



MFL (FRENCH)

LOWER JUNIORS - YEAR A

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 |
|------------------------------|--|--|---|
| Description | Year 3 - Learn to introduce themselves and ask others how they are. Year 4 - to research a French speaking country and compile a presentation to present. | To learn the numbers to 12 and say how old they are. | To understand and follow classroom instructions in French, be able to say the colours in French and name some classroom objects. |
| NC Objectives | <ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding To explore the patterns and sounds of language through songs and rhymes To engage in conversations: ask and answer questions To foster pupils' curiosity and deepen their understanding of the world. | <ul style="list-style-type: none"> To explore the patterns and sounds of language through songs and link the spelling, sound and meaning of words To speak in sentences using familiar vocabulary, phrases and basic language structures To present information orally to an audience | <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Speak in sentences using familiar vocabulary, phrases and basic language structures. Appreciate stories in the language Understand basic grammar appropriate to the language being studied (feminine, masculine) |
| Substantive Knowledge | <ul style="list-style-type: none"> To be able to greet one another by saying 'hello' and 'goodbye' To be able to introduce themselves saying what their name is To be able to ask other people what their name is To be able to say how they are feeling To be able to ask others how they are feeling | <ul style="list-style-type: none"> To be able to read and say the numbers 1-12 To be able to ask someone how old they are To be able to tell someone how old they are To be able to tell someone how old someone else is | <ul style="list-style-type: none"> To understand and follow simple classroom instructions Be able to identify colours To name some items in their pencil case |
| Disciplinary Skills | <ul style="list-style-type: none"> To repeat modelled words To listen and show understanding of single words through physical response Repeat modelled short phrases Recognise a familiar question and respond with a simple rehearsed response. Listen and identify specific words in songs and rhymes and demonstrate understanding Join in with words of a song | <ul style="list-style-type: none"> To adapt intonation to ask questions To repeat modelled short phrases To recognise a familiar question and respond with a simple rehearsed response Use familiar vocabulary to say a short sentence using a language scaffold | <ul style="list-style-type: none"> Listen and show understanding of single words through physical response. Read and show understanding of short phrases through physical response Recognise a familiar question and respond Use familiar vocabulary to write a short sentence using a language scaffold Name the gender of nouns, name the indefinite article for both genres and use correctly Recognise and use the first person possessive adjectives (mon, ma) |
| Vocabulary | Bonjour, salut, au revoir, À bientôt, Comment t'appelles-tu?, Tu t'appelles comment? Je m'appelle..., Ça va? Comment ça va? Ça va très bien, Ça va bien, Comme-ci comme ça, Ça va mal, Ça va très mal | Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, Quel âge as-tu? J'ai...ans Introduce - il/elle Verb avoir Quel âge a-t-il? Quel âge a-t-elle? Il/Elle a ____ ans. | Repondez, dessinez, écrivez , rangez vos affaires, croisez les bras, calmez-vous, asseyez-vous correctement, écoutez , attention , orange, noir, blanc, rose, marron/brun, violet, rouge, jaune, vert, bleu , un taille -crayon, une bâton de colle les/des feutres, les/des ciseaux, Qu'est-ce que tu as dans ta trousse? Dans ma trousse j'ai |
| Assessment | Speaking - To be able to have a conversation with their partner where they say hello, introduce themselves and say how they are.' | Listening - To be able to listen to someone introducing themselves and be able to identify how they are feeling and how old they are (between 1-12) | Listening - To be able to listen to French sentences and colour in the correct object accordingly. |

| | SPRING 2 | SUMMER 1 | SUMMER 2 |
|------------------------------|---|--|---|
| Description | To read and write a French story about animals following the style of 'Ours Brun - Dis moi. | To describe your family and the clothing people are wearing. | To describe my family, what they are wearing and parts of the body. |
| NC Objectives | <ul style="list-style-type: none"> Develop accurate pronunciation and intonation so that others understand when they are reading aloud. Read carefully and show understanding of words, phrases and simple writing Appreciate stories in the language. Describe people, places, things and actions orally and in writing. Understand basic grammar appropriate to the language being studied. | <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 Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases Speak in sentences, using familiar vocabulary, phrases and basic language structures Appreciate stories and songs in the language | <ul style="list-style-type: none"> Speak in sentences, using familiar vocabulary, phrases and basic language structures Present ideas and information orally to a range of audiences Describe people, places, things and actions orally and in writing Understand basic grammar appropriate to the language being studied; feminine, masculine and the conjugation of high frequency verbs. |
| Substantive Knowledge | <ul style="list-style-type: none"> Children learn different animal names including the indefinite article. Children learn to change the spelling of colours depending on whether the noun is masculine or feminine Construct simple sentences following a structure. | <ul style="list-style-type: none"> Be able to say who you live with and extend to describing their name, age, what they look like etc. Convert le/la/les to mon/ma/mes for possession Children recap vocabulary to describe name, age and colour Convert simple verbs 'avoir' and 'appeler' Name some items of clothing and describe them using colour vocabulary Read the book 'Je m'habille et je te croque' | <ul style="list-style-type: none"> To read and understand sentences which are describing different family members, what they look like and what they are wearing To use possessive adjectives (son, sa, ses) to show who owns something Children to describe the people they live with both orally and in written sentences thinking carefully about adjective and noun agreement |
| Disciplinary Skills | <ul style="list-style-type: none"> Read and show understanding of simple phrases and sentences containing familiar words. Use context to predict the meaning of new words. Start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled. Write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold. Join in with words of a story Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use. Show awareness of word classes - nouns, adjectives and verbs and be aware of similarities in English. | <ul style="list-style-type: none"> Join in with actions and words to accompany familiar songs Listen and show understanding of short phrases through physical response Use strategies for memorisation of vocabulary Write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold. Name the gender of nouns name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use Use familiar vocabulary to say a short sentence using a language scaffold Identify individual sounds in words and pronounce accurately when modelled | <ul style="list-style-type: none"> Listen and show understanding of short phrases through physical response Read a text and show understanding of short phrases/sentences about a familiar topic. Use familiar vocabulary to say a short sentence using a language scaffold Say one or two short sentences that may contain an adjective to describe people, places, things and actions. Show awareness of accents, elisions and silent letters; begin to pronounce words accordingly Write one or two simple sentences that may contain an adjective to describe people and what they look like To join in with the words of a song |
| Vocabulary | Ours brun, un oiseau, un canard, un cheval, une grenouille, un chat, un chien, un mouton, un poisson Recap of colour vocabulary. | Mon frère, ma soeur, ma mère, mon père, mon beau-père, ma belle-mère, mon beau-frère, ma belle-soeur, ma grand-mère, mon grand-père, le partenaire de ma mère, le partenaire de mon père, je suis fille unique, je suis fils unique, les yeux, les cheveux, la culotte, le tee-shirt, les chaussettes, le pantalon, le pull, les bottes, le chapeau, le manteau | la tête, les épaules, les genoux, les pieds, les yeux, les oreilles, la bouche, le nez, les cheveux, le cou Recap of clothing and colour vocabulary. |
| Assessment | Writing - Children write their own version of Ours Brun - Dis Moi using a language scaffold. | Speaking - children to explain who they live with and extend to describe their name, age, eye and hair colour. | Reading - children to complete a reading comprehension to determine what the family members are wearing. |



MFL (FRENCH)

LOWER JUNIORS - YEAR B

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 |
|------------------------------|--|--|---|
| Description | Year 3 - Learn to introduce themselves and ask others how they are. Year 4 - to research a French speaking country and compile presentation to present. | To learn the numbers to 12 and say how old they are. To learn the history of the French flag. | To be able to name items of food, the days of the week and be able to tell the story of the Very Hungry Caterpillar in French. |
| NC Objectives | <ul style="list-style-type: none"> To listen attentively to spoken language and show understanding by joining in and responding To explore the patterns and sounds of language through songs and rhymes To engage in conversations: ask and answer questions To foster pupils' curiosity and deepen their understanding of the world. | <ul style="list-style-type: none"> To explore the patterns and sounds of language through songs and link the spelling, sound and meaning of words To speak in sentences using familiar vocabulary, phrases and basic language structures To present information orally to an audience | <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Speak in sentences using familiar vocabulary, phrases and basic language structures. Appreciate stories in the language Understand basic grammar appropriate to the language being studied (feminine, masculine) |
| Substantive Knowledge | <ul style="list-style-type: none"> To be able to greet one another by saying 'hello' and 'goodbye' To be able to introduce themselves saying what their name is To be able to ask other people what their name is To be able to say how they are feeling To be able to ask others how they are feeling | <ul style="list-style-type: none"> To be able to read and say the numbers 1-12 To be able to ask someone how old they are To be able to tell someone how old they are To be able to tell someone how old someone else is To learn about the history of the French flag and the French Revolution and how this led to the national anthem (La Marseillaise) | <ul style="list-style-type: none"> To be able to pronounce with increasing accuracy some different fruits. To recognise the gender of the nouns To be able to say the days of the week To know that the days of the week in French don't have a capital letter Basic sequencing vocabulary and sentence structure Agreement of noun/adjective Spelling and word order |
| Disciplinary Skills | <ul style="list-style-type: none"> To repeat modelled words To listen and show understanding of single words through physical response Repeat modelled short phrases Recognise a familiar question and respond with a simple rehearsed response. Listen and identify specific words in songs and rhymes and demonstrate understanding Join in with words of a song | <ul style="list-style-type: none"> To adapt intonation to ask questions To repeat modelled short phrases To recognise a familiar question and respond with a simple rehearsed response Use familiar vocabulary to say a short sentence using a language scaffold Learn how a national symbols reflects values (e.g. liberty, equality, fraternity) and understand the idea of national identity | <ul style="list-style-type: none"> Listening for key words Matching sound to meaning Memorising vocabulary through repetition and story Using gesture/sign to support recall Spotting patterns in word endings to support recall and pronunciation Ordering/sequencing information Creating meaning using known language Writing sentences using scaffolded support |
| Vocabulary | Bonjour, salut, au revoir, À bientôt, Comment t'appelles-tu?, Tu t'appelles comment? Je m'appelle..., Ça va? Comment ça va? Ça va très bien, Ça va bien, Comme-ci comme ça, Ça va mal, Ça va très mal | Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, Quel âge as-tu? J'ai...ans Introduce - il/elle Verb avoir Quel âge a-t-il? Quel âge a-t-elle? Il/Elle a ____ ans. le drapeau tricolore, Liberté, Égalité, Fraternité | Une pomme, une poire, une prune, une fraise, une orange, lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, hier, demain, aujourd'hui |
| Assessment | Speaking - To be able to have a conversation with their partner where they say hello, introduce themselves and say how they are.' | Listening - To be able to listen to someone introducing themselves and be able to identify how they are feeling and how old they are (between 1-12) | Reading - children to read the story of the Very Hungry Caterpillar |

| | SPRING 2 | SUMMER 1 | SUMMER 2 |
|------------------------------|---|---|---|
| Description | To know all numbers to 31, know the months of the year and be able to say when your birthday is. | To introduce and describe my pets. | To describe my hobbies and interests. |
| NC Objectives | <ul style="list-style-type: none"> 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. Read carefully and show understanding of words, phrases and simple writing Appreciate stories in the language. Describe people, places, things and actions orally and in writing. Understand basic grammar appropriate to the language being studied. | <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 Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases Speak in sentences, using familiar vocabulary, phrases and basic language structures Appreciate stories and songs in the language | <ul style="list-style-type: none"> Speak in sentences, using familiar vocabulary, phrases and basic language structures Present ideas and information orally to a range of audiences Describe people, places, things and actions orally and in writing Understand basic grammar appropriate to the language being studied; feminine, masculine and the conjugation of high frequency verbs. |
| Substantive Knowledge | <ul style="list-style-type: none"> French numbers 1-31 (focus on pronunciation) Identify number patterns in French The 12 months in French Capitalisation rule (months are not capitalised in French) Recap and use key conversational phrases Sentence structure: subject+verb+complement Vocabulary for dates, feelings, age and introductions | <ul style="list-style-type: none"> Name some items of clothing and describe them using colour vocabulary Convert le/la/les to mon/ma/mes for possession Read the book 'Je m'habille et je te croque' Learn the French song 'Heads, shoulders, knees and toes Ask and answer simple questions, e.g. 'Qui porte un pull bleu?' | <ul style="list-style-type: none"> Verbs with jouer à (team/ball sports) and jouer de (instruments) Introduce children to opinion phrases to develop sentences Introduce hobbies with faire de Recap days of the week Develop sentence structures combining day + activity and opinion |
| Disciplinary Skills | <ul style="list-style-type: none"> Listening and repeating accurately Spotting and memorising number patterns Using numbers in context: class games and dates Sequencing and ordering language Comparing to English (cognates, false friends) Using rhythm and repetition (E.g. chants and songs) for recall Building and sustaining short conversations Listening for specific information in speech Practising pronunciation and intonation Applying known structures to create personal meaning Using scaffolds to support spoken interaction | <ul style="list-style-type: none"> Join in with actions and words to accompany familiar songs Ask and answer questions Listen and show understanding of short phrases through physical response Use strategies for memorisation of vocabulary Write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold. Name the gender of nouns name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use | <ul style="list-style-type: none"> Listen and show understanding of short verb phrases through physical response Making links between activity types and correct verb preposition Speaking short opinion sentences Comparing verb structures (jouer, faire, écouter) Using correct gender/prepositions in phrases Asking and answering simple questions about likes and dislikes Structuring written sentences with correct word order Selecting appropriate verb structures Writing to communicate about themselves |
| Vocabulary | treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un, janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre, Quelle est la date de ton anniversaire? Mon anniversaire est le... | une chien, un chat, un lapin, un hamster, un poisson, un cochon d'inde, As-tu un animal? je n'ai pas d'animaux, mais je voudrais, une vache, un cochon, une poule, une brebis/un mouton, un cheval, le vieux MacDonald a une ferme | Jouer au tennis, jouer au football, jouer du piano, jouer aux jeux-vidéos, jouer de la guitare, jouer au cricket, écouter de la musique, la lecture, faire de la gymnastique, faire de l'équitation, faire de la natation, faire de la danse, j'aime, j'adore, je n'aime pas, je déteste |
| Assessment | Listening - children to listen to different voices and need to identify the name and age of a person, how old they are and when their birthday is. | Writing - children to write about the pets they have or the pets they would like to have and briefly introduce them. | Writing - children use the writing frame to write about the hobbies they enjoy and which they don't enjoy. |



MFL (FRENCH)

UPPER JUNIORS - YEAR A

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 |
|-----------------------|--|--|---|
| Description | Children introduce themselves and say where they live. | Children learn about French culture and traditions at Christmas time. | Children explore French traditions (Roule Galette) and learn simple phrases to purchase items in a shop. |
| NC Objectives | <ul style="list-style-type: none"> 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 Speak in sentences, using familiar vocabulary, phrases and 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 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"> 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 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 Understand basic grammar appropriate to the language being studied | <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 Present ideas and information orally |
| Substantive Knowledge | <ul style="list-style-type: none"> To be able to describe whether they live in a large or small town or village To be able to say if they live in the mountains, the countryside, by the beach or near the New Forest. | <ul style="list-style-type: none"> Describe the importance of Claude Monet To be able to introduce Michel Monet (Claude's son) Present facts about important buildings in France Understand French traditions held at Christmas time Learn the traditional song 'Vive le Vent' | <ul style="list-style-type: none"> Describe the events of l'épiphanie Describe traditions in France including 'la fête des rois' Recite numbers 1-100 Understand the French currency system (euros) Ask the price of items and respond |
| Disciplinary Skills | <ul style="list-style-type: none"> To repeat and practise familiar words, phrases and short sentences To participate in short dialogues or role plays To pronounce familiar words clearly and with growing accuracy To identify key information in short spoken texts Copying or labelling familiar words correctly | <ul style="list-style-type: none"> Recall and adapt phrases from memory Pronounce words accurately and use correct intonation Understand familiar words and short phrases in songs and passages of text Recognise familiar written words and short sentences Use basic grammar and simple sentence structure Learn about life in France and appreciate similarities and differences between our Christmas traditions Recognise French customs, celebrations, monuments and geography | <ul style="list-style-type: none"> Ask and answer questions about everyday topics Take part in a short role play or conversation Pronounce words accurately Identify key information from a short passage Recognise familiar written words and short sentences Understand the gist and some detail of short texts Learn about life in France and about their currency Recognise French customs and celebrations Notice similarities and differences between French and English. |
| Vocabulary | Où habites-tu? J'habite à, près de, une ville, un village, à la montagne, à la campagne, au bord de la mer, près de la plage, près de la Nouvelle Forêt, parce-que, mais, Espagne, Italie, Suisse, Allemagne, Luxembourg, Belgique, Angleterre, Grande Bretagne, Royaume Uni | son, sa, ses, Louvre, Eiffel Tower, Sacre Coeur, Arcs de Triumphant, aujourd'hui, Bonne Année, Joyeux Noël, Père Noël, les grands sapins, la neige, les boules de neige, les bois, les champs | l'épiphanie centimes euros numbers 1-100, je voudrais, greetings, àùèçô |
| Assessment | Listening - children to listen carefully and identify where different people live. | Writing - Children are able to take the facts about Monet and introduce him in first or third person | Listening - children to be able to listen to and identify the numbers to 100. |

| | SPRING 2 | SUMMER 1 | SUMMER 2 |
|-----------------------|--|--|---|
| Description | Children learn to describe their clothing. | Children learn to describe the weather. | Children use the vocabulary they have learnt so far to talk about themselves. |
| NC Objectives | <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 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 | <ul style="list-style-type: none"> 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 Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation 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 | <ul style="list-style-type: none"> 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 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 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 |
| Substantive Knowledge | <ul style="list-style-type: none"> Identify and say different items of clothing and describe their colour accurately using adjective agreement Be able to use the indefinite article To be able to use opinion verbs and adjectives To be able to use the conjunction 'parce que' | <ul style="list-style-type: none"> Children to describe the weather Children know how to form basic sentence structures for describing the weather and giving forecasts Children learn time phrases for sequencing | <ul style="list-style-type: none"> Use basic greetings Introduce themselves Say how old they are Say where they live Explain their likes and dislikes |
| Disciplinary Skills | <ul style="list-style-type: none"> To name or describe clothes aloud with accurate pronunciation Labelling items of clothing correctly To be able to give short opinions and reasons aloud To create simple sentences using subject + verb + object + parce que + adjective to describe items of clothing Name the gender of nouns, name the indefinite article for both genres and use correctly Listening to and understanding others' opinions Participate in simple role play Understand questions and responses in dialogue | <ul style="list-style-type: none"> Listen and show understanding of short phrases through physical response Use familiar vocabulary to build a short sentence using a language scaffold Speaking and presenting confidently using learned vocabulary and grammar Use pronunciation and intonation appropriately when speaking and reading Recognise a familiar question and respond with a simple rehearsed response. Listen and identify correct use of weather/time vocabulary | <ul style="list-style-type: none"> Listen and show understanding of single words through physical response. Repeat modelled short phrases Recognise a familiar question and respond Use familiar vocabulary to say a short sentence using a language scaffold Recognise and use the first person possessive adjectives (mon, ma) Repeat modelled short phrases To adapt intonation to ask questions |
| Vocabulary | je voudrais, je porte, il/elle porte, un pull, un tee-shirt, un short, un maillot de bain, un maillot de foot, un pantalon, un manteau, une jupe, une robe, une chemise, des chaussures, joli, moche, confortable, à la mode, pratique | Le matin, l'après-midi, le soir, demain, aujourd'hui, au nord, au sud, à l'ouest, il fait beau, il fait mauvais, il fait chaud, il fait froid, il pleut, il neige, il y a du soleil, il y a du vent, il y a des nuages | Je m'appelle, J'ai ____ ans, ma couleur préférée est ____, j'aime ____, je n'aime pas, j'habite à ____ |
| Assessment | Writing - children to write simple sentences to describe clothing and what you like or dislike about them. | Reading - children read extracts of the book 'Quel temps fait-il Berthe' | Speaking and writing - children introduce themselves using all the vocabulary they have learnt. |



MFL (FRENCH)

UPPER JUNIORS - YEAR B

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 |
|------------------------------|---|---|---|
| Description | Children learn vocabulary for a range of food and drink and learn to order food in 'Hordle cafe'. | Children learn about the artist Matisse and about school subjects and school life in France. | Children explore French traditions and are able to describe their house and the rooms in their house. |
| NC Objectives | <ul style="list-style-type: none"> 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 Speak in sentences, using familiar vocabulary, phrases and basic language structures Present ideas and information orally to a range of audiences 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"> 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 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 Describe people, places, things and actions orally and in writing | <ul style="list-style-type: none"> 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 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 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly |
| Substantive Knowledge | <ul style="list-style-type: none"> Learn the names of every day foods Describe some of the foods enjoyed in France, including traditional dishes Practise greetings in French Order food from 'Hordle Cafe' using roleplay | <ul style="list-style-type: none"> Study the collage work of Matisse Describe colours and shapes Be able to name the different school subjects Be able to describe which subjects you like and dislike | <ul style="list-style-type: none"> To know what the Epiphany is and how it is celebrated Recognise and understand key phrases from a story. Know vocabulary for rooms in a house Know vocabulary for types of homes Use simple adjectives to describe Use structures for describing what a house does or doesn't have |
| Disciplinary Skills | <ul style="list-style-type: none"> Listen and show understanding of single words through physical response. repeat modelled short phrases Recognise a familiar question and respond Use familiar vocabulary to saw a short sentence using a language scaffold Recognise and use the first person possessive adjectives (mon, ma) Name the gender of nouns, name the indefinite article for both genres and use correctly Repeat modelled short phrases To adapt intonation to ask questions | <ul style="list-style-type: none"> Listen and show understanding of single words through physical response. Repeat modelled short phrases Recognise a familiar question and respond Recognise and use the first person possessive adjectives (mon, ma) Name the gender of nouns, name the indefinite article for both genres and use correctly Repeat modelled short phrases Use sentence structures to say likes and dislikes To develop more complex sentences by using 'parce que' to give reasons for opinions | <ul style="list-style-type: none"> Listen for gist and detail in a short authentic story Identify cognates and familiar words in French texts Pronouncing key words accurately with appropriate intonation Listen and read for key information in short texts Speak and write simple sentences to describe their own home Apply grammar knowledge especially the use of il y a / il n'y a pas de and gender agreement with un/une Substituting vocabulary to personalise sentences Use memorisation and pronunciation strategies to recall and say sentences accurately. |
| Vocabulary | Nourriture pain beurre eau gateau sandwich pomme croissant fromage glaces jambon poisson | Carré rectangle étoile ovale triangle ligne, les maths, l'anglais, le français, les sciences, le sport, l'informatique, l'histoire, le dessin, la géo, tous les jours, car c'est, intéressant, amusant, fascinant, super, fantastique, ennuyeux, nul | Dans une maison, dans un appartement, dans un bungalow, chez moi il y a, chez moi il n'y a pas de, une cuisine, une salle à manger, une salle de bains, une chambre, un bureau, un salon, un garage, un jardin |
| Assessment | Reading - Children read and answer questions based on people's food and drink preferences. | Speaking - children to say some sentences about the subjects they enjoy | Writing - children to write a few sentences to describe their house and the rooms you can find in their house |

| | SPRING 2 | SUMMER 1 | SUMMER 2 |
|-----------------------|--|--|---|
| Description | Children learn to describe the places in town and ask for directions. | Children develop their ability to discuss their hobbies and interests. | Children use the vocabulary they have learnt so far to talk about themselves. |
| NC Objectives | <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 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Present ideas and information orally to a range of audiences 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 Describe people, places, things and actions | <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 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 | <ul style="list-style-type: none"> 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 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 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 |
| Substantive Knowledge | <ul style="list-style-type: none"> To be able to describe some of the key places in town To be able to give directions to somebody To listen carefully and be able to follow directions | <ul style="list-style-type: none"> Name different hobbies Say if they like/dislike different hobbies Give opinions and reasons for the hobbies you enjoy or dislike | <ul style="list-style-type: none"> Use basic greetings Introduce themselves Say how old they are Say where they live Explain their likes and dislikes |
| Disciplinary Skills | <ul style="list-style-type: none"> Understand familiar words and short phrases Speak with increasing accuracy and confidence using pronunciation and intonation Use prepositions accurately Recognise and use gender articles correctly Use the imperative form for giving commands (tourne, prends) Take part in short role plays Use strategies for understanding and recall: repeating, practising and using gestures | <ul style="list-style-type: none"> Listen and show understanding of single words through physical response. Repeat modelled short phrases Recognise a familiar question and respond Use familiar vocabulary to say a short sentence using a language scaffold Recognise and use the first person possessive adjectives (mon, ma) Name the gender of nouns, name the indefinite article for both genres and use correctly Repeat modelled short phrases To adapt intonation to ask questions | <ul style="list-style-type: none"> Listen and show understanding of single words through physical response. Repeat modelled short phrases Recognise a familiar question and respond Use familiar vocabulary to say a short sentence using a language scaffold Recognise and use the first person possessive adjectives (mon, ma) Repeat modelled short phrases To adapt intonation to ask questions |
| Vocabulary | la piscine, l'école, le magasin, le supermarché, le parc, l'église, le cinéma, la gare, la boulangerie, la pharmacie, tourne à droite, tourne à gauche, prends la première/deuxième rue à | Au basket, de la batterie, je fais, du vélo, du skate, souvent, quelquefois, le weekend, pendant les vacances, les soirs, mes amis, avec mon équipe, avec mes amis, dans un groupe, sociable | Je m'appelle, J'ai ____ ans, ma couleur préférée est ____, j'aime ____, je n'aime pas, j'habite à ____ |
| Assessment | Listening - children to listen carefully to the directions | Writing - children to write about their hobbies | Speaking and writing - children introduce themselves using all the vocabulary they have learnt. |