























































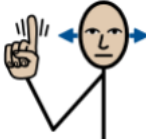











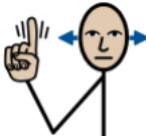




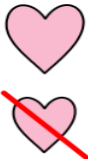

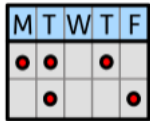


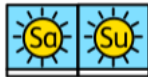





	Subject & Key Question	French				
Year 3	 I am learning French (J'apprends le Français)	Lesson 1 Where is France? 	Lesson 2 How do I greet people in French? 	Lesson 3 What is your name? 	Lesson 4 What are the numbers 1-10? 123	Lesson 5 What are the colour names? 
	 What are the names of animals? (Les animaux)	Phonics (La phonétique) Lesson 1 	Lesson 1 What are the animal names and how do I spell them? 	Lesson 2 What are some more animal names and how do I spell them? 	Lesson 3 Can I remember the animal names? 	Lesson 4 How do I use a determiner when naming animals? abc
	 What are the names of fruits? (Les fruits)	Lesson 1 What are the fruit names and how do I spell them? 	Lesson 2 How do I use a determiner when naming fruits? abc	Lesson 3 How do I say fruit names in the plural form? x2 	Lesson 4 Which fruits do I like? 	Lesson 5 Which fruits do I dislike? 
	 French What are the names of vegetables? (Les legumes)	Lesson 1 What are the vegetable names and how do I spell them? 	Lesson 2 How do I use a determiner when naming vegetables? abc	Lesson 3 How do I say the weight of vegetables in kilos? 	Lesson 4 How do I ask for a vegetable? 	Lesson 5 Asking for vegetables at the market. 

<div>Year 4</div> <div>(Y4/5/6 to start here 2024/25)</div>	 <p>French What are the four seasons? (Les saisons)</p>	<p>Lesson 1 What are the four seasons?</p> 	<p>Lesson 2 What happens in winter?</p> 	<p>Lesson 3 What happens in Spring?</p> 	<p>Lesson 4 What happens in summer?</p> 	<p>Lesson 5 What happens in Autumn?</p> 
	 <p>French What is the weather? (Quel temps fait-il?)</p>	<p>Phonics (La phonétique) Lesson 2</p> 	<p>Lesson 1 What is the weather?</p> 	<p>Lesson 2 How do I describe the weather?</p> 	<p>Lesson 3 Reading and listening task</p> 	<p>Lesson 4 How do I read a weather map?</p> 
	 <p>French How do I present myself? (Je me presente?)</p>	<p>Lesson 1 How are you?</p> 	<p>Lesson 2 What is your name?</p> 	<p>Lesson 3 Numbers to 20</p> <p>123</p>	<p>Lesson 4 How old are you?</p> 	<p>Lesson 5 Where do you live?</p> 
	 <p>French How do I order and pay at a French tea room? (Au salon de the)</p>	<p>Lesson 1 What food and drinks can I order in a French tea room?</p> 	<p>Lesson 2 How do I use a determiner when naming food and drink?</p> <p>abc</p>	<p>Lesson 3 What would I like to eat and drink?</p> 	<p>Lesson 4 Can I have the bill please?</p> 	<p>Lesson 5 How do I pay the bill?</p> 
	 <p>French What is the date? (La date)</p>	<p>Phonics (La phonétique) Lesson 3</p> 	<p>Lesson 1 What are the days of the week?</p> 	<p>Lesson 2 What are the months of the year?</p>	<p>Lesson 3 Numbers up to 31</p> <p>123</p>	<p>Lesson 4 How do I say the date?</p> 

Year 6						
	 French Who is in my family? (Ma famille)	Lesson 1 Who is in my family? 	Lesson 2 How do I use a determiner when naming family members? abc	Lesson 3 Do you have any siblings? 	Lesson 4 How would I describe my family? 	Lesson 5 How old are members of my family? 
	 French What is in my home? (Chez moi)	Lesson 1 Do you live in a house? 	Lesson 2 What are the rooms in my house? 	Lesson 3 What are some more rooms in my house? 	Lesson 4 What rooms are not in my house? 	Lesson 5 Listening and reading task 
	 French What are my clothes called? (Les vêtements)	Lesson 1 What are the names of clothes? 	Lesson 2 What are the names of more clothes? 	Lesson 3 What do I wear? 	Lesson 4 How would I describe my clothes? 	Lesson 5 What is in my suitcase? 
Year 6	 French Do you have a pet? (As-tu un animal?)	Lesson 1 What are the names of pets? 	Lesson 2 I have a 	Lesson 3 I have a pet that is called 	Lesson 4 Which animals do I not have? 	Lesson 5 Talk about pets using the conjunction 'but' 

	 <p>French What do I enjoy at school? (A ecole)</p>	<p>Phonics (La phonetique) Lesson 4</p> 	<p>Lesson 1 What do I study?</p> 	<p>Lesson 2 Which lessons do I like and dislike?</p> 	<p>Lesson 3 What is the time?</p> 	<p>Lesson 4 What time are my lessons?</p> 
	 <p>French What do I do at the weekend? (Le week-end)</p>	<p>Lesson 1 What time is it?</p> 	<p>Lesson 2 What do I do at the weekend?</p> 	<p>Lesson 3 Listening and reading task</p> 	<p>Lesson 4 Talk about the weekend using connectives</p> 	<p>Lesson 5 What time do I do my weekend activities?</p> 

French Progression of Skills

	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: 'My name, where I live and my age.'	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: 'My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.'	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: 'A presentation or description of a typical school day including subjects, time and opinions.'
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.
<div> <div>To ensure skills progression units should be taught in this order.</div> <div> <ul style="list-style-type: none"> I am learning French Phonics Lesson 1 What are the names of animals? What are the names of fruits? What are the names of vegetables? </div> <div> <ul style="list-style-type: none"> What are the four seasons? Phonics Lesson 2 What is the weather? How do I present myself? How do I order and pay at a French tea room? </div> <div> <ul style="list-style-type: none"> Phonics Lesson 3 What is the date? Who is in my family? What is in my home? What are my clothes called? </div> <div> <ul style="list-style-type: none"> Do you have a pet? Phonics lesson 4 What do I enjoy at school? What do I do at the weekend? </div> </div>				