**French Curriculum**

**Intent**

**To develop the teaching and learning of French across the school, developing children’s curiosity and deepen their understanding of the world.**

**We intend to teach as to enable children to express their ideas and thoughts in French and to understand and respond to its speakers, both in speech and writing.**

**Our teaching should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read literature in the original language.**

**Implementation**

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|  | **Autumn** | **Spring** | **Summer** |
| **Year 3/4** | Year A | Getting to know you | Food, glorious food | Our school**French Day – experience day** |
| Year B | All about me | Family and friends | Time**French Day – experience day** |

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| **Year 3/4** | **What are we learning?** | **Vocabulary** | **What knowledge and understanding will we gain?** | **What key skills will we learn?** | **How will these be assessed?** |
| **Autumn – Year A** | Getting to know you | Bonjour [hello], bonsoir [good evening], bonne nuit [good night], salut [hi].

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|  Je m’appelle… [My name is...], Comment t’appelles-tu? [What’s your name?], monsieur [Mr], madame [Mrs], mademoiselle [Miss].  |

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|  (Comment) ça va? [How are you doing?], Bien [good/fine], Trés bien [very well], Comme ci, comme ça [not bad/ok], Ça ne va pas trés bien [not very well], Ça va mal [bad/not well], Merci [thank you], Et toi? [and you?]. |

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|  Salut! [Bye! - informal], Au revoir [goodbye – more formal situations] in essence: ‘to meet again’, À bientôt [see you soon], À tout à l’heure [see you later], A demain [see you tomorrow], Bonne fin de semaine / Bon week-end [have a good weekend].

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|  Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix. [zero-ten], C’est combien? [How many is that?], Ça fait combien? [How many does that make?], Plus [add/plus], Moins [take away/subtract], Égale [equals].

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|  Quel âge as-tu? [How old are you?], J’ai \_\_\_ ans. [I’m \_\_\_ years old.], an(s) [year(s)], Bon/ Joyeux anniversaire! [Happy birthday!].  |

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 | * Say hello and goodbye;
* Introduce themselves;
* Say if they are feeling good/bad/so-so;
* Count to 10;
* Say how old they are.
 | * Repeat modelled words/phrases – greetings;
* Listen and show understanding of single words/phrases though physical response about their day, how old they are;
* Recognise familiar question and respond with a simple rehearsed response about how they are feeling;
* Ask and answer a simple and familiar question with a response;
* Use familiar vocabulary to say short sentences using a language scaffold – greetings, their day, how old they are;
* Identify individual sounds in words and pronounce accurately when modelled – Twinkl model;
* Read and show understanding of familiar simple single words/phrases - about their day, how old they are;
* To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases – Twinkl model;
* Listen and identify specific words/phrases in songs and rhymes and demonstrate understanding – numbers.
 | Through lesson participation, small group work and written work.Twinkle jigsaw to be clued in at the beginning of each topic – children to complete at the end of each lesson as a form of self-assessment. |
| **Spring – Year A** | Food glorious food | une pomme (f) [1 apple], deux poires (f) [2 pears].trois prunes (m) [3 plums], quatre fraises (f) [4 strawberries], cinq oranges (m) [5 oranges], du gâteau (m) [some cake]. un cornet de glace (m) [1 ice cream cornet], un cornichon (m) [1 gherkin], un morceau de fromage (m) [a piece of cheese], du saucisson (m) [some salami], une sucette (f) [1 lollipop], de la tarte aux cerises (f) [slice of cherry pie], une saucisse (m) [1 sausage], une brioche (f) [1 small brioche bun], de la pastèque (f) [slice of watermelon].

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|  Je voudrais... [I would like], du (m) [some], de la (f) [some], des (pl) [some], S’il vous plaît [please], voilà [here you are], merci [thank you], merci bien [thank you very much].  |

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| J’aime [I like], Je n’aime pas [I don’t like], J’adore [I love], Je déteste [I hate], Qu’est-ce que tu aimes ? [What do you like?]  |

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|  clair [light/pale], foncé [dark],vif [bright], Montrez-moi... [Show me...].  |

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|  grand(e) [large/big], petit(e) [small].  |

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 | * Follow a story and join in the repeated parts;
* Say what foods from a set they like/dislike;
* Describe the colour or size of an object;
* Ask politely for something.
 | * Repeat modelled words/phrases;
* Listen and show understanding of single words/phrases though physical response;
* Recognise familiar question and respond with a simple rehearsed response;
* Ask and answer a simple and familiar question with a response;
* Use familiar vocabulary to say short sentences using a language scaffold;
* Identify individual sounds in words and pronounce accurately when modelled;
* Read and show understanding of familiar simple single words/phrases;
* To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
* Listen and identify specific words/phrases in songs and rhymes and demonstrate understanding.
 | Through lesson participation, small group work and written work.Twinkle jigsaw to be clued in at the beginning of each topic – children to complete at the end of each lesson as a form of self-assessment. |
| **Summer – Year A** | Our school |

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|  voici [this is], la porte (f) [door], la fenêtre (f) [window], la chaise (f) [chair], la table (f) [table], l’ordinateur (m) [computer], le livre (m) [book], les lumières (f) [lights], Où est? [Where is?], Il/ Elle est là [It’s there], Où sont? [Where are?], Ils/Elles sont là [They’re there].  |

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|  le/un crayon (m) [pencil], le/un stylo (f) [pen], le/ un crayon de couleur (m) [crayon], le/un taille-crayon (m) [pencil sharpener], la/une trousse (f) [pencil case], la/une gomme (f) [rubber], la/une règle (f) [ruler], Qu’est-ce qu’il y a dans ta trousse ? [What’s in your Pencil Case?], J’ai… [I have...] les matières (f) [subjects], le français (m)[french], l’anglais (m) [english], les sciences (f)[science], les mathématiques (f) [mathematics],la musique (f) [music], l’éducation physique (f)[physical education], l’histoire (f) [history], lagéographie (f) [geography], l’informatique (f)[IT], le dessin (m) [art], J’aime [I like], Je n’aimepas [I dont like].levez-vous [stand up], asseyez-vous [sit down],arrêtez [stop], marchez [walk], courez [run],sautez [jump], sautez à cloche-pied [hop], courezsur place [run on the spot], sautillez [skip]

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|  la salle de classe (f) [classroom], la cour de récréation (f) [playground], la bibliothèque (f) [library], la salle de musique (f) [music room], le terrain de jeu (m) [playing field], la grande salle (f) [hall], la salle d’informatique (f) [IT room], le bureau du directeur (m) [head teacher’s office - male], le bureau de la directrice (m) [head teacher’s office - female], la cantine (f) [dining hall], le bureau (m) [office], le couloir (m) [corridor], la salle des professeurs (f) [staff room], Où es-tu ? [Where are you?], Je suis dans… [I am in…], Je suis sur… [I am on…], Les endroits dans l’école [places around school].

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|  lire [to read], manger [to eat], courir [to run], chanter [to sing], marcher [to walk], jouer au foot [to play football], parler avec mes ami(e)s [to talk with my friends], travailler sur l’ordinateur [to work on the computer], jouer au basket [to play basketball], aider le professeur [to help the teacher], Qu’est-ce que tu aimes faire? [What do you like to do?].  |

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 | * Listen and respond to topic vocab;
* Demonstrate understanding with actions;
* Write sentences converting le/la to un/une;
* Answer questions using the topic vocab.
 | * Repeat modelled words/phrases – items in classroom;
* Recognise familiar question and respond with a simple rehearsed response – favourite/least favourite subject;
* Ask and answer a simple and familiar question with a response – favourite/least favourite subject;
* Identify individual sounds in words and pronounce accurately when modelled – Twinkl model;
* Read and show understanding of familiar simple single words/phrases – items in the classroom, favourite/least favourite subjects;
* To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases – Twinkl model;
 | Through lesson participation, small group work and written work.Twinkle jigsaw to be clued in at the beginning of each topic – children to complete at the end of each lesson as a form of self-assessment. |

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|  | **Autumn** | **Spring** | **Summer** |
| **Year 5 /6** | Year A | Let’s Visit a French Town | All in a day | Let’s go shopping**French Day – experience day** |
| Year B | This is France | Time travelling | That’s tasty**French Day – experience day** |

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| **Year 5 / 6** | **What are we learning?** | **Vocabulary** | **What knowledge and understanding will we gain?** | **What key skills will we learn?** | **How will these be assessed?** |
| **Autumn – Year A** | Let’s visit a French town |

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| je/tu/il/elle/nous/vous/ils/elles [I/you/he/ she/we/you/they], où [where], habiter [to live], city names

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|  nager [to swim], prier [to pray], acheter [to buy], apprendre [to learn], prendre [to catch – train/bus], regarder [to watch], faire une promenade [to go for a walk], école (f) [school], église (f) [church], piscine (f) [swimming pool], gare (f) [railway station], cinéma (m) [cinema], parc (m) [park], mosquée (f) [mosque], librairie (f) [bookshop]

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|  préposition (f) [preposition], à côté de [next to], en face de [opposite], librairie (f) [bookshop], bibliothèque (f) [library], boucherie (f) [butcher], restaurant (m) [restaurant], banque (f) [bank], patinoire (f) [ice rink], office du tourisme (m) [tourist information], mairie (f) [town hall], Où est \_\_\_? [Where is\_\_\_?]

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|  Numbers up to 1000, Tu as quel nombre? [What number have you got?], J’ai le nombre\_\_\_ [I’ve got number \_\_\_], plus grand que [bigger than], plus petit que /moins grand qu [smaller than/ less big than], adjectif (m) [adjective], X est \_\_\_ de plus que Y [X is \_\_\_ more than Y], X est \_\_\_ de moins que Y [X is \_\_\_ less than Y], soustraction (f) [subtraction], moins [less/ subtract], fait [equals/makes]  |

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|  armoire (f) [wardrobe], tapis (m) [rug], television (f) [TV], canapé (m) [sofa], fauteuil (m) [armchair], four (m) [oven], tablier (m) [apron], table (f) [table], devoirs (m pl) [homework], serviette (f) [towel], couverture (f) [blanket], ours/nounours (m) [teddy], casquette (f) [cap], valise (f) [suitcase], chaise (f) [chair]  |

ordinal [ordinal], nombre (m) [number],premier (m) /première (f) [first], deuxième(m/f) [second], troisième [third], quatrième[fourth], cinqième [fifth], sixième [sixth],septième [seventh], dernier (m) / dernière (f)[last], è grave [‘e’ with grave accent], days ofthe week |

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 | * Make simple sentences with habiter (to live);
* Listen to and join in a song;
* Recognise key words and phrases and respond;
* Use gestures to support what they are saying;
* Use a bilingual dictionary with support;
* Identify places in a French town or city;
* Listen for a familiar vocabulary;
* Recognise ordinal numbers;
* Recognise a spelling pattern.
 | * To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
* Understand basic grammar appropriate to the language;
* To speak in sentences, using familiar vocab, phrases and basic language structures;
* To appreciate stories, songs, poems and rhymes in language;
* To present ideas and information orally to a range of audiences;
* To broaden their vocab and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
* To describe people, places, things and actions orally and in writing;
* To engage in conversations, ask and answer questions, express opinions and respond to those of others;
* To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
 | Through lesson participation, small group work and written work.Twinkle jigsaw to be clued in at the beginning of each topic – children to complete at the end of each lesson as a form of self-assessment. |
| **Spring – Year A** | All in a day | Quelle heure est-il? [What time is it ?], Il est…… [It is…..], ….. heure(s) [……. o’clock], et demie [half past…..], et quart [quarter past], moins le quart [quarter to].

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| Du matin [in the morning], de l’après-midi [in the afternoon], du soir [in the evening], jouer [to play], le petit déjeuner [breakfast], aller [to go], le lit [bed], rentrer [return], la maison [house], le déjeuner [lunch], faire [to do], les devoirs [homework].

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|  Quelle heure est-il? [What time is it ?], Il est… [It is…], cinq [five], dix [ten], vingt [twenty], vingt-cinq [twenty five], moins cinq [five to], moins dix [ten to], moins vingt [twenty to], moins vingt-cinq [twenty five to].  |

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|  Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix [1-10], onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf [11- 19], vingt, trente, quarante, cinquante [20, 30, 40, 50].  |

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|  Provenance [arriving from], Départs [Departures], Arrivées [Arrivals], décollé [departed], à l’heure [on time], en avance [early], arrivé [arrived], en retard [delayed], l’avion (m) [plane], À quelle heure… ? [What time...?], un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix [1 - 10], onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf [11 - 19], vingt, trente, quarante, cinquante [20, 30, 40, 50].  |

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|  La semaine d’école [the school week], le français (m) [French], le dessin (m) [art], la géographie (f) [geography], l’anglais (m) [English], l’éducation physique (f) [P.E.], l’informatique (f) [I.T.], les mathématiques (f) [maths], la musique (f) [music], l’histoire (f) [history], les sciences (f) [science], les études religieuses [R.E.], lundi [Monday], mardi [Tuesday], mercredi [Wednesday], jeudi [Thursday], vendredi [Friday], À quelle heure ? [What time?], la première [the first], la dernière [the last].  |
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 | * Say and write a sentence to tell the time;
* Understand and use the terms used for a.m. and p.m.
* Tell the time in 24 hour time;
* Read and interpret timetables in 24-hour times.
 | Through lesson participation, small group work and written work.Twinkle jigsaw to be clued in at the beginning of each topic – children to complete at the end of each lesson as a form of self-assessment. |
| **Summer – Year A** | Let’s go shopping | Bonjour [Hello/Good day], Madame [Madam], Monsieur [Sir], Mademoiselle [Miss], Ça va ?/ Comment allez-vous ? [How are you?], Bien [Good/fine], Très bien [Very well], Comme ci, comme ça [Not bad/OK], Ça ne va pas très bien [Not very well], Ça va mal [Bad/not well], Merci [Thank you], Et toi/vous ? [And you?], Bien [Good], Je voudrais… [I would like….], la banane (f) [banana], le crayon (m) [pencil], le croissant (m) [croissant], la montre (f) [watch], la pomme (f) [apple], le chou-fleur (m) [cauliflower], le lait (m) [milk], le fromage (m) [cheese], le jus d’orange (m) [orange juice], le pain (m) [bread], la confiture (f) [jam], la glace (f) [ice cream], la crème (f) [cream], la farine (f) [flour], l’orange (f) [orange], l’oignon (m) [onion], l’aubergine (f) [aubergine], les chocolats(m) [chocolates], les chaussures (f) [shoes], les gâteaux (m) [cakes], C’est combien ? [How much is it?], C’est… [It’s …], Salut ! [Bye], Au revoir [Good bye], À bientôt [See you soon], À la prochaine [Until next time], À demain [See you tomorrow], Bonne fin de semaine / Bon week-end [Have a good weekend].

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| Les magasins (m) [shops], le magasin de chaussures (m) [shoe shop], la fromagerie (f) [cheese shop], la boucherie (f) [butchers], la boulangerie (f) [bakery], la pâtisserie (f) [cake shop], la bijouterie (f) [jewellers], le magasin de jouets (m) [toy shop], le magasin de vêtements (m) [clothes shop], la confiserie (f) [sweet shop], Où est…? [Where is...?], entre [between], à côté de [next to].

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|  Les vêtements (m) [clothes], un manteau (m) [coat], un pull (m) [jumper], une jupe (f) [skirt], une chemise (f) [shirt], blanc/blanche [white], violet/violette [purple], noir/noire [black], gris/grise [grey], bleu/bleue [blue], vert/verte [green], orange [orange], rouge [red], rose [pink], marron [brown], jaune [yellow], foncé [dark], clair [light].  |

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|  Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix [zero-ten], onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt [eleven – twenty], vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente [twenty one – thirty], quarante [forty], cinquante [fifty], soixante [sixty], soixante-dix [seventy], quatre-vingts [eighty], quatre-vingt-dix [ninety], cent [hundred], deux-cents [two hundred], trois-cents [three hundred], quatre-cents [four hundred], cinq-cents [five hundred], C’est combien ? [How much is that?], C’est… [It’s…], Voici votre monnaie [Here’s your change].  |

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|  zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix. [zero-ten], onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt. [eleven – twenty], vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vint-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, [twenty one – thirty], quarante [forty], cinquante [fifty], soixante [sixty], soixante-dix [seventy], quatre-vingts [eighty], quatre-vingt-dix [ninety], cent [hundred], C’est combien ? [How many is that?], la baguette (f) [bread - baguette], les pommes (f) [apples], le jus d’orange (m) [orange juice], la confiture (f) [jam], les oignons (m)[onions], le jambon (m) [ham], la boîte de chocolats (f) [box of chocolates], la pizza (f) [pizza], petit(e) [small] grand(e) [big]  |

La lampe (f) [lamp], la balançoire (f) [swings],la raquette(f) [racquet], la tente (f) [tent],le skateboard (m) [skateboard], les lunettesde soleil (f) [sunglasses], les bottes encaoutchouc (f) [wellingtons]. |

 | * Listen and respond to topic vocabulary;
* Answer questions using the topic vocabulary;
* Take part in role play as a shopper/ shopkeeper, speaking in French;
* Greet and respond;
* Use the preposition entre;
* Write money in French, up to 500€ in multiples of 50.
 | Through lesson participation, small group work and written work.Twinkle jigsaw to be clued in at the beginning of each topic – children to complete at the end of each lesson as a form of self-assessment. |
| **Summer 2 –****Year A** | Preparing for French day | **Recap on language used throughout the year.** | * Greet and respond;
* Listen and respond to topic vocab;
* Answer questions using the topic vocab;
* Take part in role play in a café;
 | Through lesson participation, small group work and written work. |

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| **Year 3 / 4** | **What are we learning?** | **Vocabulary** | **What knowledge and understanding will we gain?** | **What key skills will we learn?** | **How will these be assessed?** |
| **Autumn – Year B** | All about me | Asseyez-vous [sit down], levez-vous [stand up], rangez vos chaises [put your chairs under], taisez-vous [be quiet], écoutez [listen], regardez [look], venez au tapis [come to the carpet], répétez [repeat], regardez-moi [look at me], allez-y [off you go], rangez vos affaires [tidy your things].

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| Voici [this is], la tête [head], les épaules [shoulder], les genoux [knees], les pieds [feet], les yeux [eyes], les oreilles [ears], la bouche [mouth], le nez [nose], oui [yes], non [no].

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| Les mains [hands], les pieds [feet], les bras [arms], tapez [clap/stamp], croisez [cross/fold], marchez [walk/step], levez [raise], touchez [touch], courez [run], sautez [jump], posez [put down], prenez [pick up/take].

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| C’est de quelle couleur? [What colour is it?], bleu [blue], blanc [white], rouge [red], noir [black], jaune [yellow], vert [green], gris [grey], orange [orange], rose [pink], violet [purple], marron [chestnut brown], C’est… [It’s…].  |

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|  une jupe [skirt], un pantalon [trousers], un tee-shirt [t-shirt], une chemise [shirt/blouse], un pull [jumper], un sweat [sweatshirt], des chaussures (f) [shoes], un short [shorts], des chaussettes (f) [socks], une robe [dress], un maillot de corps [vest], un slip [pants], Qu’est-ce qu’il y a dans l’armoire? [What’s in the wardrobe?], Il y a… [There is…].

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|  Des gants (m) [gloves], une écharpe [scarf], un manteau [coat], un chapeau [hat], un imperméable [waterproof jacket], des lunettes (f) [glasses], une ceinture [belt], des bottes (f) [boots], une montre [watch], Qu’est-ce que tu portes? [What are you wearing?], Je porte… [I’m wearing…], et [and].  |

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 | * Give and respond to simple classroom instructions appropriately;
* Name parts of the body from a song;
* Identify colours;
* Name items of clothing.
 | * Repeat modelled words/phrases - colours;
* Listen and show understanding of single words/phrases though physical response – classroom instructions;
* Recognise familiar question/ask/respond to question with a simple rehearsed response – favourite colours;
* Identify individual sounds in words and pronounce accurately when modelled – Twinkl model;
* Read and show understanding of familiar simple single words/phrases – colours, items of clothes;
* To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases – Twinkl model;
* Listen and identify specific words/phrases in songs and rhymes and demonstrate understanding – body parts.
 | Through lesson participation, small group work and written work.Twinkle jigsaw to be clued in at the beginning of each topic – children to complete at the end of each lesson as a form of self-assessment. |
| **Spring – Year B** | Family and friends |

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| Qui est-ce? [Who’s this?], moi [me], ma (f)/ mon (m)/mes (pl) [my], frère [brother], soeur [sister], mère [mother], père [father], parents [parents], grand-mère [grandmother], grand-père [grandfather], tante [aunt], oncle [uncle], cousin (m)/cousine (f) [cousin], nièce [niece], neveu [nephew], famille [family]

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| Chat (m) [cat], chien (m) [dog], lapin (m) [rabbit], souris (f) [mouse], oiseau (m) [bird], poisson (m) [fish], serpent (m) [snake], hamster (m) [hamster], tortue (f) [tortoise], cochon d’inde (m) [guinea pig], animal (m) [pet], Je n’ai pas d’animal [I haven’t got a pet], As-tu…? [Have you got…?].

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| Lettre (m) [letter], l’alphabet (m) [the alphabet], Maintenant je les connais: tous les lettres de l’alphabet. [Now I know them: all the letters of the alphabet.]

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| Elle [she], il [he], s’appelle [is called].

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|  Comment [how], ça [it/that], s’écrit [is written], majuscule [capital letter], minuscule [lower case letter], double [double].

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|  Maison (f) [house], appartement (m) [flat], jardin (m) [garden], entrée (f) [hall], escalier (m) [stairs], salon (m) [lounge/living room], salle à manger (f) [dining room], garage (m) [garage], cuisine (f) [kitchen], chez moi [my home], chambre (f) [bedroom], salle de bain (f) [bathroom], grenier (m) [attic], sous-sol (m) [basement], bureau (m) [study].  |

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 | * Identify and introduce some of their relations;
* Name some common pets;
* Recognise some rooms in their home.
 | * Repeat modelled words/phrases – pet names;
* Listen and show understanding of single words/phrases though physical response – introducing their family;
* Recognise familiar question and respond with a simple rehearsed response – about family, pets and rooms in their home;
* Ask and answer a simple and familiar question with a response – about family, pets and rooms in their home;
* Identify individual sounds in words and pronounce accurately when modelled – Twinkl model;
* Read and show understanding of familiar simple single words/phrases - about family, pets and rooms in their home;
* To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases – Twinkl model;
 | Through lesson participation, small group work and written work.Twinkle jigsaw to be clued in at the beginning of each topic – children to complete at the end of each lesson as a form of self-assessment. |
| **Summer – Year B** | Time | Onze, douze, treize, quatorze, quinze, seize [11-16], vingt, trente [20, 30], vingt-et-un, trente-et-un [21/ 31] fois [times], divisé par… [divide by…], C’est combien? [How many is that?], Ça fait combien? [How many does that make?] lundi [Monday], mardi [Tuesday], mercredi[Wednesday], jeudi [Thursday], vendredi[Friday], samedi [Saturday], dimanche[Sunday], la semaine (f) [week], C’est quel jour ?[What day is it?]janvier [January], février [February], mars [March], avril [April], mai [May], juin [June], juillet [July], août [August], septembre [September], octobre [October], novembre [November], décembre [December], année (f) [year], mois (m) [month]

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| mon [my], ton [your], anniversaire (m) [birthday], la date (f) [date], premier (m) [first]  |

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| --- | --- |
| quelle (f) [what], date (f) [date], fête (f) [festival], aujourd’hui [today]

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|  calendrier (m) [calendar], date (f) [date], aujourd’hui [today], demain [tomorrow], hier [yesterday], c’est [it is], c’était [it was], ce sera [it will be], quelle [what - feminine], était [was], sera [will be]  |

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 | * Say and order the days of the week;
* Say and order the months of the year;
* Count on from 11-31;
* Say their own birthday.
 | * Repeat modelled words/phrases - numbers;
* Listen and show understanding of single words/phrases though physical response – What’s the time Mr Wolf;
* Recognise familiar question and respond with a simple rehearsed response – time, days/months of the year;
* Ask and answer a simple and familiar question with a response - time, days/months of the year;
* Identify individual sounds in words and pronounce accurately when modelled – twinkl model;
* Read and show understanding of familiar simple single words/phrases - time, days/months of the year ;
* To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases – Twinkl model.
* Listen and identify specific words/phrases in songs and rhymes and demonstrate understanding – numbers, days of the week/month
 | Through lesson participation, small group work and written work.Twinkle jigsaw to be clued in at the beginning of each topic – children to complete at the end of each lesson as a form of self-assessment. |

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| **Year 5 / 6** | **What are we learning?** | **Vocabulary** | **What knowledge and understanding will we gain?** | **What key skills will we learn?** | **How will these be assessed?** |
| **Autumn – Year B** | This is France | le Royaume-Uni (m) [United Kingdom], La France (f) [France], l’Italie (f) [Italy], la Belgique (f) [Belgium], l’Andorre (f) [Andorra], l’Allemagne (f) [Germany], le Luxembourg (m) [Luxembourg], la Suisse (f) [Switzerland], la l’Espagne (f) [Spain], le voisin (m) [neighbour] la distance (f) [distance], Quelle est la distance entre...? [What is the distance between…?], C’est..kilomètres [It’s...kilometres], zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix [zero - ten], onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt [eleven - twenty], vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, [twenty-one - thirty], quarante [forty], cinquante [fifty], soixante [sixty], soixante-dix [seventy], quatre-vingts [eighty], quatre-vingt-dix [ninety], cent [hundred], mille [thousand] la distance (f) [distance], le nord (m) [north], le sud (m) [south], l’est (m) [east], l’ouest (m) [west], le nord-ouest [north west], le nord-est (m) [north east], le sud-ouest [south west], le sud-est (m) [south east]

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| la tour Eiffel (f) [the Eiffel Tower], l’Arc de Triomphe (m) [the Arc de Triomphe], ] le Louvre (m) [the Louvre], La cathédrale Notre-Dame (f) [Notre Dame Cathedral], la Seine (f) [the (River) Seine], À Paris... [In Paris...], lon peut... [one can...], visiter [visit], marcher [walk], voyager [travel], se reposer [rest], aller [go], manger [have/eat], les bâtiments célèbres (m) [famous buildings], le long de [along], le parc (m) [park], un spectacle musical (f) [a musical show], un repas délicieux (m) [a delicious meal], les édifices religieux (m) [religious buildings], les marchés (m) [markets], un défilé de mode (m) [a fashion show]

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|  Un directeur(m) une directrice (f) [manager/ manageress] un acteur (m) une actrice (f) [actor/actress] un empereur (m) une impératrice (f) [emperor/empress] un joueur de foot (m) une joueuse de foot (f) [footballer] un scientifique (m) une scientifique (f) [scientist] un homme politique (m) une femme politique (f) [politician] un chef (m) une chef (f) [chef] un artiste (m) une artiste (f) [artist] un soldat (m) une soldat (f) [soldier] un chanteur (m) une chanteuse (f) [singer] célèbre [famous] était [was] est [is]

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| J’habite en/au ……. [I live in……] français(m) française (f) [French] canadien (m) canadienne (f) [Canadian] suisse (mf) [Swiss] belge (mf) [Belgian] luxembourgeois(m) luxembourgeoise (f) [Luxembourger]  |

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 | * Listen and respond to topic vocabulary;
* Answer questions orally using the topic vocabulary;
* Write an answer to a sentence using the topic vocabulary;
* Create sentences independently, using a model sentence;
* Write numbers in words which are multiples of ten;
* Describe position up to 4 compass points.
 | * To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
* Understand basic grammar appropriate to the language;
* To speak in sentences, using familiar vocab, phrases and basic language structures;
* To appreciate stories, songs, poems and rhymes in language;
* To present ideas and information orally to a range of audiences;
* To broaden their vocab and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
* To describe people, places, things and actions orally and in writing;
* To engage in conversations, ask and answer questions, express opinions and respond to those of others;
* To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
 | Through lesson participation, small group work and written work.Twinkle jigsaw to be clued in at the beginning of each topic – children to complete at the end of each lesson as a form of self-assessment. |
| **Spring – Year B** | Time travelling |

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| cent [hundred], mille [thousand], plus [add/plus], moins [take away/less], fois [times], divisé par [divided by], égale [equals], nombre (m) [number], numbers 1-99.

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|  avoir [to have], j’ai [I have], tu as [you have *(informal, singular)*], il/elle/on a [he/she/it/one has], vous avez [you have *(plural/singular formal)*], nous avons [we have], ils/elles ont [they have], verbe (m) [verb], Quel âge ? [How old?], conjugation.

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|  histoire (f) [history], an (m) [year], mois (m) [month], date (f) [date], calendrier (m) [calendar], numbers 1-2000+.

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|  naître [to be born – infinitive verb], né(e) [born – past participle], être [to be - infinitive verb], passé composé [past tense], naissance [birth], verb, tense, auxiliary, infinitive, past participle, numbers 1-31, months, year numbers, date of birth, gender.  |

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|  naître [to be born – infinitive verb], né(e) [born – past participle], être [to be - infinitive verb], je suis [I am], tu es [you are – informal singular], il/elle/on est [he/ she/one is], nous sommes [we are], vous êtes [you are – formal / plural], ils/elles sont [they are], mourir [to die – infinitive verb], mort(e)(s) [died – past participle], passé composé [past tense], verb, tense, conjugate, auxiliary, infinitive, past participle, numbers 1-31, months, year numbers, date of birth, gender.  |

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 | * Recognise number words in spoken sentences;
* Say numbers larger than 100;
* Match the subject and verb for high-frequency verbs;
* Recognise when someone is saying a date.
 | Through lesson participation, small group work and written work.Twinkle jigsaw to be clued in at the beginning of each topic – children to complete at the end of each lesson as a form of self-assessment. |
| **Summer – Year B** | That’s tasty |

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| J’ai soif [I’m thirsty] les boissons chaudes (f) [hot drinks] les boissons fraîches (f) [cold drinks] le thé (m) [tea] le café (m) [coffee] le café au lait (m) [coffee with milk] le coca (m) [cola] la limonade (f) [lemonade] le jus d’orange (m) [orange juice] l’eau (f) [water] une bouteille (f) [bottle] une tasse (f) [cup] un verre(m) [glass] de [of] Qu’est-ce que vous désirez boire ? [What would you like to drink?] Je voudrais…. [I would like……..]

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|  lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche [Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday] …heures […o’clock] …heures et demie […half past] Quelle heure est-il ? [What time is it?] ouvert [open] fermé [closed] À quelle heure ? [What time?]

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|  le petit déjeuner (m) [breakfast] la nourriture (f) [food] une baguette (f) [bread - baguette] un croissant (m) [croissant] un yaourt (m) [yoghurt] de la confiture (f) [jam] des céréales (f) [cereals] un pain au chocolat (m) [chocolate bread, also known by the French name in UK] les boissons (f) [drinks] un thé (m) [tea] un café (m) [coffee] un chocolat chaud (m) [hot chocolate] un jus d’orange(m) [orange juice] de l’eau (f) [water] du lait (m) [milk] pour [for] mon (m) [my] je voudrais… [I would like…] et [and]  |

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| --- | --- | --- |
|  le sandwich (m) [sandwich], le pain (m) [bread], la baguette normale (f) [white bread], le pain complet (m) [wholemeal bread], le pain aux herbes (m) [herby bread], Qu’est-ce que vous désirez ? [What would you like?], Je voudrais… [I would like…], les viandes (f) [meats], le rosbif (m) [roast beef], le jambon [ham], le poulet (m) [chicken], le saucisson sec (m) [salami], les légumes (m) [vegetables], les tomates (f) [tomatoes], la laitue (f) [lettuce], le concombre (m) [cucumber], l’oignon (m) [onion].

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| --- | --- |
|  J’aime [I like] manger [to eat] le chocolat (m) [chocolate] le gâteau (m) [cake] les chips (f) [crisps] les frites (f) [chips] la crêpe (f) [pancake] la sucette (f) [lollipop] le hot-dog (m) [hot dog] la glace (f) [ice cream] délicieux (m) délicieuse (f) [delicious] amer (m) amère (f) [bitter] sucré (m) sucrée (f) [sugary] salé (m) salée (f) [salty] chaud (m) chaude (f) [hot] froid (m) froide (f) [cold] croquant (m) croquante (f) [crunchy] mou (m) molle (f) [soft] savoureux (m) savoureuse (f) [savoury] collant (m) collante (f) [sticky] crémeux (m) crémeuse (f) [creamy] parce que [because] trop [too]

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|  Qu’est-ce que vous désirez sur votre pizza ? [What would you like on your pizza?], la purée de tomates (f) [tomato puree], le fromage (m) [cheese], le poulet (m) [chicken], le saucisson sec (m) [salami], les tomates (f) [tomatoes], l’ananas (m) [pineapple], les champignons (m) [mushrooms], l’oignon (m) [onion], le jambon (m) [ham], le bacon (f) [bacon], Je voudrais… [I would like…].  |

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 | * Listen and respond to topic vocab;
* Answer questions orally using the topic vocab;
* Write and answer in a sentence using a modelled sentence;
* Take part in role play using the key phrases studied.
 | Through lesson participation, small group work and written work.Twinkle jigsaw to be clued in at the beginning of each topic – children to complete at the end of each lesson as a form of self-assessment. |
| **Summer – Year B** | Preparing for French day | **Recap on language used throughout the year.** | * Greet and respond;
* Listen and respond to topic vocabulary;
* Answer questions using the topic vocabulary;
* Take part in role play in a café;
 | Through lesson participation, small group work and written work. |

**French Impact Statement**

Assessment criteria has been developed in line with the national curriculum aims, to enable teachers to assess the progress of children in their language learning as they move through Key Stage 2, ensuring that children are supported and challenged as appropriate. They are used to identify where there are gaps in learning for particular pupils. Planning is adjusted as a result in order to ensure that identified pupils catch up or close the gap.

All pupils are individual and will be assessed in this way to ensure that they fulfil their individual potential. The founding assumption is that all pupils can achieve mastery (breadth and depth) if they are supported to do so.

**Impact:**

Pupils’ progress is continually monitored throughout their time at the school and is used to inform future learning and teaching. Teaching staff will assess the children’s knowledge at the end of each unit by asking the Key Questions identified on the French knowledge organisers. The children will be able to answer them, showing that they know more, remember and can do more.

End points are set by the National Curriculum. By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and competencies as specified in the programme of study.

**Impact of the Curriculum**

This is monitored by subject leaders and will include the following aspects:

* Work sampling (both written and video) to ensure development of key learning and key vocabulary;
* Discussing and checking understanding of learning and work with pupils, including effective challenge for more able pupils;
* Monitoring planning to ensure full coverage of the curriculum;
* Checking that there are opportunities to use and apply reading and writing skills in each subject area;(consistent with quality in English books)
* Monitoring language skills – ensuring pupils understand key vocabulary;
* Climate walks;
* Learning observations;
* Gathering and responding to stakeholder’s views, including pupils;
* Links to other areas of the curriculum including PSHE, Relationships, Healthy Schools, Behaviours for Learning, British Values and Equality;
* Analysis of end of term assessment information to identify those pupils who require additional support so they do not fall behind.

**MFL Subject leader will:**

* Work with teachers to ensure pupils are supported to achieve at least sufficient progress and expected attainment.
* Produce an annual Action Plan to work on key development points.