



# Wyborne School Curriculum

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## French

Amended  
2020

# By the end of Year 6 our children will say:

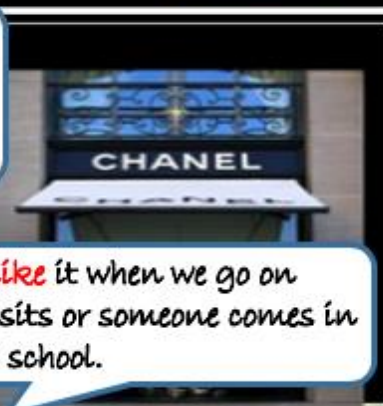


I like French because it's fun learning a new language. It makes me feel intelligent!




I like learning French because it will help me when I go to secondary school and when I go travelling when I grow up.

I like creating presentations and talking about what I have learnt and deduced.



I like it when we go on visits or someone comes in to school.



I like asking questions about French culture and learning about how people live in France.





## What we are trying to achieve for our learners through the MFL curriculum.

The vision for our pupils at Wyborne is that during their learning journey they will be provided with the opportunities, in first class teaching sequences, to broaden and apply their knowledge and skills through interactive and practical lessons. We aim to develop passionate linguists who are able to progress readily to the next stage of their language learning.

As children develop their skills they will be able to communicate their understanding in a variety of structured formats. They will be able to make coherent links through active and repetitive learning year on year. Children will learn topics and have opportunities to practise what they have learned through, writing and performance. In addition, non specialist teachers will have access to quality resources to enable them to teach effectively.

We will be following the Rachel Hawkes scheme of work, which includes voiced PowerPoints, a bank of resources for each year group, key vocabulary and tools for assessment. Our MFL curriculum will give our children a grounding love and curiosity of language for the future.

We will enhance our MFL curriculum with visits and visitors and enrich it through a study of the culture, celebrating similarities and differences and bringing the language to life. Our intent would be to maximise the involvement of our French speaking community including parents and carers.



## How will we assess what children have learnt?

Through various methods of teacher assessment; observations of children working, interacting, talking and questioning, whole class and group discussion; observing children's responses to lessons; how they communicate their learning through, role play, performance or in written responses and homework as well as marking written work, teachers will make judgements as to children's attainment and progress in French.

Both children's knowledge and skills will be assessed together in order to judge learning.

The expectation is that children will become ever more sophisticated in their ability to communicate their learning but equally this will be seen in practical projects e.g Bastille Day and Christmas.

We will use an internal tracking system based on teacher assessments over time to summarise children's achievements at points in the year. These will be reported in respect of children working Towards Age Related Expectations, Children working At Age Related Expectations or Children working at Greater Depth in relation to Age related Expectations.





| Year 3   | Themes  | Subject Rationale: How does this work support children's wider French journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)  | Key Vocabulary   | NC Key Skills:  |   |
|--|---|--|--|---|---|
| <p><b>Knowledge</b></p> <p>Autumn</p> <p>Spring</p> <p>Summer</p>  |   |  | <p>Children are not expected to know all of the vocab but a selection from each term.</p>  | <p>Foreign Language</p>   | <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Grammar</p>   |
| <p>Learn key phonics – Alphabet/vowels/sounds</p> <p>Understand and recall orally 1-12</p> <p>Learn basic greetings Classroom instruction</p> <p>Learn facts about Christmas in France</p> <p>Make a Christmas card (send to students in France)</p> | <p><b>Phonics</b></p> <p><b>Number</b></p> <p><b>Common Phrases</b></p> <p><b>Culture</b></p> | <p><i>As with learning any new language we will start children with the basic alphabet and phonics. Here we introduce a new phonetic alphabet. Children will be familiar with the graphemes from the English language but will learn new phonemes. This will help them going forward with key phonic sounds and how to anticipate spellings.</i></p> <p><i>Children learn numbers 1-12 then have the opportunity to put into practice when asking and giving ages. We build upon number each year in order to be able to take part in conversations that include dates and times.</i></p> <p><i>Children learn greetings building upon vowel sounds including some common French names. There are made aware of gender through colour coding. They use the verb forms 'j'ai – I have', 'il/elle est – it is' and encounter the negative forms of these.</i></p> <p><i>Here children develop their cultural understanding about Christmas in France – links with RE</i></p> | <p>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze</p> <p>'j'ai – I have', 'il/elle est' – it is a</p> <p>Comment t'appelles tu? (What do you call yourself?)<br/>Je m'appelle..... (I call myself)<br/>Ça va ?(How's it going?)<br/>oui / non<br/>fantastique/super (great)<br/>très bien merci (very well, thanks)<br/>pas mal, merci (not bad, thank you),<br/>ça ne va pas (badly)</p> <p>Quel âge as-tu? (How old are you?)<br/>J'ai... ans (I am ..years old)</p> | <p>Listening</p> <p>Show that he/she recognises words and phrases heard by responding appropriately.</p> <p>Follow simple instructions and link pictures or actions to language</p> <p>When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words</p> <p>Speaking</p> <p>Ask and answer simple questions, for example about personal information</p> <p>Repeat sentences heard and make simple adaptations to them</p> <p>Use most accurate pronunciation and speak clearly when addressing an audience</p> <p>Use simple adjectives such as colours and sizes to describe things orally</p> |   |
| <p>Classroom instructional language</p> <p>Learn 9 new nouns and their articles and plurals</p> <p>Learn basic colours</p> <p>Brown Bear Story</p> <p>Old MacDonald</p>  | <p><b>Common Phrases</b></p>  | <p><i>The linguistic focus is gender, articles, plurals and adjectives (position &amp; basic agreement). The grammatical concepts are all based around a core vocabulary of 9 animal nouns and 6 colours so nothing so becomes too difficult.</i></p> <p><i>The key verbs are 'il/elle est' (he/she/it is), 'ils sont' (they are), il y a (there is/are). The negative is revisited and there is also a subtle introduction to 'aussi' (also/too/as well), 'mais' (but).</i></p> <p><i>Pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible – thereby building confidence.</i></p> <p><i>Pronunciation, memory, pattern finding, sentence building,</i></p>  | <p><b>Classroom language</b></p> <ol style="list-style-type: none"> <li>Silence! (Silence!)</li> <li>Prenez un stylo! (Get out a pen!)</li> <li>Un volontaire! (A volunteer)</li> <li>Ouvrez vos cahiers! (Open your exercise books!)</li> <li>Regardez! (Look!)</li> <li>Croisez les bras! (Fold your arms!)</li> <li>Écoutez (Listen!)</li> <li>Écrivez! (Write!)</li> </ol>   | <p>u un chat ( a cat)<br/>un chien (a dog)<br/>un poisson (a fish)<br/>un oiseau (a bird)<br/>un canard (a duck)<br/>un cheval (a horse)<br/>un mouton (a sheep )<br/>un ours (a bear)<br/>une grenouille (a frog)</p> <p>Articles change:<br/>un, une, des,<br/>le, la, les</p>  | <p>Reading</p> <p>Recognise some familiar words and phrases in written form</p> <p>Read some familiar words aloud using mostly accurate pronunciation</p> <p>Learn and remember new words encountered in reading</p> <p>Writing</p> <p>Write some single words from memory</p> <p>Use simple adjectives such as colours and sizes to describe things in writing</p> <p>Record descriptive sentences using a word bank</p> |

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|  |  | <i>autonomy, performance and creativity are the concepts at the heart of these resources.</i>   | bleu (blue), rouge(red), blanc (white), noir (black), vert (green), jaune (yellow), marron (brown), violet (purple), orange, gris (grey)  |   | <b>Grammar</b>  |
|  |  |   |   |   | Recognise the main word classes e.g. nouns, adjectives and verbs  |
|  |  |   |   |   | Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles |
| <p>Nouns of fruit and snacks</p> <p>Days of the week</p> <p>Use knowledge of colours to create a butterfly</p> <p>Re-tell a story (The Hungry Caterpillar)</p> <p>Dialogue in a cafe</p> | <p><b>Culture</b></p> <p><b>Common Phrases</b></p> | <p><i>This unit focuses on memory and performance in that it asks pupils to retell a familiar story – The Very Hungry Caterpillar – in French. Pupils are first introduced to useful vocabulary from the story – numbers, days of the week, fruits, foods – and then introduced to the story in video and audio format. (Rehearse what they have learnt throughout the year).</i></p> <p><i>After several activities developing memory and practising pronunciation, pupils will hopefully feel confident enough to retell the story in one of a variety of verbal ways – with pictures, with video, or with video and subtitles (for those who need the written back-up for now). The idea is that everyone can have a go and feel successful.</i></p> <p><i>(Take some videos of your pupils’ performances or have the most confident perform in assembly!)</i></p> <p><i>In Year 3 children are encouraged to learn through rhyming stories, singing songs, performance and using hand gestures (repetition is key). These are all ways of embedding the language long term. The main focus in Year 3 is the oral skills. However, children should only attempt to speak when they are confident and ready. We want to children to enjoy learning a new language and to introduce it in the most fun and relaxed way as possible. Year 3 work will be revisited and built upon throughout years 4-6.</i></p> | <p><b>La chenille qui fait des trous (hungry caterpillar) - le fruit</b></p> <p>une pomme / les pommes<br/> une poire / les poires<br/> une prune / les prunes<br/> une fraise / les fraises<br/> une orange / les oranges</p> <p><b>Days of the week</b> - sign language gestures<br/> les jours de la semaine - lundi, mardi, mercredi, jeudi, vendredi, samedi, Dimanche</p> <p><b>Snack foods</b></p> <p>une salade (a salad), un hamburger (a hamburger), un jus d'orange (an orange juice), une banane (a banana), des frites (some chips), un hot dog (a hot dog), une glace (an ice cream), un coca (a coke), un sandwich (a sandwich)</p> <p><b>Ordering food in a café</b></p> <p>Qu'est-ce que vous voulez? (What do you want?)<br/> Je voudrais un / une...(I want a )<br/> S'il vous plaît (please)<br/> Voilà (Here you are)<br/> Merci (thank you)<br/> De rien (you're welcome)</p> | <p>Have basic understanding of the usual order of words in sentences in the target language</p> |   |

| Year 4  | Themes   | Subject Rationale: How does this work support children's wider French journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)  | Key Vocabulary  | NC Key Skills:  |   |
|---|--|--|---|---|---|
| <b>Knowledge</b><br>Autumn<br>Spring<br>Summer  |  |  | Children are not expected to know all of the vocab but a selection from each term.  | <b>Foreign Language</b>   | <b>Listening</b><br><b>Speaking</b><br><b>Reading</b><br><b>Writing</b><br><b>Grammar</b> |
| Revise greetings and classroom language.<br><br>Numbers 1-31 and include months, dates and seasons.<br><br>Making a birthday card/party invitation – new phonics.<br><br>Christmas – La Fete des Rois | <b>Common Phrases</b><br><br><b>Number</b><br><br><b>Culture</b> | <i>Children revise and revisit previous learning from Year 3.</i><br><br><i>They build on their number knowledge and are given opportunities to practise by asking questions based around a birthday party – learning the happy birthday song in French and French traditions exploring the culture.</i><br><br><i>This activity gives children the opportunity the practise the new vocab that has been learned.</i><br><br><i>Optional Christmas song – Children will learn about how the Epiphany is celebrated in France – exploring French culture with RE links.</i> | <b>Numbers 1-31 + months + seasons</b><br>treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un<br><br>janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre<br><br>le printemps, l'été, l'automne, l'hiver<br><br><b>Asking for and giving own birthday Happy Birthday song</b><br>Quelle est la date de ton anniversaire?<br>Mon anniversaire, c'est le (vingt-sept juin)<br><br><b>Making a party invitation</b><br>C'est mon anniversaire!<br>Salut ! Je t'invite à mon anniversaire!<br>Date: Heure: Endroit:<br>J'espère que tu pourras venir ! | Listening<br>Show understanding of a range of familiar spoken phrases, for example through acting out of a familiar story heard<br>Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings<br>Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English<br>Speaking<br>Ask and answer a range of questions on different topic areas<br>Using familiar sentences as models, make varied adaptations to create new sentences<br>Read aloud using accurate pronunciation and present a short learned piece for performance<br>Reading |   |
| Colours including shapes, adjectives and prepositions<br><br>Matisse – Art link (Body parts)  | <b>Common Phrases</b><br><br><b>Culture</b>                      | <i>This topic builds on previous linguistic skills just in a different context. The aim is repetition to embed the language. Children revisit their colour knowledge this time including adjectives and prepositions. When learning short sentences, as opposed to stand-alone words, children retain more (DR Conti).</i><br><br><i>Children then have the opportunity to put this learning into practise describing the work of Matisse and by creating their own art pieces. They will also be introduced to body parts to further describe famous French artists.</i>  | <b>Shapes and colours</b><br>un cercle, un triangle, un carré, un rectangle, un ovale, un point, une ligne, une étoile, une spirale, un oeil<br><br><b>Prepositions of place - describing pictures</b><br>sur, sous, à droite, à gauche, au centre de<br><br>Il y a (there is/are), C'est (it is), Il/Elle a (it has), et (and), mais (but), aussi (also)   | Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately<br>Follow the written version of a text he/she is listening to<br>Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues<br>Writing<br>Write words and short phrases from memory   |   |

|  |                              |   |  |   |
|--|------------------------------|---|--|---|
|  |                              |   | <p><b>Parts of the face</b><br/>le visage, les yeux, le nez, les cheveux, les dents, la bouche, la langue, les oreilles</p> <p><b>Parts of the body</b><br/>la tête, les épaules, le bras, le coude, la main, le doigt, la jambe, le genou, le pied, l'estomac</p>   | <p>Use a range of adjectives to describe to things in more detail, such as describing someone's appearance</p> <p>Write descriptive sentences using a model but supplying some words from memory</p> <p><b>Grammar</b></p> <p>Recognise a wider range of word classes including pronouns and articles, and use them appropriately</p> <p>Understand that adjectives may change form according to the noun they relate to, and select the appropriate form</p> <p>Recognise questions and negative sentences</p> |
| <p>Family – nouns including greetings and introductions and pets (adjectives for description)</p> <p>The Giant Turnip/The four Friends – story</p> | <p><b>Common Phrases</b></p> | <p><i>Revisit and use phonic knowledge – use the French alphabet to spell names.</i></p> <p><i>Children begin to use key verbs in the third person this will be built upon in Year 5 and 6.</i></p> <p><i>J'ai - leaning from Year 3 is used here in the context of pets. They also learn how to describe physical features and characteristics.</i></p> <p><i>Opportunity to practise new learning through story.</i></p> <p><i>There is time to practise the language used this term to describe famous families.</i></p> | <p><b>Nouns for family members</b><br/>ma mère, mon père, ma grand-mère, mon grand-père, ma soeur, mon frère</p> <p>What is he/she called?<br/>Comment il s'appelle? Comment elle s'appelle?<br/>How do you spell that? Comment ça s'écrit?</p> <p><b>Describing hair &amp; eyes</b><br/>Tu as les yeux de quelle couleur?<br/>J'ai les yeux bleus, verts, marron, gris<br/>Comment sont tes cheveux?<br/>J'ai les cheveux noirs/blonds/gris/roux/bruns courts/longs/mi-longs/raides/bouclés/ondulés</p> |   |



| Year 5  | Themes                       |   | Subject Rationale: How does this work support children's wider French journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)  | Key Vocabulary   | NC Key Skills:  |  |
|---|------------------------------|---|--|--|---|--|
| <p>Knowledge</p> <p>Autumn</p> <p>Spring</p> <p>Summer</p>  |                              |   |  | <p>Children are not expected to know all of the vocab but a selection from each term.</p>  | <p>Foreign Language</p> <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Grammar</p> |  |
| <p>Recap classroom language</p><br><p>Numbers – including time</p><br><p>Nouns and Verbs</p>  | <p><b>Greetings</b></p>      | <p><i>Year 5 begins by recapping the most necessary language and gets students to think about why French is an important language to learn. Question words are introduced with hand gestures to embed learning.</i></p>   | <p><b>Question words</b><br/>                 Comment Quand Qui Pourquoi Quel/s quelle/s Où</p>  | <p><b>Listening</b></p> <p>Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language</p> |   |  |
|   | <p><b>Number</b></p>         | <p><i>Children once again revisit numbers. This time we learn the 5 times tables in French in order to be able to tell the time in French. Time Dominoes game can be used to consolidate and extend learning.</i></p>   | <p><b>Time Questions</b><br/>                 What time is it? Quelle heure est-il?<br/>                 It's ten past five. Il es cinq heures dix.<br/>                 It's twenty to five. Il est cinq heures moins vingt.</p>  | <p>Identify different ways to spell key sounds, and select the correct spelling of a familiar word</p>   |   |  |
|   | <p><b>Common Phrases</b></p> | <p><i>We then move on to daily routine where children can practise their new time vocab explaining what they do at different stages of the day. By keeping a food and drink diary children have the opportunity to compare eating habits with other countries exposing them to different cultures. They will also begin to learn the ER regular verb through discussions about eating habits.</i></p> <p><i>This term is the beginning of students learning how to communicate in French.</i></p> | <p>What time do you have breakfast?<br/>                 A quelle heure manges-tu le petit déjeuner?<br/>                 What do you have for breakfast?<br/>                 Qu'est-ce que tu manges au petit déjeuner?<br/>                 Je mange Je bois</p> <p><b>Lunch Food</b><br/>                 un yaourt, des céréales, du pain, du pain grillé, des fruits, de la confiture...<br/>                 Je bois... du thé, du café, du jus d'orange, du chocolat chaud</p> <p><b>I like - J'aime</b><br/> <b>I do not like - Je n'aime pas</b></p> | <p><b>Speaking</b></p> <p>Take part in conversations and express simple opinions giving reasons</p>  |   |  |
| <p>Dictionary use</p> <p>Sports – including likes and dislikes</p> <p>Verbs – including instructions</p> <p>Hokey Cokey in French</p> | <p><b>Phonics</b></p>        | <p><i>This term students focus on sports and opinions. They will use their phonics from previous years to apply their knowledge and develop their linguistic skills. They build on their phonic knowledge by using a dictionary to find nouns.</i></p>  | <p><b>Sports &amp; likes/dislikes</b><br/>                 (Do you like (rugby)? Tu aimes (le rugby) le football (football), le cyclisme (cycling), le tennis (tennis), le ski (skiing), l'atletisme (athletics), la natation (swimming), la gymnastique (gymnastics)</p>  | <p>Adapt known complex sentences to reflect a variation in meaning</p>   |   |  |
|   | <p><b>Common Phrases</b></p> | <p><i>They begin to write and adapt sentences for positive and negative opinions – this is where the oral skills from Year 3 and 4 will be built upon. Children learn the 6 verb endings of faire (to do – sports). They should become familiar with a formal verb table which will be revisited in secondary school.</i></p>   | <p><b>Saying what sports you play/do</b><br/>                 What sports do you do? Quels sports fais-du?<br/>                 Je joue au / Je fais de</p> <p><b>VERB faire - to do (sports)</b><br/>                 je fais /tu fais/il fait/elle fait/ nous faisons/vous faites/ils font/elles font</p>  | <p>Begin to use intonation to differentiate between sentence types</p>   |   |  |
|   |                              |   |  | <p>Create a short piece for presentation to an audience</p>  |   |  |
|   |                              |   |  | <p><b>Reading</b></p> <p>Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation</p>   |   |  |
|   |                              |   |  | <p>Learn a song or poem using the written text for support</p>   |   |  |
|   |                              |   |  | <p>Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words</p>  |   |  |
|   |                              |   |  | <p><b>Writing</b></p>  |   |  |
|   |                              |   |  | <p>Write phrases and some simple sentences from memory and write a short text such as</p>  |   |  |

|   |                              |   |  |   |
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|   |                              | <p><i>After learning some verbs to give instructions children will have the opportunity to practise by creating a simple dance routine/exercise.</i></p>  |  | <p>an email with support from a word/phrase bank</p> <p>Use a wide range of adjectives to describe people and things, and use different verbs to describe actions</p> <p><b>Grammar</b></p> <p>Know how to conjugate some high frequency verbs</p> <p>Understand how to make changes to an adjective in order for it to 'agree' with the relevant</p> <p>Adapt sentences to form negative sentences and begin to form questions</p> |
| <p>Likes/dislikes – including music and instruments</p> <p>Verbs and adjectives for reasoning</p> <p>Dialogue</p> <p>Performance (interview/rap/song)</p> | <p><b>Common Phrases</b></p> | <p><i>By the final term children should be able to use what they have learned over previous years to give opinions and reasons in different contexts. The adjectives they continuously revisit should be used in these conversations. They can then create short raps/songs/poems to consolidate – making the language learning more memorable.</i></p> <p><i>Children are encouraged to strive to work things out for themselves, work in pairs and small groups sharing knowledge and speaking aloud when possible – thereby building confidence and a love for languages.</i></p> <p><i>Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the key concepts at the heart of the learning.</i></p> | <p><b>Instruments</b><br/>un clavier, un saxophone, une guitare (classique/électrique), une trompette, une flûte (à bec), une batterie</p> <p><b>To learn to use the verb 'JOUER' [to play]</b><br/>Je joue, tu joues, il/elle joue, nous jouons, vous jouez, ils/elles jouent</p> <p><b>Learning to give reasons with 'parce que'</b><br/>(Do you like?)<br/>(Why do you like..?)<br/>Parce que c'est + adjective (masc. / fem. ending)</p> |   |

| Year 6  | Themes   |   | Subject Rationale: How does this work support children's wider French journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)   | Key Vocabulary   | NC Key Skills:   |  |
|---|--|---|---|--|------------------|--|
| <p>Knowledge<br/>Autumn<br/>Spring<br/>Summer</p>   |  |   |   | <p>Children are not expected to know all of the vocab but a selection from each term.</p>  | Foreign Language | Listening<br>Speaking<br>Reading<br>Writing<br>Grammar |
| <p>Classroom language, questions and phonics</p> <p>Revise months, seasons, describe seasons</p> <p>Geography – ou est?</p> <p>Countries colours flags</p> <p>Kirikou – French film</p> | <p><b>Greetings</b></p> <p><b>Common Phrases</b></p> <p><b>Culture</b></p> | <p><i>After revision from all years of their French learning children will now attempt to combine knowledge to discuss climate in different places. The focus will be on French speaking countries.</i></p> <p><i>The children should gain a basic understanding of the geography of France and some key geographical features. All of the work builds on the children's intercultural understanding. They will also look at countries around the world that speak French - building on what they learned at the beginning of Year 5.</i></p> | <p><b>Describing weather</b><br/><b>Quel temps fait-il? - What is the weather like?</b><br/>le temps - the weather<br/>la météo - the weather forecast<br/>Il fait... It is</p> <p>frais –cool      beau - fine<br/>chaud – hot      du vent- windy<br/>froid –cold      mauvais- bad<br/>du soleil –sunny</p> <p>il y a...-there is..<br/>du brouillard -fog<br/>un orage -a storm<br/>il pleut - it's raining<br/>il neige -it's snowing<br/>quand il fait beau...-when it is nice weather...</p> <p><b>Geography</b><br/><b>Où est...? Where is...?</b><br/><b>C'est</b> dans le nord (north), le sud (south), l'est (east), l'ouest (west), le centre.<br/>Les montagnes (the mountains) Les rivières (rivers), les mers (the seas), les villes (towns), les grandes villes (cities).</p> | <p><b>Listening</b></p> <p>Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard</p> <p>Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words</p> <p><b>Speaking</b></p> <p>Engage in longer conversations, asking for clarification when necessary</p> <p>Create his/her sentences using knowledge of basic sentence structure</p> <p>Use pronunciation and intonation effectively to accurately express meaning and engage an audience</p> <p><b>Reading</b></p> <p>Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation</p> |                  |  |
| <p>Where you live – geographical and physically</p> <p>Dans Paris – Paul Eluard (French poem)</p> <p>French festivals</p>   | <p><b>Common Phrases</b></p> <p><b>Culture</b></p>                         | <p><i>Pupils will learn how to say more about where they and others live, practising the key structure 'c'est' and 'ce n'est pas'. The rationale behind this is that children will be able to apply the common phrase in other conversational topics.</i></p> <p><i>They will learn the vocabulary for places in a town, and how to build sentences saying what there is (il y a) and what there is not (Il n'y a pas de).</i></p>  | <p><b>J'habite..... I live.....</b><br/>J'habite à Londres (+ town) I live in London<br/>J'habite en France (f – country) I live in France<br/>J'habite au Portugal (m – country) I live in Portugal<br/>Quelle est la capitale de (la France)?<br/>C'est Paris.</p> <p>Dans mon village, il y a... un/une/des, il n'y a pas de..<br/>A (New Eltham) il y a .., il n'y a pas de</p>   | <p>Attempt to read a range of texts independently, using different strategies to make meaning</p> <p>Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words</p> <p><b>Writing</b></p> <p>Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic</p>  |                  |  |



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| <p>Regular verbs<br/>/articles/adjectives/<br/>agreement/place</p>  |   | <p><i>They will develop their dictionary and memory skills, learning a French poem about Paris and creating their own version.</i></p> <p><i>Pupils will learn about some key French festivals and extend their use of '-ER' regular verbs in the present tense.</i></p>   |                             | <p>Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions</p> <p>Begin to use some adverbs</p> <p><b>Grammar</b></p> <p>Know how to conjugate a range of high frequency verbs</p> <p>Understand how to use some adverbs in sentences</p> <p>Have an awareness of similarities and differences in grammar between different languages</p> |
| <p>Revision of conversations</p> <p>Holidays</p> <p>Clothes – fashion show</p> <p>At the café</p> <p>Revision</p> | <p><b>Greetings</b></p> <p><b>Culture</b></p> <p><b>Number</b></p> <p><b>Common Phrases</b></p> | <p><i>The final term can be approached flexibly. There are opportunities for revision and consolidation of essential KS2 language.</i></p> <p><i>If desired are opportunities for new topics and projects to explore. <b>The learning should be decided by the children.</b></i></p> <p><i>We are encouraging autonomy in the hope that children will feel confident in the next steps of language learning.</i></p> | <p>Dependent on topics.</p> |  |