can write several sentences about personality and physical appearance.	Children who are secure will be able to: ✓L – Can understand descriptions of items in a house. ✓S – Can ask and answer where something is using prepositions. ✓R – Can read and understand descriptions of items in a house. ✓W – Can write a sequence of simple sentences with nouns and adjectives to describe a house.	Children who are secure will be able to: ✓L – Can identify and recognise nouns for sports. ✓S – Can express likes and dislikes of sports. ✓S – Can say a description of a sport. ✓R – Can identify and attempt to use parts of the verb 'to play'. ✓W – Can write a description of a sport.	Children who are secure will be able to: ✓L – Can understand time phrases. ✓S – Can express opinions of rides in extended sentences using conjunctions and adverbial phrases. ✓S – Can say a simple statement about favourite things. ✓R – Can read and understand a description about a typical day at the funfair. ✓W – Can describe funfair rides in simple sentences. ✓W – Can write a description of a typical day at the funfair.	Children who are secure will be able to: ✓L – Can listen to and understand a café dialogue and items ordered and the cost of items. ✓S – Can participate in a café dialogue, asking for three drinks and three snacks politely. ✓R – Can read and access using a bilingual dictionary and an authentic target language menu. Understand the majority of the food and drinks. ✓W – Can write a short dialogue at the café.	Children who are secure will be able to: ✓L – Can listen to and understand a presentation covering a variety of topics. ✓S – Can say several sentences about personality and appearance. ✓R – Can read and understand a recipe to make a mocktail. ✓W – Can write a recipe including instructions and ingredients.
Culture		Mondrian's house and furniture. French castles.	Tour de France.	Theme Park in France. April fool – poisson d'avril.	Café culture in France. Traditional French breakfast foods.	
Key Vocabulary	Je suis, courageux / courageuse, fort/ forte, créatif/ creative, sportif / sportive, actif / active, drôle, calme, timide, Je voudrais être, auteur, docteur, footballeur, dentiste, professeur, astronaute, les cheveux,	une maison, une chambre, une cuisine, une salle de bains, une salle à manger, un salon, un Jardin, une table, un fauteuil, une porte, une fenêtre, un lit, un tapis, petit/petite, grand/grande,	Le cricket, Le tennis, Le foot, Le basket, La danse, La gymnastique, Le rugby, La natation, Le cyclisme, Le handball, J'aime, Je n'aime pas, J'adore, avec une équipe, avec un ami/ une amie, seul/seule, sur un terrain, sur un court,	le manège, le bateau pirate, la grande roue, la maison hantée, les tasses, les bûches, les chaises volantes, les montagnes russes, J'adore, J'aime, Je n'aime pas, Je déteste, car, c'est, haut, lent, rapide, ennuyeux,	Les boissons, un café crème, un chocolat chaud, un coca, un diablo menthe, un diablo grenadine, l'eau minérale, un sandwich, une portion de frites, un croque monsieur, un croque madame, un croissant,	Ajoutez, Pressez, Coupez, Mélangez, Servez, le mixeur, le jus, votre goût, un verre, des glaçons, délicieux, une feuille, un arbre, un nuage, une fleur, un bâton, une pierre, un insecte, un banc, et, mais, car,

	J'ai, blonds, marron, noir, roux, les yeux, bleus, verts, parfois, toujours, et, mais.	beau/belle, vieux/vieille, lumineux/ lumiseuse, utile, moderne, confortable.	dans une piscine, dans un gymnase, sur la route, avec, C'est, rapide, génial, nul, difficile, fatigant, amusant, Je joue, jouer, Je fais.	amusant, palpitant, terrifiant, Quelle heure est-il?, Il est, heure, et demie, Je me lève, Je déjeuner, Je me prepare, Je vais à la fête foraine, Je rentre à la maison.	une glace, une salade verte, un petit déjeuner continental, Vous désirez?, Je voudrais, s'il vous plait, Et toi?, C'est combien?, C'est ... euros, D'accord, Merci beaucoup, A bientôt.	parfois, toujours, Je m'appelle, J'ai..ans, J'habite à, avec.
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Progression over year linked to DFE ATs 1-12 (English schools only)						
During Stage 4 children will revisit and extend all 12 DFE ATs (see highlighted cells in grid below)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen attentively and show understanding by joining in and responding						
Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words						
Engage in conversations: ask answer questions, express opinions and respond to those of others, seek clarification and help.						
Speak in sentences, using familiar vocabulary, phrases, and basic language structures						
Develop accurate pronunciation and intonations, so that others understand.						
Present ideas and information orally to a range of audiences.						
Read carefully and show understanding of words, phrases and simple writing.						
Appreciate stories, songs, poems and rhymes in another language.						
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.						
Write phrases from memory and adapt these to create new sentences to express ideas clearly.						
Describe people, places and things						
Understand basic grammar						