



Intent:

Studying a foreign language enables pupils to not only learn about other cultures, but also, and more importantly, to communicate with others. Being able to speak to someone in a foreign language is a real privilege and it allows a greater understanding of differences, as well as similarities, between people. Learning a foreign language is enormously enjoyable and an exciting new experience for many learners at Lower Key Stage 2. Language learning at Ridgmont Lower School is geared towards engaging pupils in fun lessons, whilst allowing them a real sense of achievement from mastering new phrases and from using these to communicate effectively. We use a variety of techniques to support our pupils in their language acquisition.

Implementation:

- Explore the patters and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- 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
- 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
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in French
- Broaden their vocabulary and develop their ability to understand new words

Impact:

Ridgmont Lower School will have Francophones who

- have the confidence to speak with intonation and pronunciation
- are developing a strong awareness of and interest in different cultures
- are resilient learners with a passion for languages

National Curriculum Coverage

Key Stage 2
Pupils should be taught to • Listen attentively to spoken language and show understanding by joining in and responding • Explore patterns and sounds of language trough 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 to a range of audiences* • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in 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, 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. NB – The starred (*) content above will not be applicable to ancient languages

PROGRESSION OF KNOWLEDGE ~ PHONICS

National Curriculum Understanding and communication ideas, using their knowledge of phonology, grammatical structures and vocabulary	To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u, (which differ from their pronunciation in English). To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, ui, eau, en, ez, et. To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à, â To know that a ç cedilla is the hook shape that sits under the letter c when c precedes the letters a,o,u. It changes the pronunciation of the c from a hard to a soft ‘ss’ sound. To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m’appelle; the s at the end of t’appelles and pas are silent, as is the d in grand. To recognise and begin to predict key word patterns and spellings. To know that ‘h’ at the start of a word in French is not pronounced.
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PROGRESSION OF KNOWLEDGE ~ GRAMMAR												
Terminology	Noun	Definite article	Masculine	Indefinite article	Feminine	Plural	Verb	Adjective	Adjectival agreement	Conjunction	Possessive adjectives	Preposition
	Negative	Accent	Article	Subject pronouns: first, second and third person singular								
Feminine and masculine forms: Nouns (including articles, pronouns and plural information)	To understand that every French noun is either masculine or feminine. To know that the gender affects the form of the indefinite article un or une . To know that feminine nouns often (but not always) end in ‘e’ . To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux . To know that the pronoun ça means ‘it’. To know that the pronoun y means ‘there’. To know that the preposition à can be contracted with a definite article to indicate a place: au/à la/aux . To know the equivalents for the word ‘the’ in French : le/la/l’/les and ‘a/an/some’ : un, une, des . To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator.											
Feminine and masculine forms: Adjectives (position and agreement)	To know that most adjectives are placed after the noun in French. To know that adjectives of size such as petit and grand are placed before the noun. To know that the ending of an adjective changes depending on the gender and number of the noun it describes. To know that certain colour adjectives are invariable and do not change in the feminine form: rouge ; that some do not change in feminine or plural forms: marron, orange . To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc)- violette (fem); blanc (masc)- blanche (fem), heureux-heureuse . To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe.											
Verbs (including conjugation and negation)	To know that there are high frequency verbs s’appeler, avoir , être and aller which are used to formulate and answer questions. To know that je/j’, tu and vous are subject pronouns. To know that c’est means “it is’ and is used to describe what something is. To know that il y a is used to say ‘there is/are.’ To know that placing ne...pas around the verb makes it negative: ne + verb + pas . To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas . To know that the endings of verbs change according to the subject. To know how to form the first, second and/or third person of the verbs avoir (to have) and être (to be).											
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	To know that the word order is sometimes different in French compared to English. To know that we can use conjunctions such as et (and), mais (but) and puis (then) to join phrases/clauses. To know that some words are cognates: they have the same spelling and meaning in French and English: le train , le taxi . To know that accents in French can change the sound of a letter. To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence. To know that asic sentence structure English and French have the same pattern: subject + verb + object. To know that you can make a statement into a question simply by changing the intonation of your voice in French. To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.											

National Curriculum	PROGRESSION OF SKILLS ~ LANGUAGE COMPREHENSION (LISTENING & READING)
Listen attentively to spoken language and show understanding by joining in and responding	Listening and responding to single words, short phrases and full sentences
Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words	Listening and noticing rhyming words when joining in with songs. Beginning to notice common spelling patterns.
Appreciate stories, songs, poems and rhymes in the language	Reading aloud some words from simple songs, stories and rhymes. Following a short text or rhyme, listening and reading at the same time.
Read carefully and show understanding of words, phrases and simple phrases	Recognising some familiar French words in written form. Beginning to understand and notice cognates and near cognates. Beginning to explore various language detective strategies.
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using visual and contextual clues and cues to gist and make predictions about meanings.
National Curriculum	PROGRESSION OF SKILLS ~ LANGUAGE PRODUCTION (SPEAKING & WRITING)
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	Forming simple statements with information including the negative. Practising speaking with a partner. Recognising, asking, and answering simple questions. Beginning to form opinion phrases. Using a variety of conversational phrases.
Speak in sentences, using familiar vocabulary, phrases and basic language structure	Using short phrases to give information. Recognising, repeating and adapting phrases from rhymes and songs. Using a model to form a spoken sentence.
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Discussing strategies for remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy.
Present ideas and information orally to a range of audiences	Introducing self to a partner with simple phrases. Rehearsing and performing a short role-play, song or story.
Write phrases from memory, and adapt these to create new sentences to express ideas clearly	Selecting and writing simple words and short phrases, some from memory.
Use familiar vocabulary in phrases and simple writing	Making short phrases or sentences using word cards, knowledge organizers and cloze exercises.
Describe people, places and things and actions orally and in writing	Using different adjectives with a singular noun, with correct positioning and agreement. Choosing appropriate adjectives from a range of adjectives.

PROGRESSION OF SKILLS AND KNOWLEDGE ~ CULTURAL AWARENESS	
SKILLS	KNOWLEDGE
Discussing similarities and differences between customs and traditions in France and the UK.	To know that in French there are formal and informal greetings.
Showing awareness of the capital city and identifying some key cultural landmarks and works of art such as L’escargot by Matisse.	To know some playground games played in France.
Discovering French festivals and their traditions.	To know the names and locations of some of the cities in France.
Ordering typical French food and/or drink.	To name some famous paintings by French artists.
	To know that in French there is a formal and informal version of the word for ‘you’, and when to use which one.
	To know that the currency used in France is euros and to recognise some of the notes and coins.
	To know that orders are typically taken at the table in France.

KEY PROGRESSION SKILLS BY TOPIC		
TOPIC	Y3	Y4
French greetings with puppets	➤ Asking and/or answering simple questions ➤ Introducing self to a partner with simple phrases ➤ Listening and noticing rhyming words ➤ Practising speaking with a partner ➤ Listening and responding to single words and short phrases ➤ Experimenting with simple writing, copying with accuracy ➤ Using short phrases to give information ➤ Following verbal instructions in French ➤ Recognising that different languages are spoken in the community/world ➤ Beginning to adapt phrases from a rhyme/song ➤ Responding to objects or images with a phrase or other verbal response ➤ Showing awareness of the capital and identifying some key cultural landmarks ➤ Repeating short phrases accurately, including liaison of final consonant before vowel ➤ Listening and indentifying key words in rhymes and songs and joining in ➤ Recognising cultural similarities and differences between customs and traditions in France and England	➤ Recognising and answering simple questions which involve giving personal information ➤ Beginning to use conversational phrases for purposeful dialogue ➤ Using a model to form a spoken sentence ➤ Speaking in full sentences using known vocabulary ➤ Rehearsing and performing a short presentation ➤ Using language detective skills to decode vocabulary ➤ Following a short text or rhyme, listening and reading at the same time ➤ Selecting and writing short words and phrases
French adjectives of colour, size and shape	➤ Asking and/or answering simple questions ➤ Practising speaking with a partner ➤ Using short phrases to give information ➤ Listening and repeating key phonemes with care ➤ Repeating short phrases accurately, including liaison of final consonant before vowel ➤ Recognising and using adjectives of colour and size and placement relative to the noun ➤ Listening and responding to single words and short phrases ➤ Following verbal instructions in French ➤ Responding to objects or images with a phrase r other verbal response ➤ Beginning to identify vowel sounds and combinations as well as cognates and near cognates ➤ Recognising some familiar words in written form and beginning to use dictionaries ➤ Experimenting with simple writing, copying with accuracy ➤ Showing awareness of the capital and identifying some key cultural landmarks ➤ Recognising cultural similarities and differences between customs and traditions in France and England	➤ Recognising and answering simple questions which involve giving personal information ➤ Beginning to use conversational phrases for purposeful dialogue ➤ Using a model to form a spoken sentence ➤ Speaking in full sentences using known vocabulary ➤ Comparing sounds and spelling patterns with English ➤ Listening and repeating further key phonemes with care ➤ Rehearsing and performing a short presentation ➤ Choosing appropriate adjectives from a wider range of adjectives ➤ Identifying items by colour and other adjectives ➤ Noticing and beginning to predict key word patterns and spellings ➤ Noticing and discussing cognates and beginning to use language detective strategies ➤ Making short phrases or sentences using word cards ➤ Using adapted phrases to describe an object or person ➤ Using the indefinite article in the plural form ➤ Recognising and beginning to apply rules for placement and agreement of adjectives ➤ Making comparisons of word order in French and English ➤ Using cognates and near cognates along with other detective skills to gist information
Playground games – numbers and age	➤ Asking and/or answering simple questions ➤ Using short phrases to give information ➤ Listening and repeating key phonemes with care ➤ Repeating short phrases accurately, including liaison of final consonant before vowel ➤ Introducing self to a partner with simple phrases ➤ Listening and responding to single words and short phrases ➤ Following verbal instructions in French ➤ Responding to objects or images with a phrase or other verbal response	➤ Recognising and answering simple questions which involve giving personal information ➤ Beginning to use conversational phrases for purposeful dialogue ➤ Using a model to form a spoken sentence ➤ Speaking in full sentences using known vocabulary ➤ Comparing sounds and spelling patterns with English ➤ Listening and repeating further key phonemes with care ➤ Rehearsing and performing a short presentation ➤ Listening and selecting information ➤ Listening to songs, joining in with songs and noticing sound

	➤ Listening and identifying key words in rhymes and songs and joining in ➤ Beginning to identify vowel sounds and combinations ➤ Listening and noticing rhyming words ➤ Recognising some familiar words in written form ➤ Reading aloud some words from simple songs, stories and rhymes ➤ Identifying cognates and near cognates ➤ Recalling and writing simple words from memory ➤ Identifying plural of nouns ➤ Showing awareness of the capital and identifying some key cultural landmarks ➤ Recognising cultural similarities and differences between customs and traditions in France and England	patterns ➤ Noticing and beginning to predict key word patterns and spellings ➤ Using language detective skills to decode vocabulary ➤ Noticing and discussing cognates and beginning to identify language detective strategies ➤ Following a short text or rhyme, listening and reading at the same time ➤ Using cognates and near cognates along with other detective skills to gist information ➤ Selecting and writing short words and phrases ➤ Making short phrases and sentences using word cards ➤ Comparing schools and celebrations in France and the UK
In a French classroom	➤ Asking and/or answering simple questions ➤ Forming simple statements with information including the negative ➤ Practising speaking with a partner ➤ Using short phrases to give information ➤ Beginning to adapt phrases from a rhyme/song ➤ Listening and repeating key phonemes with care ➤ Repeating short phrases accurately, including liaison of final consonant before vowel ➤ Introducing self to partner with simple phrases ➤ Recognising and using adjectives ➤ Listening and responding to single words and short phrases ➤ Following verbal instructions in French ➤ Responding to objects or images with a phrase or other verbal response ➤ Listening and identifying key words in rhymes and songs and joining in ➤ Beginning to identify vowel sounds and combinations ➤ Recognising some familiar words in written form ➤ Recalling and writing simple words from memory ➤ Experimenting with simple writing, copying with accuracy ➤ Recognising and using adjectives of colour and size ➤ Beginning to recognise gender of nouns, definite and indefinite articles ➤ Identifying plurals of nouns ➤ Recognising adjectives and placement relative to the noun ➤ Beginning to understand that verbs have patterns ➤ Noticing the negative form ➤ Recognising cultural similarities and differences between customs and traditions in France and England	➤ recognising and answering simple questions which involve giving personal information ➤ Beginning to use conversational phrases for purposeful dialogue ➤ Using a model to form a spoken sentence ➤ Speaking in full sentences using known vocabulary ➤ Listening and repeating further key phonemes with care ➤ Rehearsing and performing a short presentation ➤ Identifying items by colour and other adjectives ➤ Listening and selecting information ➤ Using language detective skills to decode vocabulary ➤ Listening to songs, joining in with songs and noticing sound patterns ➤ Noticing and beginning to predict key word patterns and spellings ➤ Noticing and discussing cognates and beginning to identify language detective strategies ➤ Following a short text or rhyme, listening and reading at the same time ➤ Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words ➤ Selecting and writing short words and phrases ➤ Using adapted phrases to describe an object or person ➤ Using the indefinite article in the plural form ➤ Recognising and using the negative form ➤ Using prepositions ➤ Making comparisons of word order in French and English
Bon Appétit	Y3/Y4	
	➤ Listening and responding to single words, short phrases and full sentences ➤ Reading aloud some words from simple songs, stories and rhymes ➤ Beginning o explore various language detective strategies ➤ Listening and noticing rhyming words when joining in with songs ➤ Recognising some familiar French words in written form ➤ Using visual and contextual clues to make predictions about the meaning of unfamiliar vocabulary ➤ Beginning to notice common spelling patterns ➤ Beginning to understand and notice cognates and near cognates ➤ Recognising, asking and/or answering simple questions ➤ Using short phrases to give information ➤ Recognising how intonation and gesture are used to differentiate between statements and questions ➤ Forming simple statements with information including the negative ➤ Using a model to form a spoken sentence ➤ Building confidence by repeating short phrases with increasing accuracy ➤ Beginning to form opinion phrases ➤ Using a variety of conversational phrases ➤ Listening and repeating key phonemes with care ➤ Recognising that sounds and spelling patterns can be different from English ➤ Rehearsing and performing short role-play, song or story	
Shopping and French food	➤ Listening and responding to single words, short phrases and full sentences ➤ Beginning to notice common spelling patterns ➤ Reading aloud some words from simple, songs, stories and rhymes ➤ Following a short text or rhyme, listening and reading at the same time ➤ Recognising some familiar French words in the written form ➤ Beginning to understand and notice cognates and near cognates ➤ Beginning to explore various language detective strategies ➤ Using a bilingual dictionary to find the meaning if unknown words and check the spelling of unfamiliar words ➤ Using visual and contextual clues to make predictions about the meaning of unfamiliar vocabulary ➤ Using short phrases to give information ➤ Using a model to form a spoken sentence ➤ Listening and repeating key phonemes with care ➤ Recognising that sounds and spelling patterns can be different from English ➤ Discussing strategies for remembering and applying pronunciation rules ➤ Building confidence by repeating short phrases with increasing accuracy ➤ Rehearsing and performing a short role-play, song or story ➤ Selecting and writing simple words and short phrases, from memory ➤ Making short phrases and sentences using word cards, knowledge organisers and cloze exercises	

First Year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stimulus	French greetings with puppets	French adjectives of colour, size and shape	Playground games – numbers and age	In a French classroom	Bon Appétit	Shopping and French food
Unit Outcomes	Pupils who are secure will be able to: - Look carefully at a speaker and respond confidently with the appropriate gesture and phrase - Begin to recognise how some sounds (‘on’, ‘ou’, ‘et’ and ‘oi’) are represented in written form - Link actions or pictures to the new vocabulary, both in spoken and written form - Imitate the pronunciation of sounds, taking turns to speak and using appropriate intonation	Pupils who are secure will be able to: - Listen carefully to instructions to build correct sequences of three to four colour blocks - Show their understanding by correctly identifying a described shape, drawing it in the air or pointing on the board - Recognise cognates, finding shapes that they are asked for. - Use please and thank you. - Describe some of the shapes in their work using language of colour, size or shape - Correctly select a decoration described to them by its colour - Use software to produce artwork in the style of Matisse	Pupils who are secure will be able to: - Recall the numbers one to six in French, with generally accurate pronunciation, in particular vowel and combination sounds (‘un’, ‘eu’, ‘oi’ and ‘in’) - Join in with a song using actions - Respond to numbers by showing fingers or ticking on whiteboards - Ask and answer a question about their age - Recognise number words - Listen carefully and relate sounds to written phonemes - Recall numbers one to twelve with increasingly accurate pronunciation	Pupils who are secure will be able to: - Show their understanding of key vocabulary with a physical response - Attempt to accurately imitate the pronunciation of vocabulary - Correctly identify masculine and feminine nouns in written form - Use modelled language to create questions or sentences using appropriate articles - Deduce the meaning of new words, matching labels to pictures using a range of language detective skills - Attempt to build their own sentences using a label as a model - Speak clearly and present simple phrases when supported visually - Use appropriate intonation to engage the audience	Pupils who are secure will be able to: - Recognise which nouns are cognates or near cognates - Explain ways to work out the meaning of unfamiliar words - Identify the correct definite article for the names of fruit according to gender - Correctly identify and pronounce plural nouns - Accurately express an opinion with j’aime and je n’aime pas - Say the numbers to 31 in French - Read and calculate maths sums correctly in French - Say and write all the days of the week - Identify the days for yesterday and today - Accurately perform a role play with good pronunciation and understanding	Pupils who are secure will be able to: - Recognise and explain how to build 2-digit numbers in words up to 60, using a number builder resource for support if needed - Listen carefully and make good attempts at accurate pronunciation of new vocabulary - Recognise how a sentence changes according to noun gender - Make predictions about language from a familiar story and join in with an oral performance - Use strategies to support recall of vocabulary - Make at least one change to a noun in a given sentence and present the sentence orally - Produce a short written story with some modelling and with some elements changed
Key Knowledge	✓ To know that in French there are formal and informal greetings and when it is appropriate to use each one ✓ To know that different greetings are used at different times of the day ✓ To know that tone of voice can indicate a question ✓ To know that a cedilla is the tail mark under the ç and that it changes the pronunciation of the c from a hard sound to a soft ‘s’ sound ✓ To know that French words are pronounced differently to the way they are spelt	✓ To know that a cognate is a word that is the same in both French and English e.g. un triangle ✓ To know that a near-cognate is a word that is very similar but not identical in French and English e.g. un cercle ✓ To know that adjectives of size are positioned in front of the noun in French e.g. un grand cercle ✓ To know that adjectives of colour are positioned after the noun in French e.g. un cercle bleu	✓ To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand text in French ✓ To know that sentences are often structured differently in French and English ✓ To know the sounds the common phonemes ‘eu’, ‘oi’, ‘ou’ and ‘ui’ make in French ✓ To know the names of some Parisian landmarks ✓ To know some French playground games	✓ To know that, in French, a space is needed before and after ? and ! ✓ To understand some of the similarities and differences between schools in France and schools in the UK ✓ To know that every French noun is either masculine or feminine ✓ To know that gender affects the form of the word un or une (the indefinite article) ✓ To know that when we turn the statement <i>j’ai un/une...</i> (<i>I have a...</i>) into a negative <i>je n’ai pas de</i> (<i>I don’t have a ...</i>) then we change the article from <i>un/une</i> to <i>de</i>	✓ To know the key phonemes represented by the letters: a, c, e, g, l, j, q, s, t, u ✓ To know the sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, ui, eau, en, ez, et ✓ To know some letters carry accents and that these change the sounds of those letters: ç, è, ù, é, à, â ✓ To know ‘h’ at the start of a word in French is not pronounced ✓ To know consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m’appelle; the s at the end of t’appelles and pas are silent, as is the d in grand ✓ To know every French noun is either masculine or feminine ✓ To know the preposition à can be contracted with a definite article to indicate a place: au/ à la/aux ✓ To know je/j’ and tu and vous are subject pronouns ✓ To know gender affects the form of the indefinite article un or une ✓ To know feminine	✓ To know the key phonemes represented by the letters: a, c, e, g, l, j, q, s, t, u ✓ To know the sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, ui, eau, en, ez, et ✓ To know some letters carry accents and that these change the sounds of those letters: ç, è, ù, é, à, â ✓ To know key word patterns and spellings ✓ To know that every French noun is either masculine or feminine ✓ To know that gender affects the form of the word un or une (the indefinite article) ✓ That feminine nouns often (but not always) end n ‘e’ ✓ To know the preposition à can be contracted with a definite article to indicate a place: au/ à la/aux ✓ To know the equivalents for the word ‘the’ in French : le/la/les and ‘a/an/some’ : un, une, des ✓ To know that by looking up a noun in a dictionary its gender can be found as the noun is followed by a gender indicator ✓ To know je/j’ and tu

					nouns often (but not always) end in e ✓ To know most nouns in French become plural by adding s at the end, as in English but some are irregular: des ciseaux ✓ To know the equivalents for the word ‘the’ in French : le/la/les and ‘a/an/some’ : un, une, des ✓ To know the high frequency verbs s’appeler, avoir, être and aller, which are used to formulate and answer questions ✓ To know c’est means ‘it is’ and is used to describe what something is ✓ To know that placing ne...pas around the verb makes is negative: ne + verb + pas ✓ To know some typical French food and/or drink ✓ To know order are typically taken at the table in France ✓ To know the currency used in France is Euros and to recognise some of the notes and coins	and vous are subject pronouns ✓ To know c’est means ‘it is’ and is used to describe what something is ✓ To know how to form the first, second and/or third person of the verb avoir (to have) and être (to be) ✓ To know that we can use conjunctions such a et ✓ To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi ✓ To know that accents in French change the sound of a letter ✓ To know that the basic sentence structure in English and French have the same pattern: subject + verb + object ✓ To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French ✓ To name some famous paintings by French artists
Vocabulary	Bonjour – hello/good morning (formal) Salut – hi (informal) Je m’appelle...- my name is... Comment tu t’appelles? – what’s your name? Au revoir – goodbye Et toi? – and you? Bien – good Très bien – very good Super – super Un, deux, trios – one, two, three Regardez-moi – look at me Le professeur (m)/la professeure (f) – the teacher (used for secondary school teachers in France) Le maître 9m)/la maîtresses (f) – the teacher (used for primary school teachers in France) Bonsoir – good evening Bonne nuit – good night Nounours – teddy Mon amour – my love Mon ange – my angel Mon bébé – my baby Mon cœur – my heart Ma puce – my flea Mon chou – my cabbage Ça va?/comment ça va? – how are you? Ça va bien – I’m well, I’m fine Ça va très bien – I’m really well, I’m really good Ça va mal – I’m not well, I’m bad, I’m not fine, it’s not going well	Rouge – red Bleu – blue Jaune – yellow Vert – green Blanc – white Noir – black Orange – orange Rose – pink Brun – brown Violet – violet Et and C’est – it is C’est de quelle couleur? – what colour is it? Marron – brown L’arc-en-ciel – the rainbow Les couleurs – the colours Vrai ou faux – true or false C’est vrai, répétez – if it’s true, repeat C’est faux, silence – if it’s wrong/false, silence Qu’est-ce qui manque – what’s missing Un cercle – a circle Un triangle – a triangle Un rectangle – a rectangle Un carré – a square Petit – small Grand – big C’est un grand cercle – it’s a big circle C’est un petit cercle – it’s a little circle C’est un cercle bleu – it’s a blue circle C’est un triangle rouge – it’s a red triangle Qu’est-ce que c’est? – what is it? C’est un grand cercle, ou un petit cercle – is it	Un – one Deux – two Trios – three Quatre – four Cinq – five Six – six Plus (or use can use ‘et’) – plus Moins – minus Fait (literally ‘makes’) – equals égale – equals combine? – how many?/how much? à toi – your turn à moi – my turn j’ai gagné! – I’ve won! Rouge – red Bleu – blue Vert – green Jaune – yellow Orange – orange Blanc – white Noir – black Rose – pin Violet – violet C’est de quelle couleur? – what colour is it? C’est – it is Sept – seven Huit – eight Neuf – nine Dix – ten Onze – eleven Douze – twelve Un cercle – a circle Petit – small Grand – big C’est un grand cercle – it’s a big circle C’est un petit cercle – it’s a little circle C’est un cercle bleu – it’s a blue circle C’est un triangle rouge – it’s a red triangle	écoutez – listen regardez – look parlez – speak écrivez – write lisez – read ouvrez – open fermez – close asseyez- vous – sit down levez-vous – stand up faux – false vrai – true répétez – repeat silence – silence Jacques a dit – Jacques said Qu’est-ce qui manqué? – what’s missing? Un crayon – a pencil Un taille crayon – a pencil sharpener Un stylo – a pen Un cahier – an exercise book Un sc – a bag Une règle – a ruler Une gomme – a rubber Une trousse – a pencil case Des ciseaux – some scissors J’ai... - I’ve got/I have... Tu as...? – have you got...? Dans mon sac... – in my bag... Je n’ai pas – I have not Et – and Mais – but Plus haut – higher Plus bas – lower Un –one Deux – two Trois – three Quatre – four Cinq – five	la tomate - the tomato la banane - the banana la pomme - the apple la poire - the pear la fraise - the strawberry le citron - the lemon le melon - the melon l’orange - the orange l'ananas - the pineapple les chocolats (m) - the chocolates les gâteaux (m) - the cakes les croissants (m) - the croissants les pains au chocolat (m) - the pain au chocolats les bonbons (m) - the sweets les brioches (f) - the brioches les biscuits (m) - the biscuits J'aime - I like Je n'aime pas - I don't like mais - but et - and treize - thirteen quatorze - fourteen quinze - fifteen seize - sixteen dix-sept - seventeen dix-huit - eighteen dix-neuf - nineteen vingt - twenty vingt-et-un - twenty-one vingt-deux - twenty-two trente - thirty trente-et-un - thirty-one lundi - Monday mardi - Tuesday mercredi - Wednesday jeudi - Thursday vendredi - Friday samedi - Saturday	dix - ten vingt - twenty vingt-et-un - twenty-one vingt-deux - twenty-two vingt-trois - twenty-three trente - thirty quarante - forty cinquante - fifty soixante - sixty je voudrais - I would like je vais - I go au / à la / à l' - to the le marché - the market le supermarché - the supermarket le café - the café la boulangerie - the bakery la chocolaterie - the chocolate shop la pâtisserie - the cake shop l’épicerie - the greengrocer lundi - Monday mardi - Tuesday mercredi - Wednesday jeudi - Thursday vendredi - Friday samedi - Saturday dimanche - Sunday j'achète - I buy je le/la/les mange - I eat it/them je vais à la crêperie - I go to the crêperie

	(not ill) Ça va très mal – I’m really not well, I’m really not fine, it’s going badly (not ill) Ça va – I’m OK Comme ci comme ça – so so, OK C’est qui – who is it? C’est... it is... Oui – yes Non – no Tu as? – you have?/do you have? Deux petits chatons visitants Paris – two little kittens visiting Paris Des marionettes – puppets Découpez – cut Coloriez – colour Collez – stick Dessinez – draw Regardez! nous allons faire des marionettes! – Look! we are going to make puppets! Ecrivez le nom – write the name François, un garçon - François, a boy Marie – une fille – Marie, a girl Changez de partenaire! – change partners! Le spectacle – the show Bravo! – bravo! Encore! – encore!/again Super! – super! L’Arc de Triomphe – the Arc de Triomphe La Basilique su Sacré-Cœur de Montmartre – the Basilica of the sacred Heart of Montmartre La Tour Eiffel – the Eiffel Tower La Seine at le Musée de Louvre – the Seine and the Louvre Museum La Cathédrale Notre-Dame de Paris – the Cathedral of Notre-Dame of Paris	a big circle or a little circle? énorme – enormous minuscule – tiny dessinez – draw cherchez – look for/find les forms – the shapes je voudrais... – I would like... s’il vous plait – please merci – thank you l’artiste – the artist l’assistant – the assistant un aigle – the eagle un crocodile – a crocodile un dauphin – a dolphin un elephant – a elephant un lion - a lion un serpent – a serpent/snake un tigre – a tiger c’est moi – it’s me nous allons faire – we’re going to make regardez! – look! choisissez! – choose! Découpez – cut out! Coloriez – colour! Collez! – stick! Avec – with Des ciseaux – scissors Un feutre – a felt tip pen C’est quelle forme? – what shape is it? Regardez en silence! – look in silence! Bien, très bien, super! – good, very good, super! C’est un (m) – it’s a (m) C’est une (f) – it’s a (f) Un sapin de Noël – a Christmas tree Un ruban – a bow Une étoile – a star Une boule – a bauble Une bougie – a candle Nuit de noel – Christmas night Joyeux Noël – Merry Christmas	Tu as quell âge? – how old are you? J’ai [X] ans – I am [X] years old L’intrus – odd one out C’est qui? – who is it? Éliminé – out! (of the game) (encore) plus vite – (even) faster (encore) plus bas – (even) lower/quieter Il y a – there is/are Arrêtez! – stop! Manqué – missed Gagné – won Oui - yes La Seine at le Musée de Louvre – the Seine and the Louvre Museum La Cathédrale Notre-Dame de Paris – the Cathedral of Notre-Dame of Paris L’Arc de Triomphe – the Arc de Triomphe La Basilique su Sacré-Cœur de Montmartre – the Basilica of the sacred Heart of Montmartre La Tour Eiffel – the Eiffel Tower La Marelle – la Marelle (a form of hopscotch) Le loup est-il passé? – has the wolf passed? Point à point – dot to dot Une corde à sauter – a skipping rope Petit Chaperon Rouge – Little Red Riding Hood Le ciel – heaven La terre - earth	Six – six Sept – seven Huit – eight Neuf – nine Dix - ten	dimanche - Sunday aujourd'hui - today demain - tomorrow hier - yesterday je voudrais - I would like c’est combien ? - How much? ça fait - that costs s’il vous plaît - please merci - thank you	
What children will have learnt by the end of the topic	To use an appropriate greeting How to introduce themselves How to find out someone else’s name To use the correct pronunciation That different greetings are used at different times of the day Greeting words written in French When to use different greetings To reflect on the differences in French culture How to ask someone how they are feeling How to say they are feeling How to use the tone of voice to help make themselves understood To join in with a rhyme in French using appropriate actions How to follow simple instruction in French to make a finger puppet	To listen and repeat the words to describe a colour To recognise colour words when they hear them How to say a sequence of colour words To describe shapes using a colour or size adjective To explain the differences in word order between English and French To recognise written similarities between French and English nouns What a cognate or near cognate is How to ask for something politely and say thank you To use French shape, size and colour words to give instructions To create a Matisse-style composition using shapes they have asked for How to follow instructions in French How to create a festive scene in the style of	How to say the numbers one to six in French To recognise some of the number words one-six in French How to play a game using number words How to say the numbers six to twelve in French To use their fingers to show the number they hear in French To join in with a traditional French finger rhyme How to find out how old someone is, and tell them their age How to compare sentence structures in French and English and explain some of the similarities and differences How to read and recognise the number words one to twelve in French How to pronounce the phonemes ‘eu’, ‘oi’ and ‘ou’ and name French words which contain these sounds How to say the numbers one to twelve in French	How to understand and respond to instructions in the classroom How to give instructions in the classroom To recognise words that the teacher moths silently How to spot whether a noun is masculine or feminine How to compose a sentence telling someone about an item in a pencil case How to ask a question in French about something they have or so not have How to answer a question in French about something they have or so not have Different strategies to help them remember new vocabulary How to read short sentences and match them to pictures To create a sentence of their own using an example How to plan a short presentation in French, using an example To use previously	How to use their detective skills to identify the meaning of new words in French How to explain what a <i>cognate</i> is How to match picture to words that they hear How to select the correct word for the definite article, depending on the gender of the noun How to use ‘les’ for plural nouns How to say which foods they like and do not like How to express their likes and dislikes in a song How to say the numbers to 31 How to read the numbers to 31 How prices are written in Euros How to add numbers up in French How to say the days of the week in French How to read the days of the week in French How to write the days of the week in French How to say what day	To recall numbers 1-12 in French To identify words for multiples of 10 To build a 2-digit number between 10 and 60 How to repeat new nouns with accurate pronunciation To explain why there are two ways of saying ‘the’ How to form the phrase ‘I go to the’ according to which shop is being visited To recall the names of the days of the week in French To use previously learnt vocabulary to build sentences about shopping To tell a story using picture prompts How to identify a noun in a short phrase How to choose the correct article according to the gender of the noun How to create an original sentence using a model To recognise some key

		Matisse How to describe their picture in French, using colour and shape vocabulary How to label their picture with ‘Merry Christmas’ in French	How to use the language of game playing and turn taking in French	learned vocabulary in their presentation To speak clearly and confidently when delivering a presentation	came yesterday or will come tomorrow How to respond to a question How to say what they would like to buy To understand how much something costs	phonemes in written form How to use a word bank or a dictionary to check spellings How to edit and write their own sentences from a model
Cross-curricular links	❖ Design & Technology	❖ Art	❖ N/A	❖ N/A	❖ English	❖ Maths

Second Year

KEY PROGRESSION SKILLS BY TOPIC	
TOPIC	Y3/Y4
This is me	➤ Listening and responding to single words and short phrases ➤ Asking and/or answering simple questions ➤ Beginning to understand and notice cognates ➤ Listening and repeating key phonemes with care ➤ Recognising some familiar French words in written form ➤ Writing some familiar French words and phrases accurately ➤ Pronouncing words containing the phonemes on, ou and the letters ç and u accurately
School days	➤ Spontaneously identifying cognates and near cognates ➤ Following verbal instructions in French ➤ Listening to and transcribing familiar language with an increasing degree of accuracy ➤ Recognising some familiar French words in written form ➤ Selecting the correct form of the definite and indefinite articles ➤ Speaking with a partner to give information ➤ Using short phrases to give information ➤ Forming statements with information including the negative ➤ Repeating new language accurately
Birthday celebrations	➤ Using a variety of conversational phrases ➤ Applying knowledge of cognates and near cognates to work out the meaning of new vocabulary ➤ Repeating phrases with increasingly accurate pronunciation ➤ Using short phrases to give information ➤ Selecting the correct indefinite article by referring to the gender of the noun ➤ Adapting and extending a written model to create new phrases ➤ Using a knowledge organiser and a bilingual dictionary to check spelling and source new vocabulary ➤ Recognising similarities and differences between customs and traditions in France and the UK
Colourful creatures	➤ Pronouncing key phonemes found in colour adjectives correctly ➤ Asking and answering questions ➤ Identifying and discussing cognates and near cognates and continuing to explore various language detective strategies ➤ Selecting the correct definite article according to the gender of the noun ➤ Placing different types of adjectives in the correct place in a phrase ➤ Giving spoken and written information using a range of familiar structures, with some manipulation of language and the use of a knowledge organiser for support ➤ Following a conversation, listening and reading at the same time ➤ Adapting a model to create spoken and written descriptive sentences
Fabulous French food	➤ Asking and responding to questions in a café conversation ➤ Forming opinion phrases, including use of the negative ➤ Speaking in full sentences using known vocabulary ➤ Rehearsing and performing a role play ➤ Using a bilingual dictionary to find the meaning of unknown words and check spelling ➤ Using a model to form spoken and written sentences ➤ Using conversational phrases for purposeful dialogue
Gourmet tour of France	➤ Listening and responding to single words, short phrases and full sentences ➤ Following a short text or rhyme, listening and reading at the same time ➤ Recognising some familiar French words in written form ➤ Beginning to understand and notice cognates and near cognates ➤ Beginning to explore various language detective strategies ➤ Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words ➤ Recognising, asking and/or answering simple questions ➤ Forming simple statements with information including the negative ➤ Practising speaking with a partner ➤ Beginning to form opinion phrases ➤ Using short phrases to give information ➤ Using a model to form a spoken sentence ➤ Discussing strategies for remembering and applying pronunciation rules ➤ Building confidence by repeating short phrases with increasing accuracy ➤ Making short phrases or sentences using word cards, knowledge organisers and cloze exercises ➤ Choosing appropriate adjectives from a range of adjectives

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stimulus	This is me	School days	Birthday celebrations	Colourful creatures	Fabulous French food	Gourmet tour of France
Unit Outcomes	Pupils who are secure will be able to: • Recognise and respond to different greetings • Recognise and sound out phonemes and begin to notice key phonemes in French words • Form phrases to say hello and introduce themselves • Begin to recognise how some sounds are represented in written form • Ask someone how they are feeling and say how they are feeling • Relate written captions to images	Pupils who are secure will be able to: • Deduce the meaning of new words using a range of language detective skills • Accurately imitate the pronunciation of new vocabulary, showing awareness of how accents change the sound • Speak clearly and present simple phrases using a visual support • Explain what there is and is not in a classroom • Correctly identify masculine and feminine nouns in written form • Extract key information from a written text • Use modelled language to create sentences containing appropriate articles • Write familiar language with a degree of accuracy by applying knowledge of sound-spelling links	Pupils who are secure will be able to: • Say the numbers 1-31 in French • Read and calculate Maths sums correctly • Match French months to their English equivalents • Ask when somebody's birthday is and say when their birthday is • Compare similarities and differences between birthdays in the UK and France • Write sentences to create a wish list, describing things orally and in writing • Appreciate songs in the language • Compare French festivals and their traditions with English ones	Pupils who are secure will be able to: • Notice cognates and near cognates • Use a dictionary to research the meaning of relevant vocabulary • Recognise and sort nouns by gender, and explain the effect this may have on an adjective • Recognise rules of agreement • Select the correct form of an adjective to ensure it agrees with the noun it describes • Use appropriate words and phrases to adapt model sentences • Identify similarities and differences between word order in French and English	Pupils who are secure will be able to: • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Use the indefinite articles un and une correctly • Speak in sentences, using familiar vocabulary, phrases and basic language structure • Present ideas and information orally to a range of audience • Read carefully and show understanding of words, phrases and simple writing • Show understanding of spoken language by joining in and responding • Apply language detective strategies to decode the meaning of new words • Adapt a written model using support materials	Pupils who are secure will be able to: • Listen and respond to single words, short phrases and full sentences • Follow a short text or rhyme, listening and reading at the same time • Recognise some familiar French words in written form • Begin to understand and notice cognates and near cognates • Begin to explore various language detective strategies • Use a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words • Use visual and contextual clues to make predictions about the meaning of unfamiliar vocabulary • Discuss similarities and differences between customs and traditions in France and the UK • Discover French festivals and their traditions • Order typical French food and/or drink
Key Knowledge	✓ How the key phonemes u, on and ou sound ✓ How the acute accent é and the cedilla ç change the sound of the letter they are placed on, in a word ✓ Vocabulary for different greetings, introductions and feelings ✓ That in French there are formal and informal greetings	✓ Accurately repeating words containing the phonemes eu, oi, in, on, ou and writing these correctly ✓ To know some words are cognates; they have the same spelling and meaning in French and English ✓ To know some letters carry accents and these change the sound of these letters ✓ To know every French noun is either masculine or feminine ✓ To know the gender of a French noun determines its definite article ✓ To know the gender of a noun affects the form of the indefinite article un or une ✓ Il y a is used to say there is/are ✓ To know when we turn the statement il y a (there is/are) into a negative il n'y a pas de/d' (there is not) then we change the article from un/une to de/d' (d' if the noun begins with a vowel)	✓ To become familiar with the key phonemes oi, in, eu, eau and those that are represented by the letters z/s, x and i ✓ to know months, seasons and the days of the week in French are not capitalised unless used at the beginning of a sentence ✓ to know bilingual dictionary abbreviations give us grammatical information about nouns and other words in French ✓ to know the gender of a noun affects the form of the indefinite article un or une ✓ to know c'est means 'it is' ✓ to know in French un and une are the equivalents of <a/an> ✓ to know in French the verb 'to have' is used for talking about age whereas the verb 'to be' is used in English	✓ To know that all nouns in French have a gender, either masculine or feminine ✓ To know that not all nouns that end in <e> are feminine ✓ To know that word order can differ in French compared to English ✓ To know that adjectives of size go before the noun and adjectives of colour go after the noun in French ✓ To know that some adjectives are irregular and do not follow a pattern ✓ To know that adjectives must agree with the gender and number of the noun they are describing ✓ To know how to find the gender of a noun by looking it up in the dictionary	✓ To become familiar with the key phonemes ch, ou, an, in j/g before e or i ✓ How intonation and gesture are used to differentiate between statements and questions ✓ Basic sentence structure in English and French has the same pattern: subject + verb + object ✓ Conjunctions such as et can be used to link phrases ✓ Some words are cognates: they have the same spelling and meaning in French and English: la pizza, le hot-dog ✓ Accents in French can change the sound of a letter ✓ Placing ne...pas around the verb makes it negative: ne + verb + pas ✓ To know the currency used in France is Euros and to recognise some of the notes and coins	✓ To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç) ✓ To know some words are cognates; they have the same spelling and meaning in French and English: le train, le taxi ✓ To know the word order is sometimes different in French compared to English ✓ To know how to form the first, second and/or, third person of the verbs avoir (to have) and être (to be) ✓ To know you can make a statement into a question simply by changing the intonation of your voice ✓ To know the gender affects the form of the indefinite article un or une ✓ To know that feminine nouns often (but not always) end in <e> ✓ To know that je/j', tu and vous are subject pronouns ✓ To know that placing ne...pas around the verb

						makes it negative: ne + [verb] + pas ✓ To know the endings of verbs change according to the subject ✓ To know that conjunctions such as et (and) and mais (but) can be used to join clauses ✓ To know that basic sentence structures in English and French have the same pattern: [subject] + [verb] + [object] ✓ To know that bilingual dictionary abbreviations provide grammatical information about nouns and other French word ✓ Discussing similarities and differences between customs and traditions in France and the UK ✓ Discovering French festivals and their traditions ✓ Ordering or discovering typical French food and/or drink
Vocabulary	Bonjour – hello (formal) Bonsoir – good evening Bonne nuit – good night Salut – hello (informal) Je m'appelle – my name is Comment tu t'appelles ? What is your name? Ça va ?- How are you? Ça va - OK Ça va bien –well Ça va très bien – Very well Ça va mal – Not good Ecoutez – listen Répétez – repeat Regardez – look Bravo – well done Excellent – excellent Très bien – very good Au revoir – goodbye Tout le monde – everyone La tour Eiffel – the Eiffel Tower Le Louvre – the Louvre Le Mont Saint-Michel – St Michael’s Mount Monsieur – Mr Toulouse Lyon Ouvrez les yeux – open your eyes Fermez les yeux – close your eyes Bof – so-so Découpez – cut Coloriez – colour Collez – stick Un spectacle – a show Mon ami(e) – my friend (f) J’habite – I live En Angleterre – in England	le/la/l'/les – the/they un/une - a et - and l'école - school Dans ma salle de classe – in my classroom Il y a – there is Il n'y a pas de/d' – there is not J'étudie – I study Un emploi du temps – use of time Ouvrez les yeux – open your eyes Fermez les yeux – close your eyes Les jours de la semaine – the days of the week La semaine – the week lundi – Monday mardi – Tuesday mercredi – Wednesday jeudi – Thursday vendredi – Friday samedi – Saturday dimanche – Sunday Aujourd’hui – today Demain – tomorrow Hier – yesterday C’est – it is C’était – it was Les Mathématiques – maths Un – one Deux – two Trios – three Quatre – four Cinq – five Six – six Sept – seven Huit – eight Neuf – nine Dix – ten Onze – eleven Douze – twelve Plus – add Moins – minus Divisé par – divide by	La date – the date Quelle est la date? – what is the date? Quelle est la date de ton anniversaire? – when is your birthday? Quel âge as-tu? – how old are you? J’ai huit ans – I am eight years old Joyeux anniversaire – happy birthday Pour mon anniversaire – for my birthday Je voudrais – I would like Un/une – a (one) Vingt-et-un – twenty one Vingt-deux – twenty two Vingt-trois – twenty three Vingt-quatre – twenty four Vingt-cinq – twenty five Vingt-six – twenty six Vingt-sept – twenty seven Vingt-huit – twenty eight Vingt-neuf – twenty nine Trente – thirty Trente-et-un – thirty one Les mois – the months janvier – January février – February mars – March avril – April mai – May juin – June juillet – July août – August septembre – September octobre – October novembre – November décembre – December	C’est – it is Bleu(e) – blue Enorme – enormous Grand(e) – big Jaune – yellow Minuscule – tiny Petit(e) – small Orange – orange Rose – pink Rouge – red Vert – green Violet – purple Oui – yes Non – no Quelle est ta couleur préféréé – what is your favourite colour? Ma couleur préféréé c’est le – my favourite colour is Un/une – one Un lion – a lion Un tigre – a tiger Un serpent – a snake Un éléphant – a elephant Une girafe – a giraffe Une grenouille – a frog Une licorne – unicorn C’est – it is Et – and Dessinez! – draw! Voici – here is Je suis – I am J’ai – I have Je travaille – I work J’adore – I love Parle-moi de – talk to me about	Vous désirez? – what would you like? Je voudrais – I would like S’il vous plaît – please Merci – thank you L’addition – the bill Au revoir – goodbye L’entrée – starter Le plat – main course Le dessert – dessert Une boisson – a drink J’aime – I like Je n’aime pas – I don’t like Une boisson – a drink Une soupe – soup Une pizza – a pizza Un hot-dog – a hot dog Un hamburger – a hamburger Un croque-monsieur – a croque monsieur Un croquet madame –a croque madame Un milkshake – a milkshake Une limonade – a lemonade Un jus d’orange – an orange juice De l’argent – money Un billet – a note (referring to money) Euros – euros Centimes – centimes Une pièce de monnaie – a coin Treize – thirteen Quatorze – fourteen Quinze – fifteen Seize – sixteen Dix-sept – seventeen Dix-huit – eighteen Dix-neuf – nineteen Vingt – twenty Le poisson – fish Le kiwi – kiwi fruit Le laitue – lettuce	J’adore – I love J’aime – I like Je n’aime pas – I don’t like Je déteste – I hate Car c’est – because it is Bon – good Délicieux – delicious Horrible – horrible Fade – faint Ma nourriture préféréé c’est le/la – my favourite food is La nourriture – food Préféré/ Préféréé – favourite Quelle est ta nourriture préféréé –? – what is your favourite food? Ma nourriture préféréé est...my favourite food is... Le chocolat – chocolate Le croissant – croissant Le fromage – cheese Le gateau – cake La baguette – baguette La tarte – pie La saucisse – sausage Le cornichon – gherkin Dix personnes aiment... – ten people like... La nourriture préféréé de la classe est...the class’s favourite food is... Je préfère – I prefer Le camembert – camembert Le boeuf bourguignon – beef stew Le cassoulet – sausage

		Multiplié par – multiply by Egale/font – is equal to/makes Le Français – French Le dessin – design Le sport – PE La musique – music La géographie - geography Les sciences – the sciences L’anglais – English J’étudie – I study Un/une/des – the Un tableau interactif – interactive whiteboard Un tableau – a board Un dictionnaire – dictionary Un ordinateur – computer Un cartable – a school bag Une table – a table Une trousse – a pencil case Des manuels scolaires – school books Il y a – there is/are Dans ma salle de classe – in my classroom Une chaise – a chair Une table – a table Un employ du temps – a schedule	la fête – party C’est quelle date – What is the date? C’est le...it is the... Les saisons – the seasons le printemps – Spring L’été – Summer L’automne – Autumn L’hiver – winter Mon anniversaire c’est le... my birthday is... Mon anniversaire – my birthday Un jeu video – a video game Un chat – a cat Un ballon de foot – a football Un nounours – a teddy bear Une guitar – a guitar Une trousse – a pencil case J’ai sept ans – I am seven years old		L’huile d’olive – olive oil Le beurre – butter Les chips – crisps Les magasins – the shops Une boulangerie – a bakery Le croissant – a croissant La baguette – a baguette Une pâtisserie – a cake shop Le gateau – cake La tarte – pie Une chocolaterie – a chocolate shop Le chocolat – chocolate Une boucherie – a butcher’s shop La saucisse – sausage Une fromagerie – a cheese shop Le fromage – cheese Un supermarché – a supermarket La nourriture – food Un hypermarché – a superstore Tout – all Le pique-nique – picnic Une assiette de papier – a paper plate Le cornichon – a gherkin Le menu – the menu Un plat principal – main course Vous aimez? – what would you like?	and bean stew Le magret de canard – duck breast La tarte tatin – tarte tatin (upside aple tart) La ratatouille – ratatouille La choucroute – pickled cabbage Les crêpes – crepes (think pancakes) Tu aimes...? – what do you like? lundi – Monday mardi – Tuesday mercredi – Wednesday jeudi – Thursday vendredi – Friday samedi – Saturday dimanche – Sunday il a faim – he is hungry toujours – always il n’a pas faim – he is not hungry il mange – he is eating une glace – ice cream des chips – crisps du poulet – some chicken de la soupe – some soup des bonbons – some sweets il reste au lit – he is in bed il a tout mange – he has eaten it all Je voudrais – I would like Du jus d’orange – some orange juice De l’huile d’olive – some olive oil Des biscuits – some biscuits Des fruits – some fruit Ingrédients – ingredients Method – method Utensils – utensils Poivron – bell pepper Ail – garlic Oignon – onion Sel –salt Poivre – pepper Herbes – herbs Un couteau – knife Une cuillère – spoon Une poêle – a pan Couper – cut Ajouter – add Laver – wash Emincer – to thinly slice Cuire – cook Couvrir – cover Chauffer – heat
What children will have learnt by the end of the topic	How to exchange greetings How to introduce themselves How to pronounce the phonemes u, on and ou correctly in French To recognise common greetings and respond appropriately To say and write familiar words to introduce themselves The name of some famous French	How to say the days of the week in French How to accurately pronounce the days of the week using their knowledge of sound patterns How to pronounce the numbers 1-12 correctly in French How to use their knowledge of how the phonemes eu, oi and in sound, to write number words accurately in	How to say the numbers 1-31 in French How to recognise written numbers in words How to apply taught knowledge to build two-digit numbers in French To identify the written and spoken months of the year The dates of some of the common French celebrations How to apply strategies	How to imitate accurate pronunciation of new words How to link the spoken and written words for colour adjectives To ask and answer questions about favourite colours How to use clues to identify the gender of a noun How to use the correct word for <an/a> in French for masculine	How to listen to and pick out familiar words spoken in French How to work out what new French words mean by looking for cognates How to use relevant vocabulary and questions to order food and drink How to use euros to buy goods To understand how prices are written in euros How to work out what new words mean using	How to recognise familiar nouns for food How to ask questions about food preferences How to say what their favourite food is How to extract the main details from a short text How to a range of verbs to express opinions How to use adjectives to justify positive and

	landmarks How to ask someone how they are To select from various expressions in order to express how they are feeling How to correctly pronounce words containing ç and è To recall some familiar vocabulary How to express information about themselves and how they are feeling How to speak and write confidently and with increasing accuracy Written words and phrases relating to personal information To read and write phrases containing personal information using the correct punctuation How to adapt a written model to create new sentences	French How to complete and create maths calculations in French How to use language detective skills to identify the meaning of new words in French To know which words to use for <the> in French, depending on the gender of the noun To look for clues to determine if a noun is masculine, feminine or plural To know how to say <the> and <a/an> depending on the gender of the noun How to describe objects correctly using their grammatical knowledge To understand information about school in French How to exchange spoken and written information about school To be able to select and use definite (the) and indefinite (a/an) articles correctly	to work out the meaning of new words How to pronounce the seasons accurately How to ask and answer questions about birthdays How to translate dates into French using knowledge of numbers and months To identify similarities and differences between children’s birthday celebrations in France and the UK Vocabulary relating to birthdays How to say and write sentences about birthday wishes How to ask someone how old they are in French How to say their own age how to create descriptive sentences using familiar language	and feminine nouns How to establish links between French and English using words that are the same or similar How to describe animals using colour adjectives How to identify differences in word order in French and English when using colour adjectives The rule for adjectival agreement in that an adjective must agree with the gender and the noun it describes How to describe animals using adjectives of size and colour How to place an adjective in phrases and apply agreement with the noun How to use familiar and new language to create more complex phrases How to read and understand sentences containing animal nouns and colour adjectives How to adapt a model to create new sentences How to present information to an audience	language detective skills How to spell shop-related words accurately How to say and write what is sold in different shops How to work out new words by looking for clues How to say whether they like something or not How to use a bilingual dictionary confidently How to ask and respond to questions How to use a range of strategies to understand unfamiliar text How to adapt a written model	negative options How to listen and join in with a story How to memorise a short text How to rehearse and perform to an audience How to recognise whether a noun is masculine or feminine How to select the correct article for ‘some’ How to apply grammatical understanding to new vocabulary How to use a range of strategies to decode authentic French texts How to compare French and English text structures How to share their ideas with others
Cross-curricular links	❖ English	❖ Art	❖ British Values	❖ English	❖ Maths	❖ Maths