



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 <i>French</i>	<p>Moi Knowledge</p> <ul style="list-style-type: none"> - 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 <p>Skills</p> <ul style="list-style-type: none"> - 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. 	<p>Jeux et chansons Knowledge</p> <ul style="list-style-type: none"> - 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 <p>Skills</p> <ul style="list-style-type: none"> - 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. 	<p>On fait la fête Knowledge</p> <ul style="list-style-type: none"> - 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 <p>Skills</p> <ul style="list-style-type: none"> - 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. 	<p>Portraits Knowledge</p> <ul style="list-style-type: none"> - 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 <p>Skills</p> <ul style="list-style-type: none"> - 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. 	<p>Les quatre amis Knowledge</p> <ul style="list-style-type: none"> - 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 <p>Skills</p> <ul style="list-style-type: none"> - 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. 	<p>Ça pousse ! Knowledge</p> <ul style="list-style-type: none"> - 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 <p>Skills</p> <ul style="list-style-type: none"> - 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 - 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 <i>French</i>	<p>On y va Knowledge</p> <ul style="list-style-type: none"> 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 <p>Skills</p> <ul style="list-style-type: none"> a) Listen, read and show understanding of short phrases b) Ask and answer several familiar questions, e.g. Quelle est 	<p>L'argent de poche Knowledge</p> <ul style="list-style-type: none"> 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 <p>Skills</p>	<p>Raconte-moi une histoire ! Knowledge</p> <ul style="list-style-type: none"> 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 	<p>Vive le sport ! Knowledge</p> <ul style="list-style-type: none"> 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 joue, je vais, tu manges?, il habite, elle a d) Rules of agreement of adjectives with masculine and feminine nouns in singular 	<p>Le Carnaval des Animaux Knowledge</p> <ul style="list-style-type: none"> 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 	<p>Quel temps fait-il ? Knowledge</p> <ul style="list-style-type: none"> 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



	<p>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 e) Suggest and use strategies to memorise vocabulary including making connections with other languages f) Translate words using a bilingual dictionary g) Join in with the words of familiar songs, rhymes and stories, some from memory</p>	<p>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) f) Translate words using a bilingual dictionary g) Join in with the words of familiar songs, rhymes and stories, some from memory</p>	<p>i Instructions to vous, e.g. Regardez! Venez ici! 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 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</p>	<p>joue, je vais, tu manges?, il habite, elle a c) Making sentences negative e) Express a positive and negative opinion f) Partitive in singular and plural (du/des, au/aux) g) Conjunctions et, mais and quand 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 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 e) Suggest and use strategies to memorise vocabulary including making connections with other languages g) Join in with the words of familiar songs, rhymes and stories, some from memory</p>	<p>g) Conjunctions et, mais and quand 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 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 stories, some from memory</p>	<p>g) Conjunctions et, mais and quand 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 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 stories, some from memory</p>
<p>Year 5 French</p>	<p>Bon appétit, bonne santé Knowledge a) Rules of agreement of adjectives for singular and plural, i.e. adjectives agree with the gender of the noun and also the number 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/petit before the noun). For example:</p>	<p>Je suis le musicien Knowledge 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.... 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</p>	<p>En route pour l'école Knowledge g) Sequencing and frequency adverbs, e.g. après ça, ensuite, et puis, souvent, tous les jours h) Awareness and use of tu and vous 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</p>	<p>Scène de plage Knowledge a) Rules of agreement of adjectives for singular and plural, i.e. adjectives agree with the gender of the noun and also the number 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 c) Formation of 3rd person singular and plural of regular –er verbs, i.e. remove –er and add –e for singular and –ent for plural</p>	<p>Le Retour du Printemps Knowledge a) Rules of agreement of adjectives for singular and plural, i.e. adjectives agree with the gender of the noun and also the number 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/petit before the noun). For example:</p>	<p>Les planets Knowledge a) Rules of agreement of adjectives for singular and plural, i.e. adjectives agree with the gender of the noun and also the number 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/petit before the noun). For example:</p>



	<p>une petite planète bleue; les grands nuages blancs</p> <p>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....</p> <p>f) Formation of the indefinite and definite article, e.g. un/une/des, le/la/les – plurals are the same whatever the gender.</p> <p>Skills</p> <p>a) Listen, read and show understanding of more complex familiar phrases and sentences</p> <p>b) Ask and answer more complex familiar questions</p> <p>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.</p> <p>d) Read aloud familiar sentences with increasingly accurate pronunciation and intonation</p> <p>e) Suggest and use strategies to memorise vocabulary including making connections with other languages</p> <p>f) Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number</p>	<p>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.</p> <p>d) Read aloud familiar sentences with increasingly accurate pronunciation and intonation</p> <p>f) Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number</p>	<p>b) Ask and answer more complex familiar questions</p> <p>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.</p> <p>d) Read aloud familiar sentences with increasingly accurate pronunciation and intonation</p> <p>f) Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number</p>	<p>d) Position of adjectives in a sentence (including grand/petit before the noun). For example: une petite planète bleue; les grands nuages blancs</p> <p>g) Sequencing and frequency adverbs, e.g. après ça, ensuite, et puis, souvent, tous les jours</p> <p>h) Awareness and use of tu and vous</p> <p>i) Knowledge of aspects of life in France and Francophone countries including French schools, food, geography and the arts (music and literature)</p> <p>Skills</p> <p>a) Listen, read and show understanding of more complex familiar phrases and sentences</p> <p>b) Ask and answer more complex familiar questions</p> <p>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.</p> <p>d) Read aloud familiar sentences with increasingly accurate pronunciation and intonation</p> <p>e) Suggest and use strategies to memorise vocabulary including making connections with other languages</p> <p>f) Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number</p> <p>g) Follow a longer text, e.g. a rhyme or story</p>	<p>une petite planète bleue; les grands nuages blancs</p> <p>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....</p> <p>g) Sequencing and frequency adverbs, e.g. après ça, ensuite, et puis, souvent, tous les jours</p> <p>i) Knowledge of aspects of life in France and Francophone countries including French schools, food, geography and the arts (music and literature)</p> <p>Skills</p> <p>a) Listen, read and show understanding of more complex familiar phrases and sentences</p> <p>b) Ask and answer more complex familiar questions</p> <p>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.</p> <p>d) Read aloud familiar sentences with increasingly accurate pronunciation and intonation</p> <p>f) Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number</p> <p>g) Follow a longer text, e.g. a rhyme or story</p>	<p>une petite planète bleue; les grands nuages blancs</p> <p>g) Sequencing and frequency adverbs, e.g. après ça, ensuite, et puis, souvent, tous les jours</p> <p>Skills</p> <p>a) Listen, read and show understanding of more complex familiar phrases and sentences</p> <p>b) Ask and answer more complex familiar questions</p> <p>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.</p> <p>d) Read aloud familiar sentences with increasingly accurate pronunciation and intonation</p> <p>e) Suggest and use strategies to memorise vocabulary including making connections with other languages</p> <p>f) Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number</p>
<p>Year 6 <i>French</i></p>	<p>Notre école <i>Knowledge</i></p> <p>b) Awareness of three verb groups –er, –ir and –re and the role of the infinitive</p> <p>c) Conjugation of regular –er verbs and two high frequency verbs, i.e. être and aller in the present tense</p> <p>f) Prepositions of place</p> <p>g) Use a bilingual dictionary to find the meaning of words</p>	<p>Notre monde <i>Knowledge</i></p> <p>c) Conjugation of regular –er verbs and two high frequency verbs, i.e. être and aller in the present tense</p> <p>g) Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number</p>	<p>Le passé et le présent <i>Knowledge</i></p> <p>a) Comparing things using plus and moins + adjective</p> <p>b) Awareness of three verb groups –er, –ir and –re and the role of the infinitive</p> <p>c) Conjugation of regular –er verbs and two high frequency verbs, i.e. être and aller in the present tense</p>	<p> Ici et là <i>Knowledge</i></p> <p>b) Awareness of three verb groups –er, –ir and –re and the role of the infinitive</p> <p>d) Use of the infinitive with Je veux and J'aime</p> <p>g) Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number</p>	<p>Monter un café <i>Knowledge</i></p> <p>c) Conjugation of regular –er verbs and two high frequency verbs, i.e. être and aller in the present tense</p> <p>g) Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number</p>	<p>Quoi de neuf ? <i>Knowledge</i></p> <p>b) Awareness of three verb groups –er, –ir and –re and the role of the infinitive</p> <p>d) Use of the infinitive with Je veux and J'aime</p> <p>f) Prepositions of place</p> <p>g) Use a bilingual dictionary to find the meaning of words including nouns, adjectives and</p>



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