

	Autumn	Spring	Summer
Year 1	Songs <ul style="list-style-type: none"> • Frere Jacque • Dix dans le lit (Take 10 - song 4) • Enroulez le fil (Take 10 - song 5) 	<ul style="list-style-type: none"> • Fairytale fun (Take 10 - game 1) • Fruit squash (Take 10 - game 4) • Number up (Take 10 - game 7) 	<ul style="list-style-type: none"> • Alphabet song • Traffic lights (Take 10 - game 11) • Jean Petit qui danse (Take 10 - song 10)
Year 2	Songs <ul style="list-style-type: none"> • Bonjour mes amis (YouTube) • Aloutte (Take 10 - song 1) • Il court, il court le furet (Take 10 - song 7) 	<ul style="list-style-type: none"> • J'aime la galette (Take 10 - song 9) • Il etait une fermiere (Take 10 - song 8) • Gouzi gouzi (Take 10 - song 6) 	<ul style="list-style-type: none"> • La tete, les epaules (Take 10 - song 11) • Meunier tu dors (Take 10 - song 13) • Noah's ark (Take 10 - game 3)
Year 3	Bonjour, je parle français! <ul style="list-style-type: none"> • Introduce France • Greetings/ salutations/ please, thank you/ introduce oneself • Classroom instructions • Numbers 1-12 • French traditions, customs at Christmas/ Bonhomme de neige/ story in French • To repeat modelled words • To show listen and show understanding of words and phrases by responding appropriately • To follow simple instructions and link pictures of actions to the language • To listen and show understanding of short modelled phrases through physical response • To use strategies for memorisation of vocabulary • To identify sounds in words and pronounce accurately when modelled • To listen and identify specific words in songs and rhymes and demonstrate understanding 	Bonjour, je parle français! <ul style="list-style-type: none"> • Days of the week • Items in a pencil case/ what they have or haven't got in their pencil case- notion of gender • Alphabet • Easter traditions • To repeat sentences heard and make simple adaptations to them • To start to identify sounds in words and pronounce accurately when modelled • To name nouns and present a simple rehearsed statement to a partner • To say simple familiar words to describe people, places, things and actions using a model • When listening to stories, rhymes and songs, join in with repeated sections and identify particular phonemes and rhyming words • To use simple adjectives, such as colour or size to describe things orally • To use simple adjectives, such as colour or size to describe things in writing 	En Famille/ Les Temps <ul style="list-style-type: none"> • Members of the family • What's the weather like today? • Colours • Months of the year • How to say today's date and their birthday • Raise awareness of how to say my: mon, ma, mes • Introduce negative- ne...pas • To recognise a familiar question and respond with a simple rehearsed response • To express simple opinions such as likes, dislikes and preferences (J'aime/Je n'aime pas) • To ask and answer simple questions; for example, about personal information • To use mostly accurate pronunciation and speak clearly when addressing an audience • To present simple rehearsed statements about themselves, objects and people to a partner • To learn and remember new words encountered in reading • To adapt intonation to ask questions • To use a simple negative form (ne.....pas)

		<ul style="list-style-type: none"> To record descriptive sentences using a word bank To recognise some familiar words and phrases in the written form. To read some familiar words aloud using mostly accurate pronunciation To use simple adjectives, such as colour and sizes to describe things in their writing To write descriptive sentences using a word bank To write single familiar words from memory with understandable accuracy To recognise the main word classes – nouns, adjectives, verbs and conjunctions (be aware of similarities in English.) To understand that nouns have different genders and can recognise clues to identify this e.g. the difference in articles (un/une/le/la) <p>To join with actions to accompany familiar songs, stories and rhymes.</p>	<ul style="list-style-type: none"> To have a basic understanding of the usual order of words in a sentence
Year 4	Les animaux <ul style="list-style-type: none"> Introduce vocab for pets Numbers 12-21 Ask questions using 'avoir' (to have) Revise vocab for Christmas Raise awareness of spelling- silent 's' and 't' at the end of words <ul style="list-style-type: none"> To use familiar sentences as a model; make varied adaptations to create new sentences 	Le calendrier <ul style="list-style-type: none"> Revise days and months Seasons How to tell the time to the hour in French Spring Festivals e.g carnival, pancakes, Easter <ul style="list-style-type: none"> To show an understanding of a range of familiar spoken phrases, for example, through acting out part of a familiar story heard 	le monde <ul style="list-style-type: none"> Ou habite tu? Countries and nationalities in French (up to 8 of them) Points of the compass Raise awareness of spellings- silent d at end of words <ul style="list-style-type: none"> To refer to recent experiences or future plans

- To say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold
- To ask and answer a range of questions on different topic areas
- To begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues
- To use strategies for memorisation of vocabulary
- To start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled
- To write familiar short phrases from memory with understandable accuracy
- To write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold
- To listen and identify specific phrases in songs and rhymes and demonstrate understanding
- To recognise a wider range of pronouns and articles (e.g. du, de la, de l', and des as well as le, la and les) use them appropriately
- To understand that adjectives may change their form according to the noun they relate to and select the appropriate form.

- Read aloud using accurate pronunciation and present a short learned piece for performance
- To read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately
- To read and show understanding of simple phrases and sentences containing familiar words
- To use context to predict the meaning of new words
- To join in with words of a song or storytelling
- To listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings
- To recognise questions and negative sentences.

- To start to recognise the sound of some letter strings in familiar words and pronounce when modelled
- To notice that the language may contain different phonemes and that some similar sounds may be spelt differently to English
- To show awareness of accents, elisions and silent letters; begin to pronounce words accordingly
- To present information in simple sentences using familiar and rehearsed language to a partner or a small group of people, making varied adaptations
- To say one or two short sentences that may contain an adjective to describe people, places, things and actions
- To follow the written version of a text he/she is listening to
- To use a bilingual dictionary to find the meaning of individual words in French and English
- To show awareness of accents, elisions and silent letters; begin to pronounce words accordingly
- To replace familiar vocabulary in short phrases written from memory to create new short phrases
- To write one or two simple sentences that may contain an adjective to describe people, places, things and actions.

<p>Year 5</p>	<p>Moi et mon école</p> <ul style="list-style-type: none"> • Introduce school subjects • Express likes/dislikes/preferences • Use simple adjectives to describe subjects i.e 'because it's easy' • Learn numbers up to 50 • Revise days of the week • Listen and show understanding of simple sentences containing familiar words through physical response • To say a longer sentence using familiar language • To adapt known complex sentences to reflect a variation in meaning • To read aloud and show understanding of a short text containing mostly familiar language, using fairly accurate pronunciation • To read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules • To use simple prepositions in sentences • To identify word classes • Learn a song or poem using the written text for support 	<p>Qu'est-ce que tu veux?</p> <ul style="list-style-type: none"> • Vocab for common food and drink • To be able to ask for drinks and snacks in a café • To ask for food in a shop • To specify common quantities • To raise awareness of the Euro and it's denomination • Gain an overall understanding of an extended spoken text, which includes some familiar language; for example, summarising the main points they have heard in the language • To identify different ways to spell key sounds and select the correct spelling of a familiar word • To read and understand the main points from short written material • To write phrases and simple sentences from memory and to create a short text using a word/phrase bank • To use a wide range of adjectives to describe people and things, and use different verbs to describe actions. • To demonstrate an awareness of gender and number of nouns and use appropriate determiners • To understand how to make changes to an adjective in order for it to "agree" with the relevant noun 	<p>Les sports</p> <ul style="list-style-type: none"> • Common names for sports • Introduce the verb 'jouer' (to play) and 'faire' (to make) • Introduce parts of the body • To say a part of the body hurts • Revise likes/dislikes/preferences in relation to sport • Link to healthy lifestyle • To take part in conversations and express simple opinions giving reasons • To use familiar language to say several longer sentences using a language scaffold • To create a short piece for presentation to an audience • To begin to use intonation to differentiate between sentence types • To use a bilingual dictionary to extend vocabulary around a given topic and to develop strategies to work out the meaning of unfamiliar words. • To know how to conjugate some high frequency verbs.(Follow a pattern in a regular verb in the present tense) • To adapt sentences to form negative sentences and begin to form questions
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<p>Year 6</p>	<p>Les vêtements</p> <ul style="list-style-type: none"> • Introduce names for common items of clothing • To describe what someone is wearing • Introduce adjectives to describe clothes • Raise awareness of adjectival agreement • Take part in a clothes shop • Revise handling Euros • Engage in a short conversation using a range of simple, familiar questions • To create sentences using knowledge of basic sentence structure • • Ask and answer more complex questions with a scaffold of responses • To start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules • To apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words • To appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words with understandable accuracy • To write a range of phrases and sentences from memory and adapt them to write their own sentences on a topic • To select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions. • 	<p>En ville</p> <ul style="list-style-type: none"> • Introduce the names of main places in the town • Describe in detail where one lives • Ask for and give directions • Identify main places on a town plan • Ask for a rail ticket • Be aware of appropriate register- ‘vous’ and ‘tu’ • To express a wider range of opinions and begin to provide simple justification • To understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard • To refer to everyday activities and interests, recent experiences and future plans • To say several simple sentences containing adjectives to describe people, places, things and actions, maybe using a dictionary • To read aloud and understand a short text containing unfamiliar words, using accurate pronunciation • To begin to use some adverbs • To adapt intonation; for example to mark questions and exclamations in a short, written passage • To know how to conjugate some high frequency verbs (e.g aller – to go) in the present tense; show awareness of subject/verb agreement • To understand how to use some adverbs in sentences. 	<p>un pays francophone (mini topic) Alternatively describe where you are going on holiday</p> <ul style="list-style-type: none"> • To engage in longer conversations, asking for clarification where necessary • To use pronunciation and intonation effectively to accurately express meaning and engage an audience • To present a range of ideas and information, without prompts, to a partner or a group of people • To use a wider range of descriptive language in their descriptions of people, places, things and actions • To use vocabulary learnt from reading in different contexts to find a range of words • To replace vocabulary in sentences written from memory to create new sentences with understandable accuracy • To use a wider range of descriptive language in their descriptions of people, places, things and actions • To attempt to read a range of texts independently, using different strategies to make meaning • To have an awareness of similarities and differences in grammar between different languages.
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You can refer to the PMfL scheme of work for specific lesson guidance if needed (Staff Resources/ Subjects/ French)

Every KS2 lesson must link to one of the following national curriculum objectives:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through 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 the 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

Key:

Listening and Speaking/Oracy

Reading and Writing/Literacy

Stories, Songs, Poems and Rhymes

Grammar