

Knowledge Organisers for the priority subject for each concept to be issued 2-3 weeks before the learning block is taught.

Learning a foreign language inspires children to become interested in other cultures. A high-quality languages education fosters pupils' curiosity and deepens their understanding of the world. The teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It also provides opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching provides the foundation for learning further languages, equipping pupils to study and work in other countries.

The national curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied.

Metacognition: Metacognition can take many forms; it includes knowledge about when and how to use particular strategies for learning or problem-solving. *These will vary depending on the needs of each class.*

	Term		Term		Term	
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Knowledge	To learn the key phonics vowel words. - a-e-i-e-u (y) la banane, le cheval, à midi, le coco, l'univers To learn basic greetings and giving your name . Voyelles + diphthongues on / ou / au / oi / ui - Salut / Bonjour / Au revoir Comment t'appelles tu? (What do you call yourself?) Je m'appelle... (I call myself) ça va? (How's it going?) oui / non fantastique/super (great) très bien merci (very well, thanks) pas mal, merci (not bad, thank		To learn some key classroom language. - Silence! (Silence!) Prenez un stylo! (Get out a pen!) Un volontaire! (A volunteer) Ouvrez vos cahiers! (Open your exercise books!) Regardez! (Look!) Croisez les bras! (Fold your arms!) Écoutez! (Listen!) Écrivez! (Write!) To learn some animals with the indefinite article. - un chat (a cat) un chien (a dog) un poisson (a fish)		To learn nouns for different fruit. - une pomme / les pommes une poire / les poires une prune / les prunes une fraise / les fraises une orange / les oranges To learn the names of the days of the week. - les jours de la semaine - lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche To learn food nouns (linked to the Hungry Caterpillar) - une tranche de gateau au chocolat, un cornet	

	you), ça ne va pas (badly) To understand and recall orally the numbers 1-12. Sounds un / eu / oi / in / ui / on / ou - un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze To ask how old someone is and give own age. - Quel âge as-tu? (How old are you?) J'ai ... ans (I am ... years old) To learn classroom instructions. - Asseyez-vous, Sortez vos affaires, Regardez, Écoutez, Répétez, Répondez, Levez la main, Dessinez, Écrivez, Rangez vos affaires, Silence! Levez-vous To learn new key phonics sounds words - the 'é' (-er, -ez, et, é) - é / er / ez / et è / ê / ai / ei ch / th / en, an / un To use the question 'As-tu? (Do you have?) - As-tu? (Do you have?) Oui, j'ai... (Yes, I do have.) Non, je n'ai pas.... (No, I don't have.) To learn the nouns for items in a pencil case. - une trousse (a pencil case) un stylo (a pen) un crayon (a pencil) un taille-crayon (a sharpener) une baton de colle (a glue stick) une règle (a ruler) une gomme (a rubber)	un oiseau (a bird) un canard (a duck) un cheval (a horse) un mouton (a sheep) un ours (a bear) une grenouille (a frog) To learn how to make nouns plural in French. - Nouns as above with 's' (or nothing, or '(au)x' added). To learn how to say 'a' and 'some', and change to 'the'. - Articles change: un, une, des, le, la, les To learn the adjectives of colour. - bleu (blue), rouge(red), blanc (white), noir (black), vert (green), jaune (yellow), marron (brown), violet (purple), orange, gris (grey)	de glace/une glace, un cornichon, une tranche de fromage, une rondelle de saucisson, une sucette, une portion de tarte aux fruits, une saucisse, une madeleine, une tranche de pastèque To learn some words for snacks. - 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) To ask 'What do you want?' and respond 'I want' - Qu'est-ce que vous voulez? (What do you want?) Je voudrais un / une...(I want a) S'il vous plaît (please) Voilà (Here you are) Merci (thank you) De rien (you're welcome)
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	les/des feutres (felt-tip pens) les/des ciseaux (scissors) To learn some key facts about Christmas in France. - Find out more about French customs at Christmas. - Vive le vent (French Christmas song)		
Skill Progression	Listening Pupil can: <i>Listen attentively and show understanding by joining in and responding</i> - Respond confidently to greetings, register, classroom instructions, phonics. - Join in with number video. <i>Link the spelling, sound and meaning of words.</i> - Apply phonics knowledge to rhyming comptines, tongue twisters, phonics cards, cognate pronunciation, spelling prediction activities (e.g. syllable squares, gap-fills). Speaking Pupil can: <i>Ask and answer questions</i> - Answer questions, including greetings, names, ages, how are you today. <i>Ask for clarification and help</i> <i>Signal a problem to the teacher.</i> <i>Describe people, places, things and actions orally (to a range of audiences)</i> - Participate in choral re-telling of stories, pair work, group work, assemblies. Reading Pupil can: <i>Read and show understanding of words, phrases and simple texts</i>	Listening Pupil can: <i>Listen attentively and show understanding by joining in and responding</i> - Respond confidently to greetings, register, classroom instructions, phonics. - Join in with dogs audiobook. <i>Link the spelling, sound and meaning of words.</i> - Apply phonics knowledge to rhyming comptines, tongue twisters, phonics cards, cognate pronunciation, spelling prediction activities (e.g. syllable squares, gap-fills). Speaking Pupil can: <i>Ask and answer questions</i> - Answer questions, including what is your favourite (animal/colour). <i>Ask for clarification and help</i> <i>Signal a problem to the teacher.</i> <i>Speak in sentences</i> - Use the verb forms j'ai / je n'ai pas de, c'est + nouns + adjectives in the context of animals. - Use gestures confidently to reinforce simple punctuation, i.e. capital letter, comma and full stop. - Say what your favourite animal or colour is.	Listening Pupil can: <i>Listen attentively and show understanding by joining in and responding</i> - Respond confidently to greetings, register, classroom instructions, phonics. - Join in with the Hungry Caterpillar story. <i>Link the spelling, sound and meaning of words.</i> - Apply phonics knowledge to rhyming comptines, tongue twisters, phonics cards, cognate pronunciation, spelling prediction activities. Speaking Pupil can: <i>Ask and answer questions</i> - Answer questions, including what do you want? <i>Ask for clarification and help</i> <i>Signal a problem to the teacher.</i> <i>Speak in sentences</i> - Say what your favourite food is. <i>Describe people, places, things and actions orally (to a range of audiences)</i> - Re-tell the Hungry Caterpillar story. - Participate in choral re-telling of stories, pair work and group work. Reading

- Match sound to text with familiar words - Read familiar words with good pronunciation <i>Appreciate stories, songs, poems and rhymes in the language</i> - Join in confidently with the classroom instructions song, greetings song, phonics song, Ours Brun story, tongue twisters. <i>Read aloud with accurate pronunciation</i> - Confidently use phonic key sounds to read aloud familiar words. <i>Understand new words that are introduced into familiar written material</i> - Enjoy stories, rhymes, songs, videos with language beyond level of active production - Numbers / Days of the week Pupil can: <i>Write words and phrases from memory</i> - Write on mini-white boards and/or trace on arm. Grammar Pupil can understand and use: <i>Gender of nouns - definite and indefinite articles</i> - Focus on active use of indefinite articles in the singular with masculine and feminine nouns – (exposure to definite articles and plural indefinites)	<i>Describe people, places, things and actions orally (to a range of audiences)</i> - Describe animals with colours. - Participate in choral re-telling of stories, pair work, group work, assemblies. Reading Pupil can: <i>Read and show understanding of words, phrases and simple texts</i> - Match sound to text with familiar words - Read familiar words with good pronunciation - Decode words in simple sentences - Identify if simple FL phrases are true or false <i>Appreciate stories, songs, poems and rhymes in the language</i> - Join in confidently with the classroom instructions song, Old Macdonald song <i>Read aloud with accurate pronunciation</i> - Confidently use phonic key sounds to read aloud familiar words within short texts <i>Understand new words that are introduced into familiar written material</i> - Enjoy stories, rhymes, songs, videos with language beyond level of active production Writing Pupil can: <i>Write words and phrases from memory</i> - Write on mini-white boards and/or trace on arm: simple sentences e.g. J'ai un cheval blanc with reasonable accuracy from short-term memory.	Pupil can: <i>Read and show understanding of words, phrases and simple texts</i> - Match sound to text with familiar words - Read familiar words with good pronunciation - Decode words in simple sentences - Identify if simple FL phrases are true or false <i>Read aloud with accurate pronunciation</i> - Confidently use phonic key sounds to read aloud familiar words within short texts – more able learners will already start to apply phonic links when reading new words aloud, for example when using the Hungry Caterpillar story text <i>Understand new words that are introduced into familiar written material</i> - food items in Hungry Caterpillar story Writing Pupil can: <i>Write words and phrases from memory</i> - Write on mini-white boards and/or trace on arm: simple sentences e.g. J'ai un cheval blanc with reasonable accuracy from short-term memory. - Write individual words for snacks on food plates for display from memory. <i>Adapt phrases to create new sentences</i> - Substitute and adapt noun-adjective collocations in simple sentences. - Include simple conjunctions 'et' (and) and 'mais' (but). More able may begin to use
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			<i>Adapt phrases to create new sentences</i> - Substitute and adapt noun-adjective collocations in simple sentences. e.g. using Brown Bear story to change colour – animal combinations in sentences with J'ai un/une - Include simple conjunctions 'et' (and) and 'mais' (but). More able may begin to use 'aussi' (also). <i>Describe people, places, things and actions in writing.</i> - Describe animals with colours. Grammar Pupil can understand and use: <i>Gender of nouns - definite and indefinite articles</i> - Focus on active use of indefinite articles in the singular with masculine and feminine nouns – (exposure to definite articles and plural indefinites) <i>Singular and plural forms of nouns</i> - Form plural nouns <i>Adjectives (place and agreement)</i> - Learn adjectival positioning and adjectival agreement (active use of regular singular forms) <i>Conjugation of key verbs (and making verbs negative)</i> - Use j'ai, je n'ai pas de, c'est, ce sont <i>Conjunctions and qualifiers, adverbs of time, prepositions of place</i> Use simple conjunctions 'et' (and) and 'mais' (but). More able may begin to use 'aussi' (also).	'aussi' (also). Grammar Pupil can understand and use: <i>Gender of nouns - definite and indefinite articles</i> - Focus on active use of indefinite articles in the singular with masculine and feminine nouns – (exposure to definite articles and plural indefinites) <i>Singular and plural forms of nouns</i> - Form plural nouns <i>Adjectives (place and agreement)</i> - Learn adjectival positioning and adjectival agreement (active use of regular singular forms) <i>Conjugation of key verbs (and making verbs negative)</i> - Use j'ai, je n'ai pas de, c'est, ce sont <i>Conjunctions and qualifiers, adverbs of time, prepositions of place</i> Use simple conjunctions 'et' (and) and 'mais' (but). More able may begin to use 'aussi' (also).		
Meta Cognition						

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Knowledge	To remember key language of the classroom and basic greetings. - Salut / Bonjour / Au revoir Comment t'appelles tu? (What do you call yourself?) Je m'appelle ... (I call myself) ça va ?(How's it going?) oui / non fantastique/super (great) très bien merci (very well, thanks) pas mal, merci (not bad, thank you) ça ne va pas (badly) Asseyez-vous, Sortez vos affaires, Regardez, Écoutez, Répétez, Répondez, Levez la main, Dessinez, Écrivez, Rangez vos affaires, Silence! Levez-vous To revise numbers 1-12 and days of the week and to learn numbers 13 – 31. - un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, 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 To learn the months of the year. - janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre To ask and answer 'What date is it today?' - Quelle est la date aujourd'hui? Aujourd'hui c'est le (huit mars)	To learn the words for key shapes. - un cercle, un triangle, un carré, un rectangle, un ovale, un point, une ligne, une étoile, une spirale, un oeil To combine colour and other adjectives with shapes. - bleu (blue), rouge(red), blanc (white), noir (black), vert (green), jaune (yellow), marron (brown), violet (purple), orange, gris (grey) To learn how to describe where things are in a picture. - sur, sous, à droite, à gauche, au centre de Il y a (there is/are), C'est (it is), Il/Elle a (it has), et (and), mais (but), aussi (also) To learn the nouns for parts of the face. - le visage, les yeux, le nez, les cheveux, les dents, la bouche, la langue, les oreilles To learn the nouns for parts of the body - la tête, les épaules, le bras, le coude, la main, le doigt, la jambe, le genou, le pied, l'estomac	To learn nouns for family members. - ma mère, mon père, ma grand-mère, mon grand-père, ma soeur, mon frère To use the alphabet to spell names. - What is he/she called? Comment il s'appelle? Comment elle s'appelle? How do you spell that? Comment ça s'écrit? Alphabet introduction. To ask and answer 'Do you have?' 'What is s/he called?' and 'How do you spell that?' - Do you have..? Tu as..? What is he/she called? Comment il s'appelle? Comment elle s'appelle? How do you spell that? Comment ça s'écrit?" To learn adjectives for describing hair & eyes. - Tu as les yeux de quelle couleur? J'ai les yeux bleus, verts, marron, gris Comment sont tes cheveux? J'ai les cheveux noirs/blonds/grist/roux/bruns courts/longs/mi-longs/raides/bouclés/ondulés.			

	To learn the names of the seasons. - le printemps, l'été, l'automne, l'hiver To learn how to ask for and say your birthday. - Quelle est la date de ton anniversaire? Mon anniversaire, c'est le (vingt-sept juin) To learn new key phonics sounds words - the 'é' (-er, -ez, et, é). - un dessin, un cadeau, un ballon, un gâteau, les amis, joli, fantastique, délicieux, heureux, heureusement, malheureusement, quel dommage! To learn some typical exclamations in French. - Regardez! Ta faute! Bon anniversaire! Zut! Ça suffit! Allez-y! To learn new Christmas vocabulary. - Père Noël, un pingouin, un renne, un cadeau, un elfe, un bonhomme de neige, un sapin de Noël, une cloche, une fée, une étoile Combien de ... y a-t-il? Il y a ... De quelle couleur sont les ...? Ils/Elles sont. To learn about la Fête des Rois – epiphany.		
Skill Progression	Listening Pupil can: <i>Listen attentively and show understanding by joining in and responding</i> - Ask and answer confidently questions about birthdays, ages, dates, time <i>Link the spelling, sound and meaning of words.</i> - Develop phonics knowledge and confidence through: days in the month rhyme,	Listening Pupil can: <i>Listen attentively and show understanding by joining in and responding</i> - Play Hide and Seek in French <i>Link the spelling, sound and meaning of words.</i> - Develop phonics knowledge and confidence Speaking Pupil can:	Listening Pupil can: <i>Listen attentively and show understanding by joining in and responding</i> - Ask and answer confidently questions do you have and what is s/he called. <i>Link the spelling, sound and meaning of words.</i> - Develop phonics knowledge and confidence.

Christmas songs (Il est né), birthday songs Speaking Pupil can: <i>Ask and answer questions</i> - Ask / answer questions about birthdays, ages, dates, times <i>Ask for clarification and help</i> - Signal a problem by saying Monsieur, Madame, Mademoiselle, J'ai un problème Ask for help: Pouvez-vous m'aider? <i>Speak in sentences</i> - Use these sentence structures: Mon anniversaire est le / il est une heure (deux heures etc) / Aujourd'hui c'est le ---- de... (Hier c'était le de / Demain ce sera le de) Ca commence à.... / Ca finit à..... C'est..... / Ce n'est pas Il y a.../ il n'y a pas (de)..... <i>Describe people, places, things and actions orally (to a range of audiences)</i> - Birthday survey, songs Reading Pupil can: <i>Read and show understanding of words, phrases and simple texts</i> - Can read my Birthday Story in French - Read and understand details on birthday invitations, diary entries and list of things to do (to prepare for a party) <i>Appreciate stories, songs, poems and rhymes in the language</i>	<i>Ask and answer questions</i> - Ask / answer questions about where something is. <i>Express opinions and respond to those of others</i> - Use: A mon avis (In my opinion), je crois que (I think that) <i>Ask for clarification and help</i> - Signal a problem by saying Monsieur, Madame, Mademoiselle, J'ai un problème Ask for help: Pouvez-vous m'aider? <i>Speak in sentences</i> - Use these sentence structures: C'est..... / Ce n'est pas Il y a.../ il n'y a pas (de)..... <i>Describe people, places, things and actions orally (to a range of audiences)</i> - Describe pictures/paintings in terms of shapes and their position Describe hair / eyes of self and others Reading Pupil can: <i>Appreciate stories, songs, poems and rhymes in the language</i> <i>Read aloud with accurate pronunciation</i> Writing Pupil can: <i>Write words and phrases from memory</i> - Write short exclamations and questions from memory with correct position of punctuation marks in questions (and exclamations), on mini-white boards from short-term memory (e.g. in response to	Speaking Pupil can: <i>Ask and answer questions</i> - Ask / answer questions Comment ça se dit en français? (How do you say that in French?) <i>Express opinions and respond to those of others</i> - Use: A mon avis (In my opinion), je crois que (I think that) <i>Ask for clarification and help</i> - Signal a problem by saying Monsieur, Madame, Mademoiselle, J'ai un problème Ask for help: Pouvez-vous m'aider? <i>Speak in sentences</i> - C'est..... / Ce n'est pas Il y a.../ il n'y a pas (de)..... <i>Describe people, places, things and actions orally (to a range of audiences)</i> - Describe pictures/paintings in terms of shapes and their position Describe hair / eyes of self and others. Reading Pupil can: <i>Read and show understanding of words, phrases and simple texts</i> <i>Appreciate stories, songs, poems and rhymes in the language</i> <i>Read aloud with accurate pronunciation</i> Writing Pupil can: <i>Write words and phrases from memory</i> - Write short exclamations and questions from memory with correct position of
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- Numbers song, birthday and Christmas songs, months / days rhymes <i>Read aloud with accurate pronunciation</i> - Numbers Read and add questioning intonation <i>Understand new words that are introduced into familiar written material</i> - birthday vocabulary, verbs, seasons, numbers 13-31, festive vocabulary, instructions for making cards and booklets Writing Pupil can: <i>Write words and phrases from memory</i> - Write ' My birthday is on the ... of ...' from memory with accurate spelling. <i>Adapt phrases to create new sentences</i> - Create birthday and Christmas cards, plan and write party invitations including time / date / , making plans for a party – to do list - using ' je vais + verbs', time exercise <i>Describe people, places, things and actions in writing.</i> - Revision – colours and numbers - Make birthday cards - Design invites Grammar Pupil can understand and use: <i>Gender of nouns - definite and indefinite articles</i> - Focus on active use of indefinite articles in singular and plural and definite articles in both singular and plural <i>Singular and plural forms of nouns</i> - Use plural nouns	videos) <i>Describe people, places, things and actions in writing.</i> - Revision – colours and numbers - Describing pictures/paintings in terms of shapes and their position - Describing emotions – happy, sad - Describing hair / eyes of self and others Grammar Pupil can understand and use: <i>Gender of nouns - definite and indefinite articles</i> - Focus on active use of indefinite articles in singular and plural and definite articles in both singular and plural <i>Singular and plural forms of nouns</i> - Use plural nouns <i>Adjectives (place and agreement)</i> - Use adjectives (agreement and position) with more confidence <i>Conjugation of key verbs (and making verbs negative)</i> - Create greater variety of sentences using the key verb forms from Y3. - Use il y a / il n'y a pas de and c'est / ce n'est pas.... - Retell story with 3rd person ER verbs (non-explicit focus) Use future tense (je vais + infinitive verb), infinitives	punctuation marks in questions (and exclamations), on mini-white boards from short-term memory (e.g. in response to videos) <i>Adapt phrases to create new sentences</i> <i>Describe people, places, things and actions in writing.</i> - Revision – colours and numbers - Describing pictures/paintings in terms of shapes and their position - Describing emotions – happy, sad - Describing hair / eyes of self and others - Describe house and home Grammar Pupil can understand and use: <i>Gender of nouns - definite and indefinite articles</i> - Focus on active use of indefinite articles in singular and plural and definite articles in both singular and plural <i>Singular and plural forms of nouns</i> - Use plural nouns <i>Adjectives (place and agreement)</i> - Use adjectives (agreement and position) with more confidence <i>Conjugation of key verbs (and making verbs negative)</i> - Create greater variety of sentences using the key verb forms from Y3. - Use il y a / il n'y a pas de and c'est / ce n'est pas.... - Retell story with 3rd person ER verbs (non-explicit focus) Use future tense (je vais + infinitive verb),
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	Adjectives (place and agreement) - Use adjectives (agreement and position) with more confidence Conjugation of key verbs (and making verbs negative) - Create greater variety of sentences using the key verb forms from Y3. - Use il y a / il n'y a pas de and c'est / ce n'est pas.... - Use future tense (je vais + infinitive verb), infinitives				infinitives	
Meta Cognition						
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Knowledge	To recap the most necessary language needed for the classroom and get pupils to think about why French is an important language to learn. - Introduce question words (with gestures) Comment Quand Qui Pourquoi Quel/s quelle/s Où etc To revise and extend knowledge of the numbers needed to tell the time. - Learning the 5 x table + song. To learn how to ask for and give the time (hour, half and quarter). - What time is it? Quelle heure est-il? It's one o'clock, It's five o'clock Il est une heure, il est cinq heures To consolidate and extend the ability to ask for / give the time.		To ask for and give opinions about sports. - 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) To talk about the sports you know how to do. To use two key verbs in the present tense. - What sports do you do? Quels sports fais-tu? Je joue au / Je fais de Key grammar: use of a + definite article for playing sports and de + definite article for sports you do To talk about the sports you do. - Je sais faire du ski / Je sais jouer au foot Je ne sais pas faire de la musculation / Je ne sais pas jouer au golf		To extend the range of language to give levels of like / dislike. - J'aime, Je n'aime pas, J'adore, Je déteste Focus on using verbs of opinion with nouns/accurate gender To identify different types of music and give likes / dislikes. - in my opinion (I think that) To look up new nouns to check for meaning using an online dictionary. - un clavier, un saxophone, une guitare (classique/électrique), une trompette, une flûte (à bec), une batterie To ask and answer 'Do you know how to play...?' - Tu sais jouer du / de la ...?	

- What time is it? Quelle heure est-il?
It's ten past five. Il es cinq heures dix.
It's twenty to five. Il est cinq heures moins vingt.

To say 'at ... o'clock.'

To describe what you usually have for breakfast.

- What time do you have breakfast?
A quelle heure manges-tu le petit déjeuner?
What do you have for breakfast?
Qu'est-ce que tu manges au petit déjeuner?
Je mange...
un yaourt, des céréales, du pain, du pain grillé,
des fruits, de la confiture...
Je bois... du thé, du café, du jus d'orange, du
chocolat chaud
(Key grammar: de + definite article - de+le -> du,
de la, de+les -> des)

To learn how to communicate likes and dislikes.

- I like - J'aime
I don't like - Je n'aime pas
(Key grammar: use the definite article (le / la)
after verbs of like/dislike)

To learn to use different persons of the regular -ER verb MANGER

To learn how to say you prefer.

To practise saying what you eat and drink for lunch on different days.

- What time is lunch? À quelle heure manges-tu
au collège?
Packed lunch or school dinners? Qu'est-ce que
tu manges? La nourriture du collège ou un
panier repas?
Qu'est-ce que tu préfères? Je préfère...

To learn expressions of frequency to say how often you do different sports.

- (On Mondays) le lundi je joue au tennis
etc with rest of the days of the week
(every day) tous les jours
(once a week) une fois par semaine
(twice a week) deux fois par semaine
(sometimes) parfois
(never) jamais (not to use in a sentence)

To learn the pronouns.

To learn the 6 verb endings and see the formal layout of a verb table.

- je fais/tu fais/il fait/elle fait/nous faisons/vous faites/ils font/elles font

To use verbs to give instructions.

- (Turn around), (Jump!), (Take a step to the right), (Touch your feet), (Put your hands up), (Take a step to the left), (Put your hands down)

Oui, je sais jouer / Non, je ne sais pas jouer...

To revise the pronouns.

To learn the 6 verb endings for JOUER, a regular -ER verb.

- Je joue, tu joues, il/elle joue, nous jouons, vous jouez, ils/elles jouent

To learn some new adjectives.

- Learning to give reasons with 'parce que'
(quiet / noisy)
(exciting / boring)
(fun / serious)
(traditional / modern)

To use adjectives to give reasons for liking / disliking music or instruments.

- (Do you like?)
(Why do you like...?)
Parce que c'est + adjective (masc. / fem. ending)

	What do you drink? Qu'est-ce que tu bois? To practise looking up new nouns in a dictionary. - Using alphabetical order, working out when to use a dictionary and when not to. - Combining new language with verbs of like and dislike to create new sentences. To use the three verbs associated with eating different meals to say what you have for breakfast, lunch and dinner, and times you have them. To use expressions of frequency to add detail. (always) toujours (usually) d'habitude (sometimes) parfois - À quelle heure manges-tu le petit déj / le déjeuner / le dîner?		
Skill Progression	Listening Pupil can: <i>Listen attentively and show understanding by joining in and responding</i> - Understand and respond to a specific range of classroom instructions - Understand essential likes / dislikes <i>Link the spelling, sound and meaning of words.</i> - Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge Speaking Pupil can: <i>Ask and answer questions</i> - Ask/answers questions about times, meals, food likes and dislikes	Listening Pupil can: <i>Listen attentively and show understanding by joining in and responding</i> - Understand and respond to a specific range of classroom instructions - Understand essential likes / dislikes relating to food and sports - Understand and respond to movement instructions <i>Link the spelling, sound and meaning of words.</i> - Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge Speaking Pupil can:	Listening Pupil can: <i>Listen attentively and show understanding by joining in and responding</i> - Understand and respond to a specific range of classroom instructions <i>Link the spelling, sound and meaning of words.</i> - Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge Speaking Pupil can: <i>Ask and answer questions</i> - Ask/answers questions about instruments you play, why you like things <i>Express opinions and respond to those of others</i>

<i>Express opinions and respond to those of others</i> - Tu aimes ...? (Do you like?) - Qu'est-ce que tu aimes manger/boire?(What do you like eating / drinking) <i>Ask for clarification and help</i> - Signal a problem by saying Monsieur/ madame j'ai un problème... - Ask for help and give a detail: Pouvez-vous m'aider avec..(numéro 2, le texte, le dictionnaire)? - Ask for other things: Est-ce que jepeuxtravailler avec ...? <i>Speak in sentences</i> - Express opinions in sentences using "J'aime" and "j'adore" - Give preferences using "'je préfère' and express reasons for opinions using "parce que c'est/ ce sont +adjectives" - Say what you eat and drink and when - Say what you like to eat and drink using 'j'aime manger/boire' <i>Describe people, places, things and actions orally (to a range of audiences)</i> - Describe actions: eating / drinking at different times. Reading Pupil can: <i>Read and show understanding of words, phrases and simple texts</i> - Read short texts and answer questions to show understanding <i>Appreciate stories, songs, poems and rhymes in the</i>	<i>Ask and answer questions</i> - Ask/answers questions about sports you do, sports you like <i>Express opinions and respond to those of others</i> - Tu aimes ...? (Do you like?) - Qu'est ce que tu préfères au collège? - Pourquoi est-ce que tu aimes ... ?(Why do you like..?) <i>Ask for clarification and help</i> - Signal a problem by saying Monsieur/ madame j'ai un problème... - Ask for help and give a detail: Pouvez-vous m'aider avec..(numéro 2, le texte, le dictionnaire)? - Ask for other things: Est-ce que jepeuxtravailler avec ...? <i>Speak in sentences</i> - Say what sports you play using "jouer à la/au" or "faire du/de la" and when you do it "je joue au foot tous les lundis". - Express opinions in sentences using "J'aime" and "j'adore" - Give preferences using "'je préfère' and express reasons for opinions using "parce que c'est/ ce sont +adjectives" <i>Describe people, places, things and actions orally (to a range of audiences)</i> - Describe actions: playing sports. Reading Pupil can: <i>Read and show understanding of words, phrases and simple texts</i> - Read short texts and answer questions to	- Tu aimes ...? (Do you like?) - Qu'est ce que tu préfères au collège? - Pourquoi est-ce que tu aimes ... ?(Why do you like..?) <i>Ask for clarification and help</i> - Signal a problem by saying Monsieur/ madame j'ai un problème... - Ask for help and give a detail: Pouvez-vous m'aider avec..(numéro 2, le texte, le dictionnaire)? - Ask for other things: Est-ce que jepeuxtravailler avec ...? <i>Speak in sentences</i> - Express opinions in sentences using "J'aime" and "j'adore" - Give preferences using "'je préfère' and express reasons for opinions using "parce que c'est/ ce sont +adjectives" <i>Describe people, places, things and actions orally (to a range of audiences)</i> - Describe actions: instruments Reading Pupil can: <i>Read and show understanding of words, phrases and simple texts</i> - Read short texts and answer questions to show understanding <i>Read aloud with accurate pronunciation</i> <i>Use a dictionary</i> - Know the parts of the dictionary - Know what the codes (nf, nm etc) mean - Be confident with alphabetical order - Find the meanings of new words
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<i>language</i> - Film clips on sports and food in France/ Belgium/Switzerland <i>Read aloud with accurate pronunciation</i> <i>Use a dictionary</i> - Know the parts of the dictionary - Know what the codes (nf, nm etc) mean - Be confident with alphabetical order - Find the meanings of new words Writing Pupil can: <i>Write words and phrases from memory</i> - Write sentences about what you eat when. Do these from short-term memory with accurate spelling in lesson time. Grammar Pupil can understand and use: <i>Gender of nouns - definite and indefinite articles</i> - Focus on active use of definite articles with verbs of like / dislike. - Know when to omit the definite article when talking about what you eat and drink. <i>Adjectives (place and agreement)</i> - Agree adjectives in reasons after parce que c'est/ce sont, remembering to match number and gender. <i>Conjugation of key verbs (and making verbs negative)</i> - Use all persons MANGER/BOIRE - Use 1st/2nd person PRENDRE (le petit déjeuner) - Use j'aime + manger/ boire <i>Conjunctions and qualifiers, adverbs of time,</i>	show understanding <i>Appreciate stories, songs, poems and rhymes in the language</i> - Film clips on sports and food in France/ Belgium/Switzerland <i>Read aloud with accurate pronunciation</i> - Pronounce sports (including cognates) using correct sounds Writing Pupil can: <i>Write words and phrases from memory</i> - Write sentences about what sports you do when. Do these from short-term memory with accurate spelling in lesson time. <i>Adapt phrases to create new sentences</i> - Adapt short text about someone else's sports / freetime to write a short text about own free time. <i>Describe people, places, things and actions in writing.</i> - Write a fitness diary, saying what you eat for each meal and what exercise you do on different days (from memory). Grammar Pupil can understand and use: <i>Gender of nouns - definite and indefinite articles</i> - Focus on active use of definite articles with verbs of like / dislike. - Know how to use the definite article with the verbs jouer au/ à la and faire du/de la <i>Conjugation of key verbs (and making verbs negative)</i> - Use j'aime + jouer/ faire	Writing Pupil can: <i>Write words and phrases from memory</i> - Write sentences about what instruments you can play. Do these from short-term memory with accurate spelling in lesson time. Grammar Pupil can understand and use: <i>Gender of nouns - definite and indefinite articles</i> - Focus on active use of definite articles with verbs of like / dislike. - Know how to use the definite article with the verbs jouer au/ à la and faire du/de la <i>Adjectives (place and agreement)</i> - Agree adjectives in reasons after parce que c'est/ce sont, remembering to match number and gender. <i>Conjugation of key verbs (and making verbs negative)</i> - Use all persons FAIRE / JOUER - Use j'aimejouer/ faire <i>Conjunctions and qualifiers, adverbs of time, prepositions of place</i> Use days of the week (les lundis, etc..)
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	<i>prepositions of place</i> Use days of the week (les lundis, etc..)		<i>Conjunctions and qualifiers, adverbs of time, prepositions of place</i> Use days of the week (les lundis, etc..)			
Meta cognition						
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Rebellion and Invasion	Natural elements	Civilisation	Environmental	Discoveries	Culture
Knowledge	To recap the most necessary language needed for the classroom, key questions covered in previous years and phonics. To revise months and seasons. les mois: janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre les saisons: le printemps, l'été, l'automne, l'hiver To describe a variety of weather phrases in the present tense. - Quel temps fait-il? - What is the weather like? - le temps - the weather - la météo - the weather forecast - Il fait... It is - frais -cool - beau - fine - chaud - hot - du vent- windy - froid -cold		To learn words for different areas/ types of places to live. - J'habite à Cambridge près de Londres. - Cambridge, c'est comment? - C'est une ville. - C'est une grande ville. - C'est une petite ville. - C'est un village. - C'est à la montagne. - C'est à la campagne. - C'est au bord de la mer. - C'est en banlieue. - C'est en centre-ville. To learn words to say what is in a town. Dictionary skills - Nouns for places in town. Indefinite articles un/une. To learn words to say what is in a town. (a cinema) un cinéma (a park) un parc (a museum) un musée (a castle) un château (a		Review the Q and A in the y6 conversation. - Comment tu t'appelles? - Je m'appelle - Comment ça va? - Quel âge as-tu? - J'ai ... ans - Quelle est la date de ton anniversaire? - Mon anniversaire c'est le - Tu as des frères ou des sœurs? - Tu as un animal? - Où habites-tu? - J'habite à - Qu'est-ce qu'il y a à ... ? - À ... il y a - Quelles langues parles-tu? - Je parle Holidays vocabulary: Revision of where I live and weather Où vas-tu en vacances? Je vais... - au bord de la mer, à la montagne, à la campagne, en ville, à un hôtel, à un camping, à	

	mauvais- bad du soleil -sunny il y a...-there is... du brouillard -fog un orage -a storm il pleut - it's raining il neige -it's snowing quand il fait beau... -when it is nice weather... To know the seasons in French. To use the language of weather to describe climates in different places. - Quel temps fait-il? À Blois il fait froid... À Marseille il fait du soleil - En hiver il fait toujours froid. (In winter it's always cold.) en hiver (in winter), en automne (in autumn), au printemps (in spring), en été (in summer), quelquefois (sometimes), normalement (usually/normally) To gain a basic understanding of the geography of France and some of its geographical features using terms in French. To know the compass points in French. - Où est...? Where is...? C'est dans le nord (north), le sud (south), l'est (east), l'ouest (west), le centre. Les montagnes (the mountains), les rivières - (rivers), les mers (the seas), les villes (towns), les grandesvilles (cities). To learn some countries in French and link them to their flags using colours. - l'Angleterre (England), l'Allemagne (Germany),	restaurant) un restaurant (a sports centre) un centre sportif (a stadium) un stade (a market) un marché (a shopping centre) un centre commercial (a university) une université (a shop) un magasin (a swimming pool) une piscine. To create sentences to say / write there is / there is not and build a conversation. - Dans mon village, il y a... un/une/des, il n'y a pas de... A (Cambridge) il y a..., il n'y a pas de... French festivals using the present tense of more 'ER' verbs - on mange, on porte, on commémore, on fait, on voit Le Carnaval à Dunkerque on mange, on chante, on danse, on joue d'un instrument, on porte, on voit La fête des lumières à Lyon C'est quand la fête? Ça dure combien de jours? Où est la fête? Qu'est-ce qu'on porte? Quel temps fait-t-il? Que font les visiteurs/les habitants? Danser - regular verbs in the present tense. - je, tu, il, elle, on, nous, vous, ils, elles -e, -es, -e, -ons, -ez, -ent (danser, porter, regarder, chanter, manger, jouer, aimer, adorer, détester)	une villa, à un centre de vacances Avec qui vas-tu en vacances? Je vais... avec ma mère, avec mes parents, avec ma famille, avec mes grand-parents Holidays: Using the verb aller - Aller [to go]: je vais, tu vas, il/elle va, nous allons, vous allez, ils/elles vont Clothes introduction - des lunettes de soleil, un jean, une veste, un short, une casquette, des baskets, des tongs, une serviette, un maillot de bain, un pantalon, un chapeau un tee-shirt Fashion show introduction - Voici Jack. Il porte un jean noir, un tee-shirt blanc, une chemise rouge et grise et des lunettes de soleil. Je pense que ce style est cool. Non! A mon avis, ce look est nul. Voici Ellie. Elle porte une jupe bleue avec des fleurs roses, un tee-shirt noir et des sandales. Moi, j'adore ce look. Mais je pense que ce n'est pas très chic. A mon avis, c'est un peu démodé mais c'est joli. At the café: Revision - Bonjour Madame/Monsieur. Vous desirez? Je voudrais un fanta et une portion de frites s'il vous plaît Et avec ça? Je voudrais aussi un coca. C'est combien? Ça fait cinq euros. Merci, au revoir.
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	la France (France), l'Espagne (Spain), l'Irlande (Ireland) le pays (country), le drapeau (flag), la couleur (colour) bleu, vert, noir, gris, rouge, orange, rose, jaune, marron, blanc, violet To say what several countries are famous for and give our opinion. - Pourquoi la France est célèbre? (What is France famous for?) Tu aimes...? Do you like...? Pourquoi? Why? J'aime, Je n'aime pas, J'adore, Je déteste... parce que jepense que c'est... (because I think that it's...) amusant/e, ennuyeux/se, impressionnant/e, émouvant/e, intéressant/e, délicieux/se, horrible To learn the names of the countries that border France. Describe where they are using the compass points in French. - La France a sept pays voisins (France has seven neighbouring countries) l'Allemagne, l'Angleterre, l'Espagne, la Grande-Bretagne, l'Italie, la Suisse, le Luxembourg, la Belgique, l'Europe To describe what there is in France, using the phrase 'a lot of' - Il y a beaucoup de... (there are a lot of...) montagnes (mountains), rivières (rivers), ports (ports), aéroports (airports), plages (beaches)		Au revoir. Ice creams Les glaces Ice cream flavours: à la vanille, au praliné, au citron, à la banane, au chocolat, au café, à l'abricot, à la fraise, à la framboise, au cassis, à la menthe, au caramel beurre salé, aux noix, à la pistache Ordering: Je voudrais une glace. Je voudrais une boules/deux boules/ trios boules Je voudrais une glace en cornet/ en pot
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	To use the correct word for 'in' when talking about towns and countries. To revise countries learnt. To say where you come from in French. - J'habite... I live... J'habite à Londres (+ town) I live in London J'habite en France (f - country) I live in France J'habite au Portugal (m - country) I live in Portugal Quelle est la capitale de (la France)? C'est Paris. To learn some languages and nationalities in French. - Je suis... I am... anglais/anglaise (English) français/française (French) gallois/galloise (Welsh) portugais/portugaise (Portuguese) espagnol/espagnole (Spanish) Quelles langues parles-tu? Which languages do you speak? la langue (language) Je parle... I speak... français (French), anglais (English)		
Skill Progression	Listening Pupil can: <i>Listen attentively and show understanding by joining in and responding</i> - Understand a range of spoken opinions heard in sentences and short texts. <i>Link the spelling, sound and meaning of words.</i> - Respond to spoken language by ordering cards, identifying positive/negative	Listening Pupil can: <i>Listen attentively and show understanding by joining in and responding</i> - Understand a range of spoken opinions heard in sentences and short texts. <i>Link the spelling, sound and meaning of words.</i> - Respond to spoken language by ordering cards, identifying positive/negative	Listening Pupil can: <i>Listen attentively and show understanding by joining in and responding</i> - Understand a range of spoken opinions heard in sentences and short texts. <i>Link the spelling, sound and meaning of words.</i> - Respond to spoken language by ordering cards, identifying positive/negative

	opinions and by picking out details from short texts. Speaking Pupil can: <i>Ask and answer questions</i> - Ask / answer about likes and dislikes on a range of topics, opinions on a variety of things, what the weather is like, why places/events are well-known <i>Express opinions and respond to those of others</i> - Tu aimes...? (Do you like...?) - Pourquoi aimes-tu...? (Why do you like..?) - Qu'est ce-que tu penses de...? (What do you think of...?) <i>Ask for clarification and help</i> - Signal a problem: Monsieur/ madame j'ai un problème... - Ask for help and give a detail: Pouvez-vous m'aider avec..(numéro 2, le texte, le dictionnaire)? - Ask for other things: Est-ce que jepeuxtravailler avec ...? <i>Speak in sentences</i> - Express opinions in sentences using "J'aime" and "j'adore", give preferences using "'je préfère' and express reasons for opinions using "parce que c'est/ ce sont +adjectives" - Use the 3rd person of key verbs to say what other people do. - To talk about the weather. - To say where you live. <i>Describe people, places, things and actions orally</i>	opinions and by picking out details from short texts. Speaking Pupil can: <i>Ask and answer questions</i> - Ask / answer about likes and dislikes on a range of topics, opinions on a variety of things, main details about particular festivals. <i>Express opinions and respond to those of others</i> - Tu aimes...? (Do you like...?) - Pourquoi aimes-tu...? (Why do you like..?) - Qu'est ce-que tu penses de...? (What do you think of...?) <i>Ask for clarification and help</i> - Signal a problem: Monsieur/ madame j'ai un problème... - Ask for help and give a detail: Pouvez-vous m'aider avec..(numéro 2, le texte, le dictionnaire)? - Ask for other things: Est-ce que jepeuxtravailler avec ...? <i>Speak in sentences</i> - Express opinions in sentences using "J'aime" and "j'adore", give preferences using "'je préfère' and express reasons for opinions using "parce que c'est/ ce sont +adjectives" - To say where you live. - Talk about your town. <i>Describe people, places, things and actions orally (to a range of audiences)</i> - Describe where things are	opinions and by picking out details from short texts. Speaking Pupil can: <i>Ask and answer questions</i> - Ask / answer about likes and dislikes on a range of topics, opinions on a variety of things. <i>Express opinions and respond to those of others</i> - Tu aimes...? (Do you like...?) - Pourquoi aimes-tu...? (Why do you like..?) - Qu'est ce-que tu penses de...? (What do you think of...?) <i>Ask for clarification and help</i> - Signal a problem: Monsieur/ madame j'ai un problème... - Ask for help and give a detail: Pouvez-vous m'aider avec..(numéro 2, le texte, le dictionnaire)? - Ask for other things: Est-ce que jepeuxtravailler avec ...? <i>Speak in sentences</i> - Express opinions in sentences using "J'aime" and "j'adore", give preferences using "'je préfère' and express reasons for opinions using "parce que c'est/ ce sont +adjectives" - Use the 3rd person of key verbs to say what other people do. <i>Describe people, places, things and actions orally (to a range of audiences)</i> - To say what you wear. Reading
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(to a range of audiences) - Describe the key geographical features of France - Describe where things are Reading Pupil can: <i>Read and show understanding of words, phrases and simple texts</i> - Complete gap-fill activities, cloze activities with adjectival agreement, identify the odd one out <i>Appreciate stories, songs, poems and rhymes in the language</i> - French poems. <i>Read aloud with accurate pronunciation</i> - Pronounce place names when reading aloud from text or from a map. - To read a text using knowledge of phonics. <i>Understand new words that are introduced into familiar written material</i> - adjectives of reasons to support opinions, using 'parce que' to provide reasons, language for countries, locations, directions Writing Pupil can: <i>Write words and phrases from memory</i> - label maps – using il y a/ il n'y a pas with confidence to write sentences from memory <i>Adapt phrases to create new sentences</i> - Write a holiday postcard, adapting a model. <i>Describe people, places, things and actions in writing.</i>	- Describe the where you live. Reading Pupil can: <i>Read and show understanding of words, phrases and simple texts</i> - Complete gap-fill activities, cloze activities with adjectival agreement, identify the odd one out <i>Appreciate stories, songs, poems and rhymes in the language</i> - French film: Kirikou. - French poems. <i>Read aloud with accurate pronunciation</i> - To read a text using knowledge of phonics. <i>Understand new words that are introduced into familiar written material</i> - adjectives of reasons to support opinions, using 'parce que' to provide reasons, language for countries, locations, directions <i>Use a dictionary</i> - Use a dictionary to research new nouns and adjectives and use them actively in sentences with some degree of accuracy (NB: using a dictionary for verbs will be picked up in secondary). Writing Pupil can: <i>Write words and phrases from memory</i> <i>Adapt phrases to create new sentences</i> - Write a short text about where you live. <i>Describe people, places, things and actions in writing.</i> - Express opinions and giving reasons (from	Pupil can: <i>Read and show understanding of words, phrases and simple texts</i> - Complete gap-fill activities, cloze activities with adjectival agreement, identify the odd one out <i>Read aloud with accurate pronunciation</i> - To read a text using knowledge of phonics. <i>Understand new words that are introduced into familiar written material</i> - adjectives of reasons to support opinions, using 'parce que' to provide reasons, language for countries, locations, directions Writing Pupil can: <i>Write words and phrases from memory</i> - label maps – using il y a/ il n'y a pas with confidence to write sentences from memory <i>Adapt phrases to create new sentences</i> - Create a conversation about yourself. <i>Describe people, places, things and actions in writing.</i> - Express opinions and giving reasons (from memory) Grammar Pupil can understand and use: <i>Gender of nouns - definite and indefinite articles</i> - Accurate gender and article use, singular and plural (not with 100% consistency but the rules are known and understood). <i>Singular and plural forms of nouns</i> - Some irregular plurals learnt.
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	- Express opinions and giving reasons (from memory) Grammar Pupil can understand and use: <i>Gender of nouns - definite and indefinite articles</i> - Accurate gender and article use, singular and plural (not with 100% consistency but the rules are known and understood). <i>Singular and plural forms of nouns</i> - Some irregular plurals learnt. <i>Adjectives (place and agreement)</i> - Agree adjectives in reasons after parce que c'est / ce sont, remembering to match number and gender. <i>Conjugation of key verbs (and making verbs negative)</i> - Use 'il y a' <i>Conjunctions and qualifiers, adverbs of time, prepositions of place</i> - Use the verbs être and aller					
	memory) - Describe places and compare locations (from memory) Grammar Pupil can understand and use: <i>Gender of nouns - definite and indefinite articles</i> - Accurate gender and article use, singular and plural (not with 100% consistency but the rules are known and understood). <i>Singular and plural forms of nouns</i> - Some irregular plurals learnt. <i>Adjectives (place and agreement)</i> - Agree adjectives in reasons after parce que c'est / ce sont, remembering to match number and gender. <i>Conjugation of key verbs (and making verbs negative)</i> - Use 'il y a' <i>Conjunctions and qualifiers, adverbs of time, prepositions of place</i> - Use the verbs être and aller					
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Meta Cognition						