

## Lower Key Stage Two

| Year Group | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|------------|--|---|--|---|---|--|
| Year 3     | <p style="text-align: center;"><b>Getting to Know You</b></p> <p>1.I can greet people in different ways.</p> <p>2.I can exchange names in French.</p> <p>3.I can discuss how I am feeling.</p> <p>4.I can choose appropriate phrases for the situation.</p> <p>5.I can recognise, say and repeat the numbers 0-10 in French.</p> <p>6.I can use numbers in songs to support my learning.</p> <p>7.I can listen and respond to someone's question by saying my own age and asking a person's age.</p> | <p style="text-align: center;"><b>All About Me</b></p> <p>1.I can demonstrate my understanding of instructions in French.</p> <p>2.I can listen to and read the names of different body parts and sing 'head shoulders knees and toes' in French.</p> <p>3.I can listen to action words and show what to do. I can join in a game using the action vocabulary.</p> <p>4.I can listen to and copy pronunciation of colour words accurately.</p> <p>5.I can name clothes in French and answer questions about what's in the wardrobe. I know that un and une mean masculine or feminine nouns.</p> <p>6.I can have a simple conversation about clothes. I can use et to join words in a list.</p> | <p style="text-align: center;"><b>Glorious Food</b></p> <p>1.I can follow a familiar story in French.</p> <p>2.I can use determiners for identifying quantities and make polite requests. I can give a preference for or against things.</p> <p>3.I can use definite articles le/la/ les to mean 'the'.</p> <p>4.I can describe the colour(s) of an object.</p> <p>5.I can begin to place adjectives appropriately before or after the noun they modify.</p> <p>6.I know the vocabulary I need to talk about food. I can apply my learning to have short conversations</p> | <p style="text-align: center;"><b>Family and Friends</b></p> <p>1.I can present and identify family members.</p> <p>2.I can match subject and verb correctly when talking about pets. I can make sentences about myself using 'je'. I can ask use 'tu' to ask questions about a partner.</p> <p>3.I can listen and copy pronunciation of words. I can use a familiar tune to recall new sounds I can recognise how sentences can change to fit the subject and</p> <p>4.I can use 'il' and 'elle' for 'he' and 'she'.</p> <p>5.I can use French pronunciation of the alphabet to spell words.</p> <p>6.I can make new sentences about home and identify rooms in a house.</p> | <p style="text-align: center;"><b>Our School</b></p> <p>1. I can say the names of objects around the classroom and follow instructions I can use the phrase il/elle est là or ils/elles sont là in response to a question.</p> <p>2.I can use the sentence J'ai un /une ..... dans ma trousse. I can say the names of objects in a pencil case. I can choose the appropriate indefinite article (un/une).</p> <p>3. I can say the names of subjects at school.I can say whether I like/ dislike subjects, answering the questions 'Qui aime... ? Qui n'aime pas... ?'</p> <p>4.I can demonstrate my understanding of instructions in French.</p> <p>5.I can follow instructions to show I know the names of familiar places around school.</p> <p>6. I can name places around school in French. I can ask /answer the question Où es-tu?</p> <p>7.I can use the vocabulary of around school and what I like to do to write sentences with a preposition</p> | <p style="text-align: center;"><b>Time</b></p> <p>1.I can use good pronunciation and count from 0-31</p> <p>2.I can listen carefully to a set of vocabulary. I can understand, say and order the days of the week.</p> <p>3.I can show my understanding by reading, saying and ordering the months correctly.</p> <p>4.I can make new sentences by swapping key vocabulary and make my sentence a question or a statement.</p> <p>5.I can say the date using day, number and month. I can identify some important French festivals</p> <p>6.I can change my question/ answer sentence to make it past or future tense.</p> |



| Year Group | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|------------|---|--|--|--|--|--|
| Year 4     | <p><b>All Around the Town</b></p> <p>1.I can listen to and repeat names of some French towns and cities.</p> <p>2.I can identify typical places in my town. I can listen to new language and repeat with increasing accuracy.</p> <p>3.I can say the tens numbers to 100.</p> <p>4.I can use word patterns to predict what the next number will be. I can say any number from 1-100 with support.</p> <p>5.I can listen to and repeat common French expressions. I can construct a simple sentence. I can say an address clearly.</p> <p>6.I can sort vocabulary into topic groups. I can use a bilingual dictionary to translate the word I want.topic groups.</p> | <p><b>On the Move</b></p> <p>1.I can identify types of transport using words and gestures. I can name different ways of travelling.</p> <p>2.I can ask how someone goes to school. I can tell someone else how I go to school.</p> <p>3.I can give and respond to simple direction instructions. I can read and say words containing the French spelling 'ch', pronounced /sh/.</p> <p>4.I can say a sequence of movements. I can follow instructions about direction and actions.</p> <p>5.I can ask for and give directions to places in town. can substitute different familiar vocabulary to vary my sentences.</p> <p>6.I can match subject pronouns with the right form of a verb. I can talk about how different people travel to places in town.</p> | <p><b>Gone Shopping</b></p> <p>1.I can ask a question to a partner Aimes-tu? I can answer with J'aime.. Je n'aime pas.. Jaime beaucoup...J'aime un peu.</p> <p>2.I know that: le changes to de la changes to del' and les changes to des. I can write some phrases sentences start Je voudrais and choose the correct form of 'some'</p> <p>3.I can use an adjective and place a noun after them. I can answer the question Avez-vous.. with Qui Jai.. Or Non, Je n'ai pas... in a complete sentence.</p> <p>4.I can answer the question ou' puis-je acheter? I can use au or a'la</p> <p>5. I can ask the question C'est combine? I can answer with C'est ..euros.</p> <p>6.I can greet and respond answering and asking questions in French.</p> | <p><b>Where in the World</b></p> <p>1.I can answer a question in French. I can use a model sentence and substitute key words. I can write an answer to a question which starts with 'Quelle est?'</p> <p>2.I can say whether country nouns are masculine or feminine. I can choose the correct preposition: en for feminine countries, au for masculine countries, à for islands.</p> <p>3.I can use an online translator to translate a country name and use the translation in a sentence. I can use an English/French dictionary to translate a country name and use the translation in a sentence.</p> <p>4.I can say which continent a country is from I can choose the correct preposition: 'en' for continents.</p> <p>5.I can name at least ten animals in French. I can say a sentence starting with J'ai vu....I can use the past tense in a sentence e.g. 'J'ai vu un lion.</p> <p>6.I can use a model sentence and substitute key words. I can write a sentence from memory. can use the pronoun il and elle in the correct place.</p> | <p><b>What's the Time?</b></p> <p>1.I can say and write the sentence to tell the time in O'clock and half past.</p> <p>2. I can say what time I do things.</p> <p>3. I can answer questions about a TV schedule.</p> <p>4. I can say and write sentences to tell the time at quarter to and quarter past.</p> <p>5 I can read a school timetable and understand the words for subjects and days.</p> <p>6. I can count in fives to sixty in French. I can calculate the difference in time between two events and give the answer in French.</p> | <p><b>Holidays and Hobbies</b></p> <p>1.I can answer questions by writing a sentence in French. I can use the third person plural of être. I can use ils sont in a sentence.</p> <p>2. I can state what the weather is like using the phrase il fait, followed by an adjective or a noun. I can state what the weather is like using the phrase il, followed by a verb. I can give the weather forecast to my partner.</p> <p>3. I can say whether country nouns are masculine or feminine. I can choose the correct preposition: en for feminine countries, au for masculine countries.</p> <p>4. I can say where and how I am going on holiday, using a sentence. I can say who I am going on holiday with, using a sentence. I can use the correct form for the possessive adjective 'my.' I can use the possessive adjectives 'ma' for feminine family members and 'mon' for masculine family members. I can use the possessive adjective 'mes' for plural family members.</p> <p>5. I can answer the question 'Quel est ton sport préféré ?' orally. I can write answers about the class's favourite sports</p> <p>6. I can answer the question 'Tu aimes....?' orally, using one of four sentence starters. I can answer the question 'Tu aimes....?' in writing, using one of four sentence starters.</p> |




**Upper Key Stage Two**

| <b>Year Group</b> | <b>Autumn 1</b>   | <b>Autumn 2</b>  | <b>Spring 1</b>  | <b>Spring 2</b>  | <b>Summer 1</b>   | <b>Summer 2</b>   |
|-------------------|---|--|--|--|---|---|
| Year 5            | <p><b>Getting to Know You</b></p> <p>1. I can recall a range of topics and use different skills to show what I have learnt.</p> <p>2. I can use Je serai to refer to my future. I can use simple future tense.</p> <p>3. I can say the names and accents of the French alphabet. I can ask for spellings of unfamiliar words. I can give spellings correctly using the French alphabet.</p> <p>4. I can recognise masculine and feminine subjects. I can describe emotions.</p> <p>5. I can follow a story and make predictions about what is going to happen.</p> <p>6. I can select key words from a theme word bank. I can recall the vocabulary and apply it to my writing choosing nouns verbs and adjectives.</p> | <p><b>All about Ourselves</b></p> <p>1. I can name different parts of the body. I can demonstrate my listening skills by showing I have understood spoken language.</p> <p>2. I can describe myself. I can put the adjective after the noun.</p> <p>3. I can ask what someone is doing. I can say what I am doing. I can identify a range of verbs.</p> <p>4. I can write sentences in the 3rd person (he and she). I can add detail to a description of someone's clothes with a colour adjective.</p> <p>5. I can ask how someone is feeling. I can recognise written masculine/feminine adjectives</p> <p>6. I can follow a simple story. I can join in with repeated phrases. I can ask and answer questions about health.</p> | <p><b>That's Tasty</b></p> <p>1. I can take part in a role play about drink choices. I can ask the question Qu'est-ce que vous désirez boire ? and answer starting with Je voudrais...</p> <p>2. I can read and understand a chart which gives opening and closing times in French. I can answer a question and ask what times a restaurant opens and closes on a particular day.</p> <p>3. I can write a sentence from memory about what I would like for breakfast.</p> <p>4. I can use a modelled sentence to express my preference for a sandwich. I can write a sentence from memory to express my preference for a sandwich.</p> <p>5. I use adjectives to describe food, using the correct masculine or feminine form. I use adjectives to describe food, using the correct plural form.</p> <p>6. I can use the correct French form for 'some'. I use the correct French form for 'some' to describe which pizza I would like.</p> | <p><b>Friends and Family</b></p> <p>1. I can join in traditional songs. I can find rhyming patterns. I can recognise possessive adjectives. I know the difference between third and first person.</p> <p>2. I can name a variety of farm animals. I can compare the sounds they make in English and French.</p> <p>3. I can name different types of homes and describe the size of the house.</p> <p>4. I can identify unknown words in a familiar sentence. I can use a dictionary to translate.</p> <p>5. I can choose an appropriate adjective to describe the animal. I can alter the spelling to agree with the gender of the noun. I can give an opinion about an animal.</p> <p>6. I can construct simple sentences. I can join simple sentences with a conjunction. I can recognise the sound of eh in different words. I can pronounce et and mais correctly in a sentence.</p> | <p><b>School life</b></p> <p>1. I can use the pronouns 'il' and 'elle' to replace a name of a boy or a girl in the sentence.</p> <p>2. I can read a sentence stating whether an object is au dessus or 'sous' and say whether it is true or false. I can read a sentence stating whether an object is 'à droite' or 'à gauche' and say whether it is true or false.</p> <p>3. I can say which subject I like best orally and in writing by using Ma matière préférée or favourite. I can use a comparative adverb of mieux.</p> <p>4. I can ask and answer a question about shapes and how many sides they have.</p> <p>5. I can ask a question using the phrase 'Excusez-moi, est-ce que je peux.'</p> <p>6. I can prepare a conversation with a partner asking in French where objects are and give an answer. I can confidently present a conversation to the class.</p> | <p><b>Time Travelling</b></p> <p>1. I can recognise number words and explain how larger numbers are often described by combining smaller number words. I can say numbers larger than 100.</p> <p>2. I can say high frequency verb avoir in a sentence correctly. I can identify numbers in a written sentence.</p> <p>3. I can understand when someone is saying a date. I can translate a date from English to French and vice versa.</p> <p>4. I can give the year historical events happened in France.</p> <p>5. I can construct a past tense sentence with the passé composé. I can apply my knowledge to say when and where I was born.</p> <p>6. I can change the past participle of the main verb to agree with the number and gender of the subject. I can say when significant people in French history were born and died.</p> |







| Year Group | Autumn 1   | Autumn 2   | Summer 1  | Summer 2   |
|------------|--|--|---|--|
| Year 6     | <p style="text-align: center;"><b>Let's Visit a French Town<br/>Autumn 1</b></p> <p>1. I can make sentences with habiter (to live). I can choose the correct form to go with the subject of the sentence. I can listen to and join in a song. I can recognise key words and phrases and respond.</p> <p>2. I can vary the noun and verb appropriately for my purpose. I can talk about what there is to do in my town I can use gestures to support what I am saying.</p> <p>3. I can identify places in a French town or city. I can use a bilingual dictionary. I can use simple prepositional phrases. I can ask/answer questions about where a place is.</p> <p>4. I can use appropriate words for number operations. I can compare and order numbers up to 1000.</p> <p>5. I can listen for familiar vocabulary. I can use prior learning to help me make informed guesses</p> <p>6. I can join in with a song or poem to help me remember new language I can apply a spelling pattern to make a new word. I can recognise and use ordinal numbers.</p> | <p style="text-align: center;"><b>Let's Go Shopping<br/>Autumn 2</b></p> <p>1. I can greet, respond and say goodbye. I can ask and answer questions.</p> <p>2. I can use entre to describe the position of a shop. I can use the correct masculine or feminine form of à côté de to describe the position of a shop.</p> <p>3. I can use the correct order to describe nouns, using foncé and clair. I can use the masculine and feminine form of colours when necessary.</p> <p>4. I can take part in role play. I can ask and answer questions about the cost of items.</p> <p>5. I can locate the relevant information from a list. I can answer questions by writing money amounts in French.</p> <p>6. I can use the French I have learned to take part in a 'Shopping Experience'. I can ask and answer questions.</p> | <p style="text-align: center;"><b>This is France<br/>Summer 1</b></p> <p>1. I can write the correct form of 'de'. I can use modal verbs to substitute key words. I can create sentences independently using translators.</p> <p>2. I can use a chart to ask and answer questions. I can ask questions about distances. I can give an answer writing the numbers in words.</p> <p>3. I can use the correct words for up to 8 points on a compass. I can use a map to work out the direction of cities up to 4-8 points and write a sentence using the correct word for the direction.</p> <p>4. I can write in French about the landmarks of Paris. I can write sentences in French about things that can be done when visiting Paris. I can create a leaflet that encourages people to visit Paris.</p> <p>5. I can use a chart to decide whether to use e'tait or est. I can write sentences using e'tait or est.</p> <p>6. I can write sentences choosing the correct adjective when describing a person's nationality.</p> | <p style="text-align: center;"><b>All in a Day<br/>Summer 2</b></p> <p>1. I can say and write the time for quarter past, half past and quarter to.</p> <p>2. I can use the phrases that mean am and pm. I can use the verbs to conjugate regular verbs ending in, er, ir and re.</p> <p>3. I can say and write the time at 5 minute intervals past and to the hour.</p> <p>4. I can say and write the time on 24hr clock and write the time at quarter past, half past, quarter to and at 5 minute intervals past and to the hour.</p> <p>5. I can read and interpret departure boards and ask and answer questions about flights.</p> <p>6. I can read a school timetable and interpret when lessons start and finish. I can read a timetable and also state what lessons are at the start and at the end of the day.</p> |

## Year 3 Overview







| Getting to Know You  | All About Ourselves   | That's Tasty   | Family and Friends  | School Life   | Time Travelling   |
|--|---|--|---|---|---|
|   |  |  |  |  |  |
| Children should be taught to:  |   |  |   |   |   |
| listen attentively to spoken language and show understanding by joining in and responding  |   |  |   |   |   |
|  | 2   | 1  |   |   | 3, 4  |
| explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words   |   |  |   |   |   |
|  | 3   |  | 1   |   |   |
| engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help  |   |  |   |   |   |
|  |   | 1  | 5, 6  | 4, 5  |   |
| speak in sentences, using familiar vocabulary, phrases and basic language structures   |   |  |   |   |   |
|  |   |  | 2   | 3   | 1   |
| develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  |   |  |   |   |   |
| 3  | 5   |  |   |   |   |
| present ideas and information orally to a range of audiences   |   |  |   |   |   |
| 1  |   |  | 3   | 6   |   |
| read carefully and show understanding of words, phrases and simple writing   |   |  |   |   |   |
|  |   | 2  |   | 2   |   |
| appreciate stories, songs, poems and rhymes in the language  |   |  |   |   |   |
| 5  | 6   |  |   |   |   |
| broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary  |   |  |   |   |   |
| 4  |   |  | 4   |   | 1   |
| write phrases from memory, and adapt these to create new sentences, to express ideas clearly   |   |  |   |   |   |
| 6  | 4   | 3, 4   |   |   |   |
| describe people, places, things and actions orally and in writing  |   |  |   |   |   |
| 6  | 2   |  | 5, 6  |   |   |
| understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English |   |  |   |   |   |
| 4, 5   | 5   | 5, 6   | 1   | 1, 3  | 2, 5, 6   |




## Year 4 Overview

| All Around Town  | On the Move   | Gone Shopping  | Where in the World?   | What's the Time?  | Holidays and Hobbies  |
|--|---|--|---|---|---|
|   |  |  |  |  |  |
| Children should be taught to:  |   |  |   |   |   |
| listen attentively to spoken language and show understanding by joining in and responding  |   |  |   |   |   |
| 2  |   |  |   | 1   |   |
| explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words   |   |  |   |   |   |
| 3, 4   |   |  |   |   |   |
| 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   |   |  |   |   |   |
|  | 5   | 1, 5, 6  |   | 3   | 5, 6  |
| develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  |   |  |   |   |   |
|  |   | 3, 4   | 1, 5  | 1, 2, 4   | 2, 4  |
| present ideas and information orally to a range of audiences   |   |  |   |   |   |
| 1  | 3   |  |   |   |   |
| read carefully and show understanding of words, phrases and simple writing   |   |  |   |   |   |
| 5  | 1   |  |   |   | 2   |
| appreciate stories, songs, poems and rhymes in the language  |   |  |   |   |   |
|  |   |  |   | 5   |   |
| 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   |   |  |   |   |   |
| 6  |   |  | 3   |   |   |
| describe people, places, things and actions orally and in writing  |   |  |   |   |   |
|  |   | 1  | 1, 6  |   | 1   |
| understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English |   |  |   |   |   |
|  | 4   | 2, 3   | 2, 4, 5, 6  |   | 3, 4  |

## Year 5 Overvi

| Getting to Know You  | All About Ourselves   | That's Tasty   | Family and Friends  | School Life   | Time Travelling   |
|--|---|--|---|---|---|
|   |  |  |  |  |  |
| Children should be taught to:  |   |  |   |   |   |
| listen attentively to spoken language and show understanding by joining in and responding  |   |  |   |   |   |
|  | 2   | 1  |   |   | 3, 4  |
| explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words   |   |  |   |   |   |
|  | 3   |  | 1   |   |   |
| engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help  |   |  |   |   |   |
|  |   | 1  | 5, 6  | 4, 5  |   |
| speak in sentences, using familiar vocabulary, phrases and basic language structures   |   |  |   |   |   |
|  |   |  | 2   | 3   | 1   |
| develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  |   |  |   |   |   |
| 3  | 5   |  |   |   |   |
| present ideas and information orally to a range of audiences   |   |  |   |   |   |
| 1  |   |  | 3   | 6   |   |
| read carefully and show understanding of words, phrases and simple writing   |   |  |   |   |   |
|  |   | 2  |   | 2   |   |
| appreciate stories, songs, poems and rhymes in the language  |   |  |   |   |   |
| 5  | 6   |  |   |   |   |
| broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary  |   |  |   |   |   |
| 4  |   |  | 4   |   | 1   |
| write phrases from memory, and adapt these to create new sentences, to express ideas clearly   |   |  |   |   |   |
| 6  | 4   | 3, 4   |   |   |   |
| describe people, places, things and actions orally and in writing  |   |  |   |   |   |
| 6  | 2   |  | 5, 6  |   |   |
| understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English |   |  |   |   |   |
| 4, 5   | 5   | 5, 6   | 1   | 1, 3  | 2, 5, 6   |

## Year 6 Overview

| Let's Visit a French Town  | Let's Go Shopping   | This is France  | All in a Day  |
|--|---|---|---|
|   |  |  |  |
| Children should be taught to:  |   |   |   |
| listen attentively to spoken language and show understanding by joining in and responding  |   |   |   |
| 5  |   |   |   |
| explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words   |   |   |   |
| 6  |   |   |   |
| engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help  |   |   |   |
|  | 1, 4, 6   | 2   |   |
| speak in sentences, using familiar vocabulary, phrases and basic language structures   |   |   |   |
| 4  |   |   | 1, 3, 4   |
| 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   |   |   |   |
| 2  |   |   |   |
| read carefully and show understanding of words, phrases and simple writing   |   |   |   |
|  | 5   |   | 5, 6  |
| appreciate stories, songs, poems and rhymes in the language  |   |   |   |
| 1  |   |   |   |
| broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary  |   |   |   |
| 3  |   | 3   |   |
| write phrases from memory, and adapt these to create new sentences, to express ideas clearly   |   |   |   |
|  |   | 1   |   |
| describe people, places, things and actions orally and in writing  |   |   |   |
| 3  |   | 4   | 2   |
| understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English |   |   |   |
| 1  | 2, 3  | 5, 6  | 2   |