



FRENCH	TERM	YEAR 3	YEAR 4	YEAR 5	YEAR 6
YEAR A	Autumn	<p>Greetings, Names, Age and Numbers and colours.</p> <ul style="list-style-type: none"> I can listen attentively to and begin to repeat French words and phrases to greet people using simple greetings, eg. Hello, goodbye and how are you and responding with how you are. I can recognise numbers 1-20. I can write words to express simple conversational language. 	<p>Greetings, Names, Age and Numbers and colours.</p> <ul style="list-style-type: none"> I can listen attentively to and use familiar vocabulary to build at least 3 simple phrases. Eg. I am good, I am 9 years old and my name is Dave. I can recognise numbers 1-10 and begin to understand numbers from 20-31. I can write words to express greetings and age and begin constructing short sentences. 	<p>Greetings, personal information, sisters and brothers, 3rd person description. Places in town, directions and time.</p> <ul style="list-style-type: none"> I can listen to greetings within spoken language and identify the key points. I can prepare and practise a simple conversation using familiar vocabulary and structures in context for directions and time. I can write words, phrases and short sentences in the 3rd person to describe, using supporting material such as a word bank. 	<p>Greetings, personal information, sisters and brothers, 3rd person description. Places in town, directions and time.</p> <ul style="list-style-type: none"> I can understand longer or more complex phrases for greeting and sharing personal information within spoken language from Rigolo stories. I can use spoken language confidently to initiate and sustain conversations. I can write sentences using the 3rd person to describe.
	Spring	<p>Animals, pets, describing someone, giving someone's name.</p> <ul style="list-style-type: none"> I can recognise and respond to sound patterns in words. I can recognise subject specific vocabulary in written form and use gestures to support recall of vocabulary. I can perform simple communicative tasks describing someone and giving a name. 	<p>Animals, pets, describing someone, giving someone's name.</p> <ul style="list-style-type: none"> I can listen for and identify specific words and phrases. I can read familiar subject specific vocabulary aloud and pronounce accurately. I can write a short phrase using supporting material and structures. 	<p>School; subjects; likes and dislikes; timings of the school day.</p> <ul style="list-style-type: none"> I can begin to use time vocabulary to answer spoken and written questions about the school day. I can begin to express likes and dislikes at school. I can read a sentence about a school subject and say if it matches a given image. 	<p>School; subjects; likes and dislikes; timings of the school day.</p> <ul style="list-style-type: none"> I can write answers to spoken and written questions about the school day using time vocabulary. I can express likes and dislikes at school in written and spoken form. I can read and understand the main points from a given text and say if it matches a given image.

Summer

Weather, directions, French cities.

- I can respond to simple directional instructions (left, right and straight on).
- I can say what the weather is like (hot, cold, raining, snowing, sunny) and ask the question where is that?
- I can write 1 or 2 simple sentences using subject specific vocabulary about the weather, directions and French cities.

Weather, directions, French cities.

- I can pick out familiar words and phrases from spoken French.
- I can ask and answer questions regarding direction and the weather.
- I can apply learnt phonic knowledge to write 2 to 3 simple sentences about the weather or directions.

Clothing, holidays.

- I can identify the key points in a spoken story, picking out familiar subject specific vocabulary to interpret what is happening in the story.
- I can begin to understand and express future intentions about what they are going to do on holiday.
- I can begin to use simple conjunctions such as and, so, but and because to form more complex sentences about their holiday.

Clothing, holidays.

- I can begin to use and understand transactional language such as buying clothing in a shop.
- I can begin to use future tense in both spoken and written work about holidays.
- I can use conjunctions such as and, so, but and because to form more complex sentences about their holiday.

Belonging, Courage, Curiosity, Kindness, Perseverance, Respect

Growing Minds, Kind Hearts, Rooted in Love

‘Rooted and Grounded in Love’ (Ephesians 3:16)