

"Margan M	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 French	Moi Knowledge - Know that French is spoken in - countries other than France - Appreciate that words and letters in French can have a different sound or pronunciation to English Skills - Listen, read and show understanding of single words - Understand and answer a familiar question - Write and say a short sentence using familiar single words and a connective with (and sometimes without) support - Join in with songs, rhymes and stories by using actions and words.	Jeux et chansons Knowledge - Appreciate that words and letters in French can have a different sound or pronunciation to English - Recognise plural nouns - Knowledge of aspects of life in France and Francophone countries including festivals and games Skills - Listen, read and show understanding of single words - Understand and answer a familiar question - Join in with songs, rhymes and stories by using actions and words.	On fait la fête Knowledge - Begin to recognise 1st, 2nd and 3rd person singular pronouns (je, tu, il/elle) with action verbs (e.g. je danse, tu sautes, il galope, elle court) as well as être and avoir ( J'ai, tu as, il est/ elle a) - Appreciate that words and letters in French can have a different sound or pronunciation to English - Knowledge of aspects of life in France and Francophone countries including festivals and games Skills - Listen, read and show understanding of single words - Understand and answer a familiar question - Write and say a short sentence using familiar single words and a connective with (and sometimes without) support - Suggest and use strategies to memorise vocabulary and structures - Find the meaning of a word in a word list and a bilingual dictionary - Join in with songs, rhymes and stories by using actions and words.	Portraits Knowledge - Awareness of two groups of nouns in French (masculine and feminine) - Begin to recognise 1st, 2nd and 3rd person singular pronouns (je, tu, il/elle) with action verbs (e.g. je danse, tu sautes, il galope, elle court) as well as être and avoir ( J'ai, tu as, il est/ elle a) - Appreciate that words and letters in French can have a different sound or pronunciation to English - Recognise plural nouns Skills - Listen, read and show understanding of single words - Write and say a short sentence using familiar single words and a connective with (and sometimes without) support - Recognise French letter sounds and patterns of French and apply them to pronounce familiar and new words - Suggest and use strategies to memorise vocabulary and structures - Join in with songs, rhymes and stories by using actions and words.	Les quatre amis Knowledge - Awareness of two groups of nouns in French (masculine and feminine) - Begin to recognise 1st, 2nd and 3rd person singular pronouns (je, tu, il/elle) with action verbs (e.g. je danse, tu sautes, il galope, elle court) as well as être and avoir ( J'ai, tu as, il est/ elle a) - Appreciate that words and letters in French can have a different sound or pronunciation to English Skills - Listen, read and show understanding of single words - Understand and answer a familiar question - Write and say a short sentence using familiar single words and a connective with (and sometimes without) support - Recognise French letter sounds and patterns of French and apply them to pronounce familiar and new words - Join in with songs, rhymes and stories by using actions and words.	Ça pousse !         Knowledge         - Awareness of two groups of nouns in French (masculine and feminine)         - Appreciate that words and letters in French can have a different sound or pronunciation to English         - Recognise plural nouns         Skills         - Listen, read and show understanding of single words         - Understand and answer a familiar question         - Write and say a short sentence using familiar single words and patterns of French and apply them to pronounce familiar and new words         - Suggest and use strategies to memorise vocabulary and structures         - Find the meaning of a word in a word list and a bilingual dictionary
Year 4 French	On y va Knowledge g) Conjunctions et, mais and quand j) Awareness that French is spoken in countries other than France k) Knowledge of aspects of life in France and Francophone countries including music, currency, weather and geography Skills a) Listen, read and show understanding of short phrases b) Ask and answer several familiar questions, e.g. Quelle est	L'argent de poche Knowledge a) Understanding and identification of the gender of nouns. For example: using the article when reading; using a dictionary where m = masculine and f = feminine c) Making sentences negative e) Express a positive and negative opinion k) Knowledge of aspects of life in France and Francophone countries including music, currency, weather and geography Skills	Raconte-moi une histoire ! Knowledge d) Rules of agreement of adjectives with masculine and feminine nouns in singular e) Express a positive and negative opinion f) Partitive in singular and plural (du/des, au/aux) g) Conjunctions et, mais and quand h) Formation of plural nouns by adding -s to most nouns but -x to nouns ending -au	Vive le sport ! Knowledge a) Understanding and identification of the gender of nouns. For example: using the article when reading; using a dictionary where m = masculine and f = feminine b) Recognise and use 1st, 2nd and 3rd person singular pronouns (je, tu, il/elle) with regular verbs such as jouer, manger and habiter as well as high frequency irregular verbs like être, avoir, aller and faire. For example: je	Le Carnaval des Animaux Knowledge b) Recognise and use 1st, 2nd and 3rd person singular pronouns (je, tu, il/elle) with regular verbs such as jouer, manger and habiter as well as high frequency irregular verbs like être, avoir, aller and faire. For example: je joue, je vais, tu manges?, il habite, elle a d) Rules of agreement of adjectives with masculine and feminine nouns in singular	Quel temps fait-il ? Knowledge b) Recognise and use 1st, 2nd and 3rd person singular pronouns (je, tu, il/elle) with regular verbs such as jouer, manger and habiter as well as high frequency irregular verbs like être, avoir, aller and faire. For example: je joue, je vais, tu manges?, il habite, elle a d) Rules of agreement of adjectives with masculine and feminine nouns in singular e) Express a positive and negative opinion



Où habites-tu?unc) Write and say simple phrasesb)to describe people, places, thingsfar	) Listen, read and show nderstanding of short phrases ) Ask and answer several amiliar questions, e.g. Quelle est	i Instructions to vous, e.g. Regardez! Venez ici! j) Awareness that French is	joue, je vais, tu manges?, il habite, elle a c) Making sentences negative	g) Conjunctions et, mais and quand k) Knowledge of aspects of life in	g) Conjunctions et, mais and quand k) Knowledge of aspects of life in
scaffold (sometimes without support)       Où c) V         d) Read aloud familiar short       to sentences with fairly accurate pronunciation applying French sounds       and sounds         e) Suggest and use strategies to memorise vocabulary including making connections with other languages       f) T	a date?, Qu'est-ce que tu fais?, bù habites-tu? ) Write and say simple phrases o describe people, places, things nd actions using a language caffold (sometimes without upport) ) Translate words using a ilingual dictionary ) Join in with the words of amiliar songs, rhymes and tories, some from memory	spoken in countries other than France k) Knowledge of aspects of life in France and Francophone countries including music, currency, weather and geography Skills a) Listen, read and show understanding of short phrases c) Write and say simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support) d) Read aloud familiar short sentences with fairly accurate pronunciation applying French sounds f) Translate words using a bilingual dictionary g) Join in with the words of familiar songs, rhymes and stories, some from memory	<ul> <li>e) Express a positive and negative opinion</li> <li>f) Partitive in singular and plural (du/des, au/aux)</li> <li>g) Conjunctions et, mais and guand</li> <li>k) Knowledge of aspects of life in</li> <li>France and Francophone</li> <li>countries including music,</li> <li>currency, weather and geography</li> <li>Skills</li> <li>a) Listen, read and show</li> <li>understanding of short phrases</li> <li>b) Ask and answer several</li> <li>familiar questions, e.g. Quelle est</li> <li>la date?, Qu'est-ce que tu fais?,</li> <li>Où habites-tu?</li> <li>c) Write and say simple phrases</li> <li>to describe people, places, things</li> <li>and actions using a language</li> <li>scaffold (sometimes without</li> <li>support)</li> <li>d) Read aloud familiar short</li> </ul>	France and Francophone countries including music, currency, weather and geography Skills a) Listen, read and show understanding of short phrases b) Ask and answer several familiar questions, e.g. Quelle est la date?, Qu'est-ce que tu fais?, Où habites-tu? c) Write and say simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support) d) Read aloud familiar short sentences with fairly accurate pronunciation applying French sounds f) Translate words using a bilingual dictionary g) Join in with the words of familiar songs, rhymes and	France and Francophone countries including music, currency, weather and geography Skills a) Listen, read and show understanding of short phrases b) Ask and answer several familiar questions, e.g. Quelle est la date?, Qu'est-ce que tu fais?, Où habites-tu? c) Write and say simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support) d) Read aloud familiar short sentences with fairly accurate pronunciation applying French sounds f) Translate words using a bilingual dictionary g) Join in with the words of familiar songs, rhymes and
FrenchKnowledge a) Rules of agreement of adjectives for singular and plural, i.e. adjectives agree with the gender of the noun and also the numberKnowledge e) i.e. adjectives agree with the gender of the noun and also the numberpar par i) k b) Familiarity with and use of 1st, 2nd and 3rd person singular (je, tu, il/elle) and 3rd person plural (ils/elles) of a number of regular and high frequency irregular verbs d) Position of adjectives in a sentence (including grand/petitKnowledge the content of a frequency	e suis le musician nowledge ) Giving positive and negative easoned opinions, e.g. J'aime ça arce que c'est Je n'aime pas ça arce que ce n'est pas Knowledge of aspects of life in rance and Francophone ountries including French chools, food, geography and the rts (music and literature) kills ) Listen, read and show nderstanding of more complex amiliar phrases and sentences ) Ask and answer more complex				



C. S. M. C.						
	une petite planète bleue; les grands nuages blancs e) Giving positive and negative reasoned opinions, e.g. J'aime ça parce que c'est Je n'aime pas ça parce que ce n'est pas f) Formation of the indefinite and definite article, e.g. un/une/des, le/la/les – plurals are the same whatever the gender. Skills a) Listen, read and show understanding of more complex familiar phrases and sentences b) Ask and answer more complex familiar questions c) Write and say longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support. d) Read aloud familiar sentences with increasingly accurate pronunciation and intonation e) Suggest and use strategies to memorise vocabulary including making connections with other languages f) Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number	c) Write and say longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support. d) Read aloud familiar sentences with increasingly accurate pronunciation and intonation f) Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number	b) Ask and answer more complex familiar questions c) Write and say longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support. d) Read aloud familiar sentences with increasingly accurate pronunciation and intonation f) Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number	<ul> <li>d) Position of adjectives in a sentence (including grand/petit before the noun). For example: une petite planète bleue; les grands nuages blancs</li> <li>g) Sequencing and frequency adverbs, e.g. après ça, ensuite, et puis, souvent, tous les jours</li> <li>h) Awareness and use of tu and vous</li> <li>i) Knowledge of aspects of life in France and Francophone countries including French schools, food, geography and the arts (music and literature)</li> <li>Skills</li> <li>a) Listen, read and show understanding of more complex familiar phrases and sentences</li> <li>b) Ask and answer more complex familiar questions</li> <li>c) Write and say longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support.</li> <li>d) Read aloud familiar sentences with increasingly accurate pronunciation and intonation</li> <li>e) Suggest and use strategies to memorise vocabulary including making connections with other languages</li> <li>f) Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number</li> <li>g) Follow a longer text, e.g. a rhyme or story</li> </ul>	une petite planète bleue; les grands nuages blancs e) Giving positive and negative reasoned opinions, e.g. J'aime ça parce que c'est Je n'aime pas ça parce que c e n'est pas g) Sequencing and frequency adverbs, e.g. après ça, ensuite, et puis, souvent, tous les jours i) Knowledge of aspects of life in France and Francophone countries including French schools, food, geography and the arts (music and literature) Skills a) Listen, read and show understanding of more complex familiar phrases and sentences b) Ask and answer more complex familiar questions c) Write and say longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support. d) Read aloud familiar sentences with increasingly accurate pronunciation and intonation f) Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number g) Follow a longer text, e.g. a rhyme or story	une petite planète bleue; les grands nuages blancs g) Sequencing and frequency adverbs, e.g. après ça, ensuite, et puis, souvent, tous les jours Skills a) Listen, read and show understanding of more complex familiar phrases and sentences b) Ask and answer more complex familiar questions c) Write and say longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support. d) Read aloud familiar sentences with increasingly accurate pronunciation and intonation e) Suggest and use strategies to memorise vocabulary including making connections with other languages f) Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number
Year 6 French	Notre école Knowledge b) Awareness of three verb groups -er, -ir and -re and the role of the infinitive c) Conjugation of regular -er verbs and two high frequency verbs, i.e. être and aller in the present tense f) Prepositions of place g) Use a bilingual dictionary to find the meaning of words	Notre monde Knowledge c) Conjugation of regular –er verbs and two high frequency verbs, i.e. être and aller in the present tense g) Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number	Le passé et le présent Knowledge a) Comparing things using plus and moins + adjective b) Awareness of three verb groups –er, –ir and –re and the role of the infinitive c) Conjugation of regular –er verbs and two high frequency verbs, i.e. être and aller in the present tense	Ici et là Knowledge b) Awareness of three verb groups –er, –ir and –re and the role of the infinitive d) Use of the infinitive with Je veux and J'aime g) Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them	Monter un café Knowledge c) Conjugation of regular –er verbs and two high frequency verbs, i.e. être and aller in the present tense g) Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number	Quoi de neuf ? Knowledge b) Awareness of three verb groups –er, –ir and –re and the role of the infinitive d) Use of the infinitive with Je veux and J'aime f) Prepositions of place g) Use a bilingual dictionary to find the meaning of words including nouns, adjectives and



including nouns, adjectives and verbs, and manipulate them	h) Consolidation of all grammatical knowledge from Y3-	d) Use of the infinitive with Je veux and J'aime	h) Consolidation of all grammatical knowledge from Y3-	h) Consolidation of all grammatical knowledge from Y3-	verbs, and manipulate them according to gender and number
according to gender and number	Y5 studies	e) Comparing the past and	Y5 studies	Y5 studies	h) Consolidation of all
h) Consolidation of all	i) Knowledge of the geography of	present using il y avait / il y a and	i) Knowledge of the geography of	i) Knowledge of the geography of	grammatical knowledge from Y3-
grammatical knowledge from Y3-	some Francophone countries	il/elle est / il/elle était	some Francophone countries	some Francophone countries	Y5 studies
Y5 studies	including climate, terrain and	f) Prepositions of place	including climate, terrain and	including climate, terrain and	i) Knowledge of the geography of
i) Knowledge of the geography of	fauna	g) Use a bilingual dictionary to	fauna	fauna	some Francophone countries
some Francophone countries	Skills	find the meaning of words	Skills	Skills	including climate, terrain and
including climate, terrain and	a) Listen, read and show	including nouns, adjectives and	a) Listen, read and show	a) Listen, read and show	fauna
fauna	understanding of more complex	verbs, and manipulate them	understanding of more complex	understanding of more complex	Skills
Skills	sentences and short paragraphs	according to gender and number	sentences and short paragraphs	sentences and short paragraphs	a) Listen, read and show
a) Listen, read and show	containing familiar and unfamiliar	h) Consolidation of all	containing familiar and unfamiliar	containing familiar and unfamiliar	understanding of more complex
understanding of more complex	words	grammatical knowledge from Y3-	words	words	sentences and short paragraphs
sentences and short paragraphs	<ul><li>b) Take part in and initiate short</li></ul>	Y5 studies	b) Take part in and initiate short	b) Take part in and initiate short	containing familiar and unfamiliar
containing familiar and unfamiliar	conversations using familiar	i) Knowledge of the geography of	conversations using familiar	conversations using familiar	words
words	questions to elicit and express	some Francophone countries	questions to elicit and express	questions to elicit and express	<ul><li>c) Write and say more complex</li></ul>
b) Take part in and initiate short	opinions with increasing	including climate, terrain and	opinions with increasing	opinions with increasing	sentences that present personal
conversations using familiar	spontaneity and fluency	fauna	spontaneity and fluency	spontaneity and fluency	ideas, facts and feelings,
questions to elicit and express	<ul><li>c) Write and say more complex</li></ul>	Skills	<ul><li>c) Write and say more complex</li></ul>	<ul><li>c) Write and say more complex</li></ul>	confidently manipulating
opinions with increasing	sentences that present personal	a) Listen, read and show	sentences that present personal	sentences that present personal	language with and without
spontaneity and fluency	ideas, facts and feelings,	understanding of more complex	ideas, facts and feelings,	ideas, facts and feelings,	support, and using a bilingual
<ul><li>c) Write and say more complex</li></ul>	confidently manipulating	sentences and short paragraphs	confidently manipulating	confidently manipulating	dictionary to add new vocabulary
sentences that present personal	language with and without	containing familiar and unfamiliar	language with and without	language with and without	d) Read aloud familiar and
ideas, facts and feelings,	support, and using a bilingual	words	support, and using a bilingual	support, and using a bilingual	unfamiliar words with good
confidently manipulating	dictionary to add new vocabulary	c) Write and say more complex	dictionary to add new vocabulary	dictionary to add new vocabulary	accurate pronunciation and
language with and without	f) Use a bilingual dictionary to	sentences that present personal	d) Read aloud familiar and	d) Read aloud familiar and	intonation
support, and using a bilingual	find the meaning of words	ideas, facts and feelings,	unfamiliar words with good	unfamiliar words with good	e) Decode unfamiliar text using
dictionary to add new vocabulary	including nouns, adjectives and	confidently manipulating	accurate pronunciation and	accurate pronunciation and	language skills, context and/or a
d) Read aloud familiar and	verbs, and manipulate them	language with and without	intonation	intonation	bilingual dictionary
unfamiliar words with good	according to gender and number	support, and using a bilingual	e) Decode unfamiliar text using	e) Decode unfamiliar text using	<ul> <li>f) Use a bilingual dictionary to</li> </ul>
accurate pronunciation and		dictionary to add new vocabulary	language skills, context and/or a	language skills, context and/or a	find the meaning of words
intonation		d) Read aloud familiar and	bilingual dictionary	bilingual dictionary	including nouns, adjectives and
e) Decode unfamiliar text using		unfamiliar words with good	f) Use a bilingual dictionary to	f) Use a bilingual dictionary to	verbs, and manipulate them
language skills, context and/or a		accurate pronunciation and	find the meaning of words	find the meaning of words	according to gender and number
bilingual dictionary		intonation	including nouns, adjectives and	including nouns, adjectives and	g) Read aloud with fluency
f) Use a bilingual dictionary to		e) Decode unfamiliar text using	verbs, and manipulate them	verbs, and manipulate them	
find the meaning of words		language skills, context and/or a	according to gender and number	according to gender and number	
including nouns, adjectives and		bilingual dictionary	g) Read aloud with fluency	g) Read aloud with fluency	
verbs, and manipulate them		f) Use a bilingual dictionary to			
according to gender and number		find the meaning of words			
g) Read aloud with fluency		including nouns, adjectives and			
		verbs, and manipulate them			
		according to gender and number			
		g) Read aloud with fluency			