

Year 3		
National Curriculum	Composite	Component
Moi- All About Me (Autumn 2)		
<ul style="list-style-type: none"> 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* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language <ul style="list-style-type: none"> broaden their vocabulary 	<p>To count to 10 in French and to sing along to a number song</p> <p>To know basic greetings in French</p> <p>To ask and answer simple questions</p>	<p>un, deux, trois, quatre, <i>-one, two, three, four,</i> cinq, six, sept, huit, neuf- <i>five, six, seven, eight, nine,</i> dix - <i>ten</i></p> <p>Bonjour! <i>Hello!</i> Salut! <i>Hi!/Bye!</i> Au revoir! <i>Goodbye!</i></p> <p>Ça va? <i>How are you?</i> Ça va bien/mal. <i>I'm fine/not very well.</i> Et toi? <i>And you?</i> oui, non <i>yes, no</i> Je m'appelle ... <i>My name is ...</i> Comment tu t'appelles? <i>What's your name?</i> Quel âge as-tu? <i>How old are you?</i> J'ai sept/huit ans. <i>I'm seven/eight years old.</i></p>
Jeux et Chansons- Games and Songs (Spring 1)		
<ul style="list-style-type: none"> 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 	<p>To count to 20 in French and sing along to a number song</p> <p>To learn the names of playground games</p> <p>To learn the names of animals</p>	<p>11–20: onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt Combien de ...? Je préfère ... J'ai ... <i>11-20: eleven, twelve,</i></p>

<p>link the spelling, sound and meaning of words</p> <ul style="list-style-type: none"> 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* 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 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; 	<p>To pluralise French nouns</p>	<p><i>thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty</i> <i>How many ...?</i> <i>I prefer ...</i> <i>I have ...</i> le football le saut à la corde Chat Perché Cache-cache le scoubidou le chat le chien la souris <i>football</i> <i>skipping</i> <i>tag/chase</i> <i>hide and seek</i> <i>scoubidou</i> <i>the cat</i> <i>the dog</i> <i>the mouse</i></p>
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and how these differ from or are similar to English.		
Portraits (Summer 1)		
<p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <ul style="list-style-type: none"> ▪ 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 	<p>To learn colours in French</p> <p>To learn the name of facial features and body parts in French</p> <p>To describe the colour of facial features and body parts verbally and in writing</p> <p>To accurately pronounce the French 'eu' phoneme</p> <p>To listen attentively and join in with a song</p>	<p>rouge <i>red</i> rose <i>pink</i> jaune <i>yellow</i> bleu(e) <i>blue</i> vert(e) <i>green</i> noir(e) <i>black</i> blanc(he) <i>white</i> violet(te) <i>purple</i> (Add -s to all the above if plural) marron (invariable) <i>brown</i> orange (invariable) <i>orange</i> J'ai ... <i>I have ...</i> un nez <i>a nose</i> une bouche <i>a mouth</i> des yeux <i>the eyes</i> un bras <i>an arm</i> une jambe <i>a leg</i> Il/Elle a ... <i>He/She has ...</i> ... le nez bleu. ... <i>a blue nose.</i> ... la bouche bleue. ... <i>a blue mouth.</i> ... les yeux/cheveux bleus. ... <i>blue eyes/hair.</i> Il/Elle est grand(e)/petit(e). <i>He/She is big/small.</i></p>

<ul style="list-style-type: none"> describe people, places, things and actions orally* and in writing 		
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Year 4		
National Curriculum	Composite	Component
L'argent de poche -Pocket Money (Autumn 2)		
<ul style="list-style-type: none"> 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 	<p>To recap and develop my fluency when counting to 20 in French</p> <p>To learn the name of nouns that they may spend their pocket money on</p> <p>To count to 30 in French</p> <p>To learn the names of food in French</p> <p>To express their opinion on foods</p>	<p>J'adore ... <i>I love ...</i> Je déteste ... <i>I hate ...</i> ça <i>that</i> 21–30: vingt et un, 21–30: <i>twenty-one</i>, vingt-deux, vingt-trois, <i>twenty-two, twenty-three</i>, vingt-quatre, vingt-cinq, <i>twenty-four, twenty-five</i>, vingt-six, vingt-sept, <i>twenty-six, twenty-seven</i>, vingt-huit, vingt-neuf, <i>twenty-eight, twenty-nine</i>, trente <i>thirty</i> C'est combien? <i>How much is it?</i> un euro <i>one euro</i> C'est super/magnifique! <i>It's great/magnificent/</i> fantastique. <i>fantastic.</i> J'ai <i>I have</i> Je n'ai pas de ... <i>I don't have ...</i></p>

<ul style="list-style-type: none"> • 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 • 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. 		
Vive le sport – Our Sporting Lives (Spring 2)		
<p>listen attentively to spoken language and show understanding by joining in and responding</p> <ul style="list-style-type: none"> ▪ explore the patterns and sounds of language through songs and rhymes 	<ul style="list-style-type: none"> • I can say and recognise 6 of the food vocabulary words. • I can use the sentence stems to construct a sentence that communicates if a food/drink is healthy or unhealthy. • I can say and recognise vocabulary for sporting activities. 	<p>Qu'est-ce que tu fais <i>What are you doing/do you (lundi)? do (on Monday(s))?</i> Je joue au tennis/basket. <i>I play tennis/basketball.</i> Je joue au cricket. <i>I play cricket.</i> Je fais du vélo. <i>I ride my bike/go cycling.</i> Je fais du skate. <i>I go skateboarding.</i> Je fais de la danse/natation. <i>I dance/swim.</i> zéro <i>zero</i> boire <i>to drink</i></p>

<p>and link the spelling, sound and meaning of words</p> <ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> • I can apply the correct sentence starter (either je fais or je joue) to different sports. • I can understand that sentence structure changes depending on whether a noun is masculine or feminine. • I can pronounce words with the nasal 'on' sound accurately. 	<p>manger <i>to eat</i> le jus d'orange <i>orange juice</i> le yaourt <i>yogurt</i> le poisson <i>fish</i> une pomme <i>an apple</i> les carottes (f. pl.) <i>carrots</i> le chocolat <i>chocolate</i> le coca <i>cola</i> les pommes frites (f. pl.) <i>chips</i> les bonbons (m. pl.) <i>sweets</i> Oui, c'est bon pour la santé. <i>Yes, it's good for your health.</i> Non, c'est mauvais pour la santé. <i>No, it's bad for your health.</i></p>
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<ul style="list-style-type: none"> 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. 		
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Quel temps fait-il? – What’s the Weather? (Summer 2)

<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Explore patterns and sounds of language, 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. Appreciate stories, songs, poems and rhymes in the language. Read carefully and show understanding of words, phrases and simple writing. Engage in conversations; ask and answer questions. 	<ul style="list-style-type: none"> I can describe what someone is wearing using vocabulary for items of clothing. I can say and recognise all 7 of the weather phrases. I can write my own sentences to communicate which item of clothing is needed for each weather. I can say and recognise all 12 of the months of the year. I can say and comprehend written dates in French including the first of the month (le premier). I can communicate with my partner to find out the weather in different places. 	<p>Il neige. <i>It's snowing.</i> Il gèle. <i>It's freezing/icy</i> Quand ..., il te faut <i>When ..., you need ...</i> Il fait ... degrés <i>it's ... degrees</i> ... moins. <i>minus</i> lundi, le 5 juin, etc. <i>Monday 5th June, etc.</i> le 5 juin, etc. <i>the 5th June, etc.</i></p>
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Year 5		
National Curriculum	Composite	Component
Bon appetite, bonne sante (Autumn 2)		

<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Read carefully and show understanding of words, phrases and simple writing. • Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary. • Understand basic grammar appropriate to the language being studied, including (where relevant) feminine and masculine forms and how these differ from or are similar to English 	<ul style="list-style-type: none"> • I can recognise and say 8 food items with increasing accuracy. • I can apply the correct phrases in writing to communicate which foods are/ are not healthy. • I can read and say descriptions of food to decide what type of that food it is (e.g a chocolate cake) • I can identify masculine, feminine and plural nouns. <p>I can understand the rules for deciding which 'a' sound should be used based on the letter strings of the word.</p>	<p>Dans le sac, il y a ... <i>In the bag, there is ...</i> et <i>and</i> aussi <i>also</i> mais <i>but</i> Il est bon/mauvais. <i>It is good/bad. (m.)</i> Elle est bonne/mauvaise <i>It is good/bad</i> pour la santé. <i>for your health. (f.)</i> Ils sont bons/mauvais. <i>They are good/bad. (m. pl.)</i> Elles sont bonnes/ <i>They are good/bad. (f. pl.)</i> mauvaises. un sandwich au jambon <i>a ham sandwich</i> un gâteau <i>a cake</i> une banane <i>a banana</i> une orange <i>an orange</i> du fromage (m.) <i>some cheese</i> de l'eau (f.) <i>some water</i> des chips (f. pl.) <i>some crisps</i> des champignons (m. pl.) <i>some mushrooms</i> une glace à la vanille <i>vanilla ice cream</i> une pizza aux champignons <i>mushroom pizza</i></p>
Je suis le musicien (Spring 2)		
<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. 	<ul style="list-style-type: none"> • I can say and comprehend the vocabulary for musical genres and instruments. • I can express my opinions about musical genres. • <i>I can comprehend spoken and written sentences which include musical vocabulary.</i> 	<p>Tu joues ...? <i>Do you play ...?</i> Je joue du saxophone/ <i>I play the saxophone/</i> piano/violon. <i>piano/violin.</i> Je joue de la guitare/ <i>I play the guitar/clarinet/</i> clarinette/batterie. <i>drums.</i> Je ne joue pas de/d' <i>I don't play</i> Il/elle joue <i>He/she plays</i> C'est génial! <i>It's brilliant!</i> C'est nul! <i>It's rubbish!</i></p>

<ul style="list-style-type: none"> • Ask and answer questions. • Read carefully and show understanding of words, phrases and simple writing. • Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary. • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms; 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. 	<ul style="list-style-type: none"> • I know which instruments are masculine nouns and which are feminine. • I can apply the correct determiner to a noun depending on whether it's masculine or feminine. • I can comprehend a conversation with key phrases that I have learnt. • I can role-play my own conversation. • I can pronounce 'u' with increasing accuracy. • I can answer questions about a text. • I can use language that I have learnt to write a response to the text. 	
Les Planets (Summer 2)		
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Year 6		
National Curriculum	Composite	Component
Le passe et la present – Then and Now (Spring 1)		
<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding.! 	To learn the names of common shops in French	un supermarché <i>a supermarket</i> *une boulangerie <i>a baker's (shop)</i> *une boucherie <i>a butcher's (shop)</i> *une épicerie <i>a grocer's (shop)</i>

<ul style="list-style-type: none"> • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. <ul style="list-style-type: none"> • Engage in conversations; ask and answer questions; express opinions and respond to those of others. • 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. • Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary. <ul style="list-style-type: none"> • Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms; 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>To explain how a town has changed verbally and in writing</p> <p>To learn the names of clothing items in French</p> <p>I can comprehend descriptions of what someone is wearing</p> <p>I can write my own descriptions of what someone is wearing</p>	<p>*une pâtisserie <i>a cake shop</i> Il y avait ... <i>There was/were ...</i> maintenant <i>now</i> Qu'est-ce que c'est? <i>What is it?</i> Il/Elle porte ... <i>He/She is wearing ...</i> Il/Elle s'appelle ... <i>His/Her name is ...</i></p>
Monter un Café – Setting up a Café (Summer 1)		
<ul style="list-style-type: none"> • 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 	<p>To learn the names of food and drinks in French</p> <p>To create noun phrases</p> <p>To verbally order food and drink in French</p> <p>To verbally ask someone what they would like to order</p>	<p>une limonade <i>a lemonade</i> une eau minérale <i>a mineral water</i> un jus d'orange <i>an orange juice</i> un verre de coca <i>a glass of cola</i> un chocolat chaud <i>a hot chocolate</i> un café <i>a (black) coffee</i> un café au lait <i>a coffee with milk</i> une tasse de thé <i>a cup of tea</i> un paquet de chips <i>a packet of crisps</i> une portion de frites <i>a portion of chips</i> une glace au chocolat <i>a chocolate ice cream</i> une glace à la fraise/ <i>a strawberry/vanilla</i></p>

<ul style="list-style-type: none"> ▪ 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 	<p>To explore patterns and sounds in French by identifying rhyming words</p>	<p>à la vanille <i>ice cream</i> Vous désirez? <i>What would you like?</i> C'est combien? <i>How much is it?</i> Bon appétit! <i>Enjoy your meal/food!</i></p>
Quoi de neuf – What's in the news (Summer 2)		
		la météo <i>the weather forecast</i>

		<p>la mode <i>fashion</i> (<i>fashion pages of a magazine</i>) la cuisine <i>cookery</i> (<i>cookery pages of a magazine</i>) l'actualité (f.) <i>the news</i> (<i>current affairs section of a magazine</i>) la page télé <i>the TV page</i> C'est beau. <i>It's beautiful.</i> C'est intéressant. <i>It's interesting.</i> C'est ennuyeux. <i>It's boring.</i> C'est dégueulasse. <i>It's disgusting.</i> C'est trop long. <i>It's too long.</i> car <i>as, since, because</i> à mon/son avis <i>in my/his/her opinion</i></p>
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