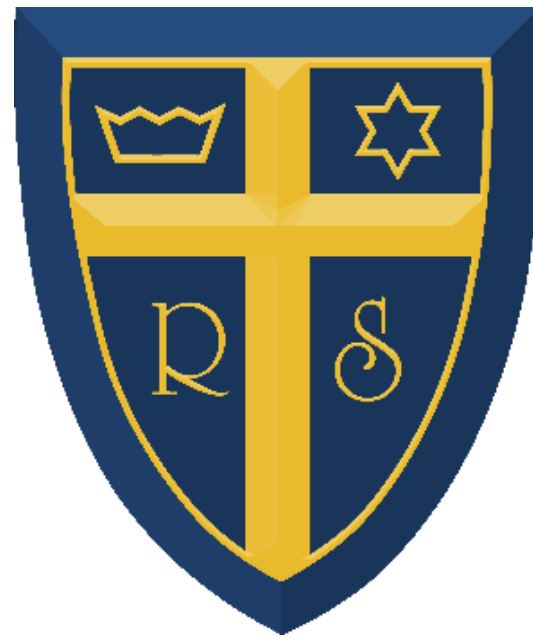


**French**

*The Rosary Catholic Primary School*  
*Progression of Knowledge and Skills in French*  
*(Modern Foreign Languages)*

| Year                                                                                                  | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Skills                                                                                                                                                                                                                                  |                                        |                          |                                                                                  |                                                                    |                                        |                                                                                                       |                                                               |                                                   |                                                                                                      |                                                           |                                                   |                                                                        |                                      |                                     |                          |                             |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Year 3<br>Autumn 1                                                                                    | <i>Focus: French greetings with puppets</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <i>Language Comprehension (listening and reading)</i>                                                                                                                                                                                   |                                        |                          |                                                                                  |                                                                    |                                        |                                                                                                       |                                                               |                                                   |                                                                                                      |                                                           |                                                   |                                                                        |                                      |                                     |                          |                             |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                                       | <i>National Curriculum Knowledge</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"><li>• Listening and responding to single words and short phrases.</li><li>• Recognising some familiar French words in written form.</li><li>• Beginning to notice common spelling patterns.</li></ul> |                                        |                          |                                                                                  |                                                                    |                                        |                                                                                                       |                                                               |                                                   |                                                                                                      |                                                           |                                                   |                                                                        |                                      |                                     |                          |                             |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                                       | <ul style="list-style-type: none"><li>✓ Listen attentively to spoken language and show understanding by joining in and responding.</li><li>✓ Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li><li>✓ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                         |                                        |                          |                                                                                  |                                                                    |                                        |                                                                                                       |                                                               |                                                   |                                                                                                      |                                                           |                                                   |                                                                        |                                      |                                     |                          |                             |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                                       | <i>Contributing towards: French adjectives of colour, size and shape (Year 3)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <i>Language Production (speaking and writing)</i>                                                                                                                                                                                       |                                        |                          |                                                                                  |                                                                    |                                        |                                                                                                       |                                                               |                                                   |                                                                                                      |                                                           |                                                   |                                                                        |                                      |                                     |                          |                             |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                                       | <table><tr><th>Lesson</th><th>Sticky Knowledge</th><th>Key Vocab. &amp; Definitions</th></tr><tr><td><b>1. French Greetings</b><br/>To greet someone and introduce yourself in French.</td><td>When I introduce myself in French, I say...<br/>Je m'appelle _____.</td><td>Bonjour – Hello<br/>Au revoir – Goodbye</td></tr><tr><td><b>2. French greetings – day and night</b><br/>To use the correct French greeting for the time of day.</td><td>There are different greetings for different times of the day.</td><td>Bonsoir – Good evening<br/>Bonne nuit - Good night</td></tr><tr><td><b>3. How are you feeling – in French?</b><br/>To ask and answer a question about feelings in French.</td><td>To ask how someone is you say... ca va? or comment ca va?</td><td>Ca va bien – I'm fine<br/>Ca va mal – I'm not fine</td></tr><tr><td><b>4. French finger rhymes</b><br/>To perform a finger rhyme in French.</td><td>Paris is the capital city of France.</td><td>Je – I<br/>Tu – you<br/>C'est – it is</td></tr><tr><td><i>Assessment Tasks:</i></td><td>Assessing Sticky Knowledge:</td><td>Assessing Key Vocabulary:</td></tr></table> | Lesson                                                                                                                                                                                                                                  | Sticky Knowledge                       | Key Vocab. & Definitions | <b>1. French Greetings</b><br>To greet someone and introduce yourself in French. | When I introduce myself in French, I say...<br>Je m'appelle _____. | Bonjour – Hello<br>Au revoir – Goodbye | <b>2. French greetings – day and night</b><br>To use the correct French greeting for the time of day. | There are different greetings for different times of the day. | Bonsoir – Good evening<br>Bonne nuit - Good night | <b>3. How are you feeling – in French?</b><br>To ask and answer a question about feelings in French. | To ask how someone is you say... ca va? or comment ca va? | Ca va bien – I'm fine<br>Ca va mal – I'm not fine | <b>4. French finger rhymes</b><br>To perform a finger rhyme in French. | Paris is the capital city of France. | Je – I<br>Tu – you<br>C'est – it is | <i>Assessment Tasks:</i> | Assessing Sticky Knowledge: | Assessing Key Vocabulary: | <ul style="list-style-type: none"><li>• Asking and/or answering simple questions.</li><li>• Practising speaking with a partner.</li><li>• Using short phrases to give information.</li><li>• Recognising and repeating phrases from familiar rhymes and songs.</li><li>• Listening and repeating key phonemes with care.</li><li>• Recognising how intonation and gesture are used to differentiate between statements and questions.</li><li>• Building confidence by repeating short phrases with increasing accuracy.</li><li>• Introducing self to a partner with simple phrases.</li></ul> |
|                                                                                                       | Lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Sticky Knowledge                                                                                                                                                                                                                        | Key Vocab. & Definitions               |                          |                                                                                  |                                                                    |                                        |                                                                                                       |                                                               |                                                   |                                                                                                      |                                                           |                                                   |                                                                        |                                      |                                     |                          |                             |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                                       | <b>1. French Greetings</b><br>To greet someone and introduce yourself in French.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | When I introduce myself in French, I say...<br>Je m'appelle _____.                                                                                                                                                                      | Bonjour – Hello<br>Au revoir – Goodbye |                          |                                                                                  |                                                                    |                                        |                                                                                                       |                                                               |                                                   |                                                                                                      |                                                           |                                                   |                                                                        |                                      |                                     |                          |                             |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>4. French finger rhymes</b><br>To perform a finger rhyme in French.                                | Paris is the capital city of France.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Je – I<br>Tu – you<br>C'est – it is                                                                                                                                                                                                     |                                        |                          |                                                                                  |                                                                    |                                        |                                                                                                       |                                                               |                                                   |                                                                                                      |                                                           |                                                   |                                                                        |                                      |                                     |                          |                             |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <i>Assessment Tasks:</i>                                                                              | Assessing Sticky Knowledge:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Assessing Key Vocabulary:                                                                                                                                                                                                               |                                        |                          |                                                                                  |                                                                    |                                        |                                                                                                       |                                                               |                                                   |                                                                                                      |                                                           |                                                   |                                                                        |                                      |                                     |                          |                             |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <i>Language Production (speaking and writing)</i>                                                                                                                                                                                       |                                        |                          |                                                                                  |                                                                    |                                        |                                                                                                       |                                                               |                                                   |                                                                                                      |                                                           |                                                   |                                                                        |                                      |                                     |                          |                             |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>• Experimenting with simple writing, copying with accuracy.</li></ul>                                                                                                                             |                                        |                          |                                                                                  |                                                                    |                                        |                                                                                                       |                                                               |                                                   |                                                                                                      |                                                           |                                                   |                                                                        |                                      |                                     |                          |                             |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                                       | <i>See also: Knowledge organiser.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                         |                                        |                          |                                                                                  |                                                                    |                                        |                                                                                                       |                                                               |                                                   |                                                                                                      |                                                           |                                                   |                                                                        |                                      |                                     |                          |                             |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |



| Year                                                                                                                | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                        |                                                                                                                                                                                   | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                  |                          |                                                             |                                                                        |                                                              |                                                                        |                                                              |                                                                                                     |                                                                                                    |                                                              |                              |                                                                                                                     |                                                               |                                                   |                   |                             |                           |                                                                                                      |
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| Year 3<br>Autumn 2                                                                                                  | Focus: French adjectives of colour, size and shape                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                        |                                                                                                                                                                                   | Language Comprehension (listening and reading)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                  |                          |                                                             |                                                                        |                                                              |                                                                        |                                                              |                                                                                                     |                                                                                                    |                                                              |                              |                                                                                                                     |                                                               |                                                   |                   |                             |                           |                                                                                                      |
|                                                                                                                     | National Curriculum Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                        |                                                                                                                                                                                   | <ul style="list-style-type: none"><li>Listening and responding to single words and short phrases.</li><li>Recognising some familiar French words in written form.</li><li>Beginning to understand and notice cognates and near cognates.</li><li>Using visual clues to make predictions about the meaning of unfamiliar vocabulary.</li></ul>                                                                                                                                                                                   |                  |                          |                                                             |                                                                        |                                                              |                                                                        |                                                              |                                                                                                     |                                                                                                    |                                                              |                              |                                                                                                                     |                                                               |                                                   |                   |                             |                           |                                                                                                      |
|                                                                                                                     | <ul style="list-style-type: none"><li>Develop accurate pronunciation and intonation so that other understand when they are reading aloud or using familiar words and phrases.</li><li>Present ideas and information orally to a range of audiences.</li><li>Explore the patterns and sounds of language through songs and rhymes and link the spellings, sound and meaning of words.</li><li>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li><li>Understand basic grammar appropriate to the language being studied.</li><li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                        |                                                                                                                                                                                   | Language Production (speaking and writing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                  |                          |                                                             |                                                                        |                                                              |                                                                        |                                                              |                                                                                                     |                                                                                                    |                                                              |                              |                                                                                                                     |                                                               |                                                   |                   |                             |                           |                                                                                                      |
|                                                                                                                     | Prior Learning: French greetings with puppets (Year 3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                        |                                                                                                                                                                                   | <ul style="list-style-type: none"><li>Asking and/or answering simple questions.</li><li>Practising speaking with a partner.</li><li>Using short phrases to give information.</li><li>Listening and repeating key phonemes with care.</li><li>Recognising that sounds and spelling patterns can be different from English.</li><li>Recognising how intonation and gesture are used to differentiate between statements and questions.</li><li>Building confidence by repeating short phrases with increasing accuracy.</li></ul> |                  |                          |                                                             |                                                                        |                                                              |                                                                        |                                                              |                                                                                                     |                                                                                                    |                                                              |                              |                                                                                                                     |                                                               |                                                   |                   |                             |                           |                                                                                                      |
|                                                                                                                     | Contributing towards: French playground games – numbers and age (Year 3) & Portraits – describing in French (Year 4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                        |                                                                                                                                                                                   | Language Production (speaking and writing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                  |                          |                                                             |                                                                        |                                                              |                                                                        |                                                              |                                                                                                     |                                                                                                    |                                                              |                              |                                                                                                                     |                                                               |                                                   |                   |                             |                           |                                                                                                      |
|                                                                                                                     | <table><tr><td>Lesson</td><td>Sticky Knowledge</td><td>Key Vocab. &amp; Definitions</td></tr><tr><td>1. Colours in French<br/>To recognise and name colour words.</td><td>To ask what colour something is you say...<br/>C'est de quelle couleur?</td><td>Rouge – red<br/>Bleu – blue<br/>Jaune – yellow<br/>Vert – green</td></tr><tr><td>2. Shapes and colours in French<br/>To describe shapes by their colour.</td><td>To ask what something is you say...<br/>Qu'est-ce que c'est ?</td><td>Un cercle – a circle<br/>Un triangle – a triangle<br/>Un rectangle – a rectangle<br/>Un carre - square</td></tr><tr><td>3. Shapes of different colours and sizes in French<br/>To describe shapes by their size and colour.</td><td>To ask what something is you say...<br/>Qu'est-ce que c'est ?</td><td>Petit – small<br/>Grand - big</td></tr><tr><td>4. Using shapes like the French artist, Matisse<br/>To understand and recognise what are cognates and near cognates.</td><td>Matisse is a French artist who created many piece of animals.</td><td>Repetition of previous vocabulary from this unit.</td></tr><tr><td>Assessment Tasks:</td><td>Assessing Sticky Knowledge:</td><td>Assessing Key Vocabulary:</td></tr></table> |                                                                        |                                                                                                                                                                                   | Lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Sticky Knowledge | Key Vocab. & Definitions | 1. Colours in French<br>To recognise and name colour words. | To ask what colour something is you say...<br>C'est de quelle couleur? | Rouge – red<br>Bleu – blue<br>Jaune – yellow<br>Vert – green | 2. Shapes and colours in French<br>To describe shapes by their colour. | To ask what something is you say...<br>Qu'est-ce que c'est ? | Un cercle – a circle<br>Un triangle – a triangle<br>Un rectangle – a rectangle<br>Un carre - square | 3. Shapes of different colours and sizes in French<br>To describe shapes by their size and colour. | To ask what something is you say...<br>Qu'est-ce que c'est ? | Petit – small<br>Grand - big | 4. Using shapes like the French artist, Matisse<br>To understand and recognise what are cognates and near cognates. | Matisse is a French artist who created many piece of animals. | Repetition of previous vocabulary from this unit. | Assessment Tasks: | Assessing Sticky Knowledge: | Assessing Key Vocabulary: | <ul style="list-style-type: none"><li>Recognising and using adjectives of colour and size.</li></ul> |
|                                                                                                                     | Lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Sticky Knowledge                                                       | Key Vocab. & Definitions                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                  |                          |                                                             |                                                                        |                                                              |                                                                        |                                                              |                                                                                                     |                                                                                                    |                                                              |                              |                                                                                                                     |                                                               |                                                   |                   |                             |                           |                                                                                                      |
|                                                                                                                     | 1. Colours in French<br>To recognise and name colour words.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | To ask what colour something is you say...<br>C'est de quelle couleur? | Rouge – red<br>Bleu – blue<br>Jaune – yellow<br>Vert – green                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                  |                          |                                                             |                                                                        |                                                              |                                                                        |                                                              |                                                                                                     |                                                                                                    |                                                              |                              |                                                                                                                     |                                                               |                                                   |                   |                             |                           |                                                                                                      |
|                                                                                                                     | 2. Shapes and colours in French<br>To describe shapes by their colour.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | To ask what something is you say...<br>Qu'est-ce que c'est ?           | Un cercle – a circle<br>Un triangle – a triangle<br>Un rectangle – a rectangle<br>Un carre - square                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                  |                          |                                                             |                                                                        |                                                              |                                                                        |                                                              |                                                                                                     |                                                                                                    |                                                              |                              |                                                                                                                     |                                                               |                                                   |                   |                             |                           |                                                                                                      |
|                                                                                                                     | 3. Shapes of different colours and sizes in French<br>To describe shapes by their size and colour.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | To ask what something is you say...<br>Qu'est-ce que c'est ?           | Petit – small<br>Grand - big                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                  |                          |                                                             |                                                                        |                                                              |                                                                        |                                                              |                                                                                                     |                                                                                                    |                                                              |                              |                                                                                                                     |                                                               |                                                   |                   |                             |                           |                                                                                                      |
| 4. Using shapes like the French artist, Matisse<br>To understand and recognise what are cognates and near cognates. | Matisse is a French artist who created many piece of animals.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Repetition of previous vocabulary from this unit.                      |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                  |                          |                                                             |                                                                        |                                                              |                                                                        |                                                              |                                                                                                     |                                                                                                    |                                                              |                              |                                                                                                                     |                                                               |                                                   |                   |                             |                           |                                                                                                      |
| Assessment Tasks:                                                                                                   | Assessing Sticky Knowledge:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Assessing Key Vocabulary:                                              |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                  |                          |                                                             |                                                                        |                                                              |                                                                        |                                                              |                                                                                                     |                                                                                                    |                                                              |                              |                                                                                                                     |                                                               |                                                   |                   |                             |                           |                                                                                                      |
| See also: Knowledge organiser.                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                        | Cultural awareness                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                  |                          |                                                             |                                                                        |                                                              |                                                                        |                                                              |                                                                                                     |                                                                                                    |                                                              |                              |                                                                                                                     |                                                               |                                                   |                   |                             |                           |                                                                                                      |
|                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                        | <ul style="list-style-type: none"><li>Showing awareness of the capital city and identifying some key cultural landmarks and works of art such as L'escargot by Matisse.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                  |                          |                                                             |                                                                        |                                                              |                                                                        |                                                              |                                                                                                     |                                                                                                    |                                                              |                              |                                                                                                                     |                                                               |                                                   |                   |                             |                           |                                                                                                      |



| Year                                                                                               | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                   |                                                                                             | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Year 3<br>Spring                                                                                   | Focus: French playground games – numbers and age                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                   |                                                                                             | Language Comprehension (listening and reading)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                                    | National Curriculum Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                   |                                                                                             | <ul style="list-style-type: none"><li>Listening and responding to single words and short phrases.</li><li>Listening and noticing rhyming words when joining in with songs.</li><li>Beginning to notice common spelling patterns.</li><li>Reading aloud some words from simple songs, stories and rhymes.</li><li>Recognising some familiar French words in written form.</li><li>Beginning to understand and notice cognates and near cognates.</li><li>Using visual clues to make predictions about the meaning of unfamiliar vocabulary.</li></ul> |
|                                                                                                    | <ul style="list-style-type: none"><li>✓ Listen attentively to spoken language and show understanding by joining in and responding.</li><li>✓ Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li><li>✓ Appreciate stories, songs, poems and rhymes in the language.</li><li>✓ Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li><li>✓ Read carefully and show understanding of words, phrases and simple writing.</li><li>✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li></ul> |                                                   |                                                                                             | Language Production (speaking and writing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                    | Prior Learning: French adjectives of colour, size and shape (Year 3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                   |                                                                                             | <ul style="list-style-type: none"><li>Asking and/or answering simple questions.</li><li>Using short phrases to give information.</li><li>Recognising and repeating phrases from familiar rhymes and songs.</li></ul>                                                                                                                                                                                                                                                                                                                                 |
|                                                                                                    | Contributing towards: In a French classroom (Year 3) & French numbers, calendars and birthdays (Year 4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                   |                                                                                             | <ul style="list-style-type: none"><li>Listening and repeating key phonemes with care.</li><li>Recognising that sounds and spelling patterns can be different from English.</li><li>Recognising how intonation and gesture are used to differentiate between statements and questions.</li><li>Building confidence by repeating short phrases with increasing accuracy.</li></ul>                                                                                                                                                                     |
|                                                                                                    | Lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Sticky Knowledge                                  | Key Vocab. & Definitions                                                                    | Language Production (speaking and writing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                    | 1. Let’s count in French<br>To count from one to six in French.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | To ask how many you say... Combien?               | Un – one<br>Deux – two<br>Trois – three<br>Quatre – four<br>Cinq – five<br>Six - six        | <ul style="list-style-type: none"><li>Experimenting with simple writing, copying with accuracy.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                                                    | 2. Let’s count higher in French<br>To count beyond six in French.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | To ask how many you say... Combien?               | Sept – seven<br>Huit – eight<br>Neuf – nine<br>Dix – ten<br>Onze – eleven<br>Douze – twelve | Cultural awareness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                                                    | 3. How old are you in French?<br>To use number words to give more information about ourselves.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | To ask how old are you say... Tu as quell age?    | J’ai ____ ans – I am ____ years old                                                         | <ul style="list-style-type: none"><li>Discussing similarities and differences between customs and traditions in France and the UK.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                    | 4. Reading French numbers<br>To recognise the numbers one to twelve, written in French.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | To ask how many you say... Combien?               | Repetition of previous vocabulary from this unit.                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 5. Outdoor games in France<br>To use the number words one to twelve when playing playground games. | To ask how many you say... Combien?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Repetition of previous vocabulary from this unit. |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Assessment Tasks:                                                                                  | Assessing Sticky Knowledge:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Assessing Key Vocabulary:                         |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| See also: Knowledge organiser.                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                   |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



| Year                                                                       | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                   |                                                | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                  |                          |                                                                                             |                                                                                         |                                     |                                                                                                                              |                                                                                                                   |               |                                                                                                                         |                                                      |                                                |                                                                            |                                                                                                   |                                |                                                                    |                                                     |                                                   |                   |                             |                           |                                                                                                 |
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| Year 3<br>Summer                                                           | Focus: In a French classroom                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                   |                                                | Language Comprehension (listening and reading)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                  |                          |                                                                                             |                                                                                         |                                     |                                                                                                                              |                                                                                                                   |               |                                                                                                                         |                                                      |                                                |                                                                            |                                                                                                   |                                |                                                                    |                                                     |                                                   |                   |                             |                           |                                                                                                 |
|                                                                            | National Curriculum Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                   |                                                | <ul style="list-style-type: none"><li>Listening and responding to single words and short phrases.</li><li>Beginning to notice common spelling patterns.</li><li>Recognising some familiar French words in written form.</li><li>Beginning to understand and notice cognates and near cognates.</li><li>Using visual clues to make predictions about the meaning of unfamiliar vocabulary.</li></ul>                                                                                                                                                                                                                                                                                                                                                                  |                  |                          |                                                                                             |                                                                                         |                                     |                                                                                                                              |                                                                                                                   |               |                                                                                                                         |                                                      |                                                |                                                                            |                                                                                                   |                                |                                                                    |                                                     |                                                   |                   |                             |                           |                                                                                                 |
|                                                                            | <ul style="list-style-type: none"><li>✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li><li>✓ Describe people, places, things and actions orally and in writing.</li><li>✓ Understand basic grammar appropriate to the language being studied.</li><li>✓ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li><li>✓ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li><li>✓ Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                   |                                                | Language Production (speaking and writing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                  |                          |                                                                                             |                                                                                         |                                     |                                                                                                                              |                                                                                                                   |               |                                                                                                                         |                                                      |                                                |                                                                            |                                                                                                   |                                |                                                                    |                                                     |                                                   |                   |                             |                           |                                                                                                 |
|                                                                            | Prior Learning: French playground games – numbers and age (Year 3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                   |                                                | <ul style="list-style-type: none"><li>Asking and/or answering simple questions.</li><li>Forming simple statements with information including the negative.</li><li>Practising speaking with a partner.</li><li>Using short phrases to give information.</li><li>Recognising and repeating phrases from familiar rhymes and songs.</li><li>Listening and repeating key phonemes with care.</li><li>Recognising that sounds and spelling patterns can be different from English.</li><li>Recognising how intonation and gesture are used to differentiate between statements and questions.</li><li>Discussing strategies for remembering and applying pronunciation rules.</li><li>Building confidence by repeating short phrases with increasing accuracy.</li></ul> |                  |                          |                                                                                             |                                                                                         |                                     |                                                                                                                              |                                                                                                                   |               |                                                                                                                         |                                                      |                                                |                                                                            |                                                                                                   |                                |                                                                    |                                                     |                                                   |                   |                             |                           |                                                                                                 |
|                                                                            | Contributing towards: A circle of life in French (Year 3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                   |                                                | Language Production (speaking and writing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                  |                          |                                                                                             |                                                                                         |                                     |                                                                                                                              |                                                                                                                   |               |                                                                                                                         |                                                      |                                                |                                                                            |                                                                                                   |                                |                                                                    |                                                     |                                                   |                   |                             |                           |                                                                                                 |
|                                                                            | <table><tr><th>Lesson</th><th>Sticky Knowledge</th><th>Key Vocab. &amp; Definitions</th></tr><tr><td>1. Follow the French Teacher<br/>To understand and respond to simple classroom instructions.</td><td>School life in France is similar. They both have lessons in a classroom with a teacher.</td><td>Ecrivez – write<br/>Ecoutez – listen</td></tr><tr><td>2. Pencils and things in the French classroom<br/>To name school bag objects and recognise if they are masculine or feminine.</td><td>Nouns in French are either masculine or feminine. Un goes with masculine nouns, and une goes with feminine nouns.</td><td>Un/une – a an</td></tr><tr><td>3. To have or have not in the French classroom<br/>To ask and answer a question about something you have or do not have.</td><td>To ask do you have a... you say... Tu as un/une ...?</td><td>J'ai – I have<br/>Je n'ai pas de – I don't have</td></tr><tr><td>4. School bag French detectives<br/>To read and understand short sentences.</td><td>Adjectives of size go before the noun – as in English.<br/>Adjectives of colour go after the noun.</td><td>Lisez – read<br/>Parlez – speak</td></tr><tr><td>5. In my French bag<br/>To prepare and present a short spoken text.</td><td>To get people's attention you can say... Regardez !</td><td>Repetition of previous vocabulary from this unit.</td></tr><tr><td>Assessment Tasks:</td><td>Assessing Sticky Knowledge:</td><td>Assessing Key Vocabulary:</td></tr></table> |                                                                                                                   |                                                | Lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Sticky Knowledge | Key Vocab. & Definitions | 1. Follow the French Teacher<br>To understand and respond to simple classroom instructions. | School life in France is similar. They both have lessons in a classroom with a teacher. | Ecrivez – write<br>Ecoutez – listen | 2. Pencils and things in the French classroom<br>To name school bag objects and recognise if they are masculine or feminine. | Nouns in French are either masculine or feminine. Un goes with masculine nouns, and une goes with feminine nouns. | Un/une – a an | 3. To have or have not in the French classroom<br>To ask and answer a question about something you have or do not have. | To ask do you have a... you say... Tu as un/une ...? | J'ai – I have<br>Je n'ai pas de – I don't have | 4. School bag French detectives<br>To read and understand short sentences. | Adjectives of size go before the noun – as in English.<br>Adjectives of colour go after the noun. | Lisez – read<br>Parlez – speak | 5. In my French bag<br>To prepare and present a short spoken text. | To get people's attention you can say... Regardez ! | Repetition of previous vocabulary from this unit. | Assessment Tasks: | Assessing Sticky Knowledge: | Assessing Key Vocabulary: | <ul style="list-style-type: none"><li>Recalling and writing simple words from memory.</li></ul> |
|                                                                            | Lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Sticky Knowledge                                                                                                  | Key Vocab. & Definitions                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                  |                          |                                                                                             |                                                                                         |                                     |                                                                                                                              |                                                                                                                   |               |                                                                                                                         |                                                      |                                                |                                                                            |                                                                                                   |                                |                                                                    |                                                     |                                                   |                   |                             |                           |                                                                                                 |
|                                                                            | 1. Follow the French Teacher<br>To understand and respond to simple classroom instructions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | School life in France is similar. They both have lessons in a classroom with a teacher.                           | Ecrivez – write<br>Ecoutez – listen            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                  |                          |                                                                                             |                                                                                         |                                     |                                                                                                                              |                                                                                                                   |               |                                                                                                                         |                                                      |                                                |                                                                            |                                                                                                   |                                |                                                                    |                                                     |                                                   |                   |                             |                           |                                                                                                 |
|                                                                            | 2. Pencils and things in the French classroom<br>To name school bag objects and recognise if they are masculine or feminine.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Nouns in French are either masculine or feminine. Un goes with masculine nouns, and une goes with feminine nouns. | Un/une – a an                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                  |                          |                                                                                             |                                                                                         |                                     |                                                                                                                              |                                                                                                                   |               |                                                                                                                         |                                                      |                                                |                                                                            |                                                                                                   |                                |                                                                    |                                                     |                                                   |                   |                             |                           |                                                                                                 |
|                                                                            | 3. To have or have not in the French classroom<br>To ask and answer a question about something you have or do not have.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | To ask do you have a... you say... Tu as un/une ...?                                                              | J'ai – I have<br>Je n'ai pas de – I don't have |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                  |                          |                                                                                             |                                                                                         |                                     |                                                                                                                              |                                                                                                                   |               |                                                                                                                         |                                                      |                                                |                                                                            |                                                                                                   |                                |                                                                    |                                                     |                                                   |                   |                             |                           |                                                                                                 |
| 4. School bag French detectives<br>To read and understand short sentences. | Adjectives of size go before the noun – as in English.<br>Adjectives of colour go after the noun.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Lisez – read<br>Parlez – speak                                                                                    |                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                  |                          |                                                                                             |                                                                                         |                                     |                                                                                                                              |                                                                                                                   |               |                                                                                                                         |                                                      |                                                |                                                                            |                                                                                                   |                                |                                                                    |                                                     |                                                   |                   |                             |                           |                                                                                                 |
| 5. In my French bag<br>To prepare and present a short spoken text.         | To get people's attention you can say... Regardez !                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Repetition of previous vocabulary from this unit.                                                                 |                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                  |                          |                                                                                             |                                                                                         |                                     |                                                                                                                              |                                                                                                                   |               |                                                                                                                         |                                                      |                                                |                                                                            |                                                                                                   |                                |                                                                    |                                                     |                                                   |                   |                             |                           |                                                                                                 |
| Assessment Tasks:                                                          | Assessing Sticky Knowledge:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Assessing Key Vocabulary:                                                                                         |                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                  |                          |                                                                                             |                                                                                         |                                     |                                                                                                                              |                                                                                                                   |               |                                                                                                                         |                                                      |                                                |                                                                            |                                                                                                   |                                |                                                                    |                                                     |                                                   |                   |                             |                           |                                                                                                 |
| See also: Knowledge organiser.                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                   |                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                  |                          |                                                                                             |                                                                                         |                                     |                                                                                                                              |                                                                                                                   |               |                                                                                                                         |                                                      |                                                |                                                                            |                                                                                                   |                                |                                                                    |                                                     |                                                   |                   |                             |                           |                                                                                                 |



| Year                                                                                         | Knowledge                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                  |                           | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Year 3<br>Summer                                                                             | Focus: A circle of life in French                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                  |                           | Language Comprehension (listening and reading)                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                              | National Curriculum Knowledge                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                  |                           | <ul style="list-style-type: none"><li>Recognising some familiar French words in written form.</li><li>Beginning to understand and notice cognates and near cognates.</li><li>Becoming familiar with format, layout and simple use of a bilingual dictionary.</li></ul>                                                                                                                                                                                                              |
|                                                                                              | <ul style="list-style-type: none"><li>✓ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li><li>✓ Understand basic grammar appropriate to the language being studied.</li><li>✓ Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li></ul> |                                                                                                  |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                              | Prior Learning: In a French classroom (Year 3)                                                                                                                                                                                                                                                                                                                                                       |                                                                                                  |                           | Language Production (speaking and writing)                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                              | Contributing towards: Portraits – describing in French (Year 4)                                                                                                                                                                                                                                                                                                                                      |                                                                                                  |                           | <ul style="list-style-type: none"><li>Asking and/or answering simple questions.</li><li>Using short phrases to give information.</li><li>Listening and repeating key phonemes with care.</li><li>Recognising that sounds and spelling patterns can be different from English.</li><li>Recognising how intonation and gesture are used to differentiate between statements and questions.</li><li>Building confidence by repeating short phrases with increasing accuracy.</li></ul> |
|                                                                                              | Lesson                                                                                                                                                                                                                                                                                                                                                                                               | Sticky Knowledge                                                                                 | Key Vocab. & Definitions  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                              | 1. French animals nouns and sounds<br>To research a new noun in French and determine its gender.                                                                                                                                                                                                                                                                                                     | To ask what something is... Qu'est-ce que c'est?                                                 | Les animaux – the animals |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 2. French habitats<br>To build sentences to describe where something lives or does not live. | When you find a French noun in the dictionary the letter m tells you it is masculine and the letter f tells you it is female.                                                                                                                                                                                                                                                                        | Le (masc.) – the (for masculine singular nouns)<br>La (fem.) – the (For feminine singular nouns) |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Assessment Tasks:                                                                            | Assessing Sticky Knowledge:                                                                                                                                                                                                                                                                                                                                                                          | Assessing Key Vocabulary:                                                                        |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                              | See also: Knowledge organiser.                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                  |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |



| Year                                                                        | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Year 4<br>Autumn 1                                                          | Focus: Portraits – describing in French                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                | Language Comprehension (listening and reading)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                             | National Curriculum Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"><li>Listening and responding to full sentences.</li><li>Beginning to notice common spelling patterns.</li><li>Recognising some familiar French words when written in a short phrase.</li><li>Identifying and discussing cognates and beginning to explore various language detective strategies.</li><li>Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</li><li>Using contextual clues and cues to gist and make predictions about meanings.</li></ul> |
|                                                                             | <ul style="list-style-type: none"><li>✓ Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li><li>✓ Describe people, places, things and actions orally and in writing.</li><li>✓ Understand basic grammar appropriate to the language being studied.</li><li>✓ Listen attentively to spoken language and show understanding by joining in and responding.</li><li>✓ Read carefully and show understanding of words, phrases and simple writing.</li><li>✓ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li></ul> |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                             | Prior Learning: French adjectives of colour, size and shape (Year 3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                             | Contributing towards: Clothes – getting dressed in French (Year 4) & French monster pets (Year 5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                | Language Production (speaking and writing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                             | Lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Sticky Knowledge                                                                      | Key Vocab. & Definitions                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>Recognising and answering simple questions which involve giving personal information.</li><li>Using a model to form a spoken sentence.</li><li>Listening and repeating key phonemes with care.</li><li>Recognising how intonation and gesture are used to differentiate between statements and questions.</li><li>Discussing strategies for remembering and applying pronunciation rules.</li><li>Building confidence by repeating short phrases with increasing accuracy.</li></ul>                              |
|                                                                             | 1. Portraits – getting French adjectives to agree<br>To begin to understand that adjectives change if they describe a feminine noun.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Adjectives change if they describe a feminine noun.                                   | Il – He<br>Elle - She                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                             | 2. Simple descriptions in French<br>To understand a simple description of hair and eye colour.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Colour adjectives go after the noun in French.                                        | les cheveux - hair<br>les yeux - eyes                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                             | 3. Describing people in French<br>To create simple descriptive sentences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | If the noun is plural, like ‘hairs’ or ‘eyes’, then the adjective becomes plural too. | les cheveux - hair<br>les yeux - eyes                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                             | 4. Describing personality traits in French<br>To understand simple descriptive sentences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | An adjective must agree with the gender and number of the noun that is describes.     | Elle s’appelle – she is called<br>Il s’appelle – he is called                                                                                                                                                                                                                                                                                                  | Language Production (speaking and writing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 5. Writing portraits of friend in French<br>To write descriptive sentences. | An adjective must agree with the gender and number of the noun that is describes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Elle est – she is<br>Il est – he is                                                   | <ul style="list-style-type: none"><li>Selecting and writing short words and phrases.</li><li>Making short phrases or sentences using word cards and knowledge organisers.</li><li>Using different adjectives with a singular noun, with correct positioning and agreement.</li><li>Choosing appropriate adjectives from a wider range of adjectives.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Assessment Tasks:                                                           | Assessing Sticky Knowledge:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Assessing Key Vocabulary:                                                             |                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| See also: Knowledge organiser.                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |



| Year                                                                                      | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Year 4<br>Autumn 2                                                                        | Focus: Clothes – getting dressed in French                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Language Comprehension (listening and reading)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                                                           | National Curriculum Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"><li>Listening and responding to full sentences.</li><li>Listening and noticing rhyming words when joining in with songs.</li><li>Beginning to notice common spelling patterns.</li><li>Following a short text or rhyme, listening and reading at the same time.</li><li>Recognising some familiar French words when written in a short phrase.</li><li>Identifying and discussing cognates and beginning to explore various language detective strategies.</li><li>Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</li><li>Using contextual clues and cues to gist and make predictions about meanings.</li></ul> |
|                                                                                           | <ul style="list-style-type: none"><li>✓ Listen attentively to spoken language and show understanding by joining in and responding.</li><li>✓ Appreciate stories, songs, poems and rhymes in the language.</li><li>✓ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li><li>✓ Understand basic grammar appropriate to the language bring studied.</li><li>✓ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li><li>✓ Read carefully and show understanding of words, phrases and simple writing.</li><li>✓ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li><li>✓ Describe people, places, things and actions orally and in writing.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                                           | Prior Learning: Portraits – describing in French (Year 4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                                           | Contributing towards: French numbers, calendars and birthdays (Year 4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                                           | Lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Sticky Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Key Vocab. & Definitions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                           | 1. Clothes in French<br>To recognised and use vocabulary relating to clothing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Words in French can be masculine, feminine or plural.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Mon (masc. sing.) - My<br>Ma (fem. sing.) - My<br>Mes (plural) - My                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                                                           | 2. Clothes and colours in French<br>To apply their understanding of noun and adjective agreement in French.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | You need to add an ‘e’ to the adjective if it is describing a feminine (la/une) word.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | un pantalon - trousers<br>un T-shirt – T-shirt                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                                                           | 3. Where do adjectives go in French?<br>To understand adjectival position and agreement for gender and number.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Adjectives must agree with the noun they describe in number (singular or plural) and gender (masculine or feminine).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | grand/grande – big<br>petit/petite - small                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                           | 4. A French clothes catalogue<br>To express an opinion (like/dislike).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Adjectives of size go before the noun (as in English).<br>Adjectives of colour go after the noun.<br>Adjectives must agree with the gender and number of the noun described.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | J’aime – I like<br>Je n’aime pas – I don’t like                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 5. What is our French model wearing?<br>To describe an outfit using adjectives correctly. | Adjectives of size go before the noun (as in English).<br>Adjectives of colour go after the noun.<br>Adjectives must agree with the gender and number of the noun described.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Il porte – he is wearing<br>Elle porte – she is wearing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Assessment Tasks:                                                                         | Assessing Sticky Knowledge:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Assessing Key Vocabulary:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| See also: Knowledge organiser.                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Language Production (speaking and writing)<br><ul style="list-style-type: none"><li>Beginning to form opinion phrases.</li><li>Using a model to form a spoken sentence.</li><li>Listening and repeating key phonemes with care.</li><li>Recognising that sounds and spelling patterns can be different from English.</li><li>Recognising how intonation and gesture are used to differentiate between statements and questions.</li><li>Building confidence by repeating short phrases with increasing accuracy.</li><li>Rehearsing and performing a short Role-play or song.</li></ul><br>Language Production (speaking and writing)<br><ul style="list-style-type: none"><li>Selecting and writing short words and phrases.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |



| Year                                                                                                                                         | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                               |                                                                                                                                                                                                                   | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Year 4<br>Spring                                                                                                                             | Focus: French numbers, calendars and birthdays                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                               |                                                                                                                                                                                                                   | Language Comprehension (listening and reading)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                                                                              | National Curriculum Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                               |                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>Listening and noticing rhyming words when joining in with songs.</li><li>Beginning to notice common spelling patterns.</li><li>Recognising some familiar French words when written in a short phrase.</li><li>Identifying and discussing cognates and beginning to explore various language detective strategies.</li><li>Using contextual clues and cues to gist and make predictions about meanings.</li></ul>                                                                                                                                                                                                                  |
|                                                                                                                                              | <ul style="list-style-type: none"><li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li><li>Read carefully and show understanding of words, phrases and simple writing.</li><li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li><li>Listen attentively to spoken language and show understanding by joining in and responding.</li><li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li><li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written materials, including through using a dictionary.</li><li>Present ideas and information orally to a range of audiences.</li></ul> |                                                                               |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                              | Prior Learning: French playground games – numbers and age (Year 3) & Clothes – getting dressed in French (Year 4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                               |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                              | Contributing towards: : French food – miam, miam! (Year 4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                               |                                                                                                                                                                                                                   | Language Production (speaking and writing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                              | Lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Sticky Knowledge                                                              | Key Vocab. & Definitions                                                                                                                                                                                          | <ul style="list-style-type: none"><li>Recognising and answering simple questions which involve giving personal information.</li><li>Using a variety of conversational phrases.</li><li>Using a model to form a spoken sentence.</li><li>Recognising that sounds and spelling patterns can be different from English.</li><li>Recognising how intonation and gesture are used to differentiate between statements and questions.</li><li>Discussing strategies for remembering and applying pronunciation rules.</li><li>Building confidence by repeating short phrases with increasing accuracy.</li><li>Rehearsing and performing a short Role-play or song.</li></ul> |
|                                                                                                                                              | 1. Learning numbers 1-31 in French<br>To recall and use numbers 1-31 in French.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | After the number 20, the words for the numbers repeat using the new ten word. | Treize – thirteen Quatorze – fourteen<br>Quinze – fifteen Seize – sixteen<br>Dix -sept – seventeen Dix – huit - eighteen<br>Dix – neuf – nineteen Vingt – twenty<br>Trente - thirty                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                              | 2. Days of the week in French<br>To say the days of the week in French.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | To say the days of the week you say l’es jours de la semaine’.                | Lundi – Monday Mardi - Tuesday<br>Mercredi – Wednesday Jeudi - Thursday<br>Vendredi – Friday Samedi - Saturday<br>Dimanche - Sunday                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                              | 3. Months of the year in French<br>To say the months of the year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | To ask when is your birthday – C’est quand ton anniversaire?                  | Janvier – January Fevrier – February<br>Mars – March Avril – April<br>Mai – May Juin – June<br>Juillet – July Aout – August<br>Septembre – September Octobre – October<br>Novembre – November Decembre - December |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                              | 4. Seasons and dates in French<br>To select vocabulary to discuss the date in French.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | The four seasons – Les quatre saisons                                         | Le printemps – spring L’ete – summer<br>L’automne – autumn L’hiver - winter                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 5. Celebrating a French birthday<br>To compare similarities and differences between traditional birthday celebrations in France and England. | To say my birthday is - Mon Anniversaire c’est le...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Recap of all vocab above                                                      | Language Production (speaking and writing)                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Assessment Tasks:                                                                                                                            | Assessing Sticky Knowledge:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Assessing Key Vocabulary:                                                     | <ul style="list-style-type: none"><li>Selecting and writing short words and phrases.</li></ul>                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                              | See also: Knowledge organiser.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                               |                                                                                                                                                                                                                   | Cultural awareness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                               |                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>Discovering French festivals and their traditions.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



| Year                                                                          | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                    |                                                                                                | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Year 4<br>Summer                                                              | Focus: French food – miam, miam!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                    |                                                                                                | Language Comprehension (listening and reading)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                               | National Curriculum Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                    |                                                                                                | <ul style="list-style-type: none"><li>Listening and responding to full sentences.</li><li>Following a short text or rhyme, listening and reading at the same time.</li><li>Recognising some familiar French words when written in a short phrase.</li><li>Identifying and discussing cognates and beginning to explore various language detective strategies.</li></ul>                                                                                                                                                                                                                               |
|                                                                               | <ul style="list-style-type: none"><li>✓ Listen attentively to spoke language and show understanding by joining in and responding.</li><li>✓ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li><li>✓ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written materials, including through using a dictionary.</li><li>✓ Read carefully and show understanding of words, phrases and simple writing.</li></ul> |                                                                                                    |                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                               | Prior Learning: French numbers, calendars and birthdays (Year 4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                    |                                                                                                | Language Production (speaking and writing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                               | Contributing towards: Shopping in France (Year 5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                    |                                                                                                | <ul style="list-style-type: none"><li>Recognising and answering simple questions which involve giving personal information.</li><li>Beginning to form opinion phrases.</li><li>Using a variety of conversational phrases.</li><li>Using a model to form a spoken sentence.</li><li>Listening and repeating key phonemes with care.</li><li>Recognising how intonation and gesture are used to differentiate between statements and questions.</li><li>Building confidence by repeating short phrases with increasing accuracy.</li><li>Rehearsing and performing a short Role-play or song.</li></ul> |
|                                                                               | Lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Sticky Knowledge                                                                                   | Key Vocab. & Definitions                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                               | 1. Ordering food and drink in a French café<br>To begin to understand a conversation in French.                                                                                                                                                                                                                                                                                                                                                                                                                                                              | France is famous for is food and the culture of wonderful cafés and restaurants.                   | Au Café – A Cafe                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                               | 2. Managing money in French<br>To read and say amounts of money in French.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | The currency used in France in Euros.                                                              | L’argent - money                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                               | 3. French shops<br>To identify and pronounce the names of French shops correctly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | In France, they have different shops for buying food e.g. supermarkets, bakeries, chocolate shops. | Un supermarché – a supermarket<br>La boulangerie – a bakery                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                               | 4. French food<br>To work out the meaning of unfamiliar words.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | You can use a French dictionary to find out the meaning of vocabulary.                             | Je voudrais [ ] et [ ], s’il vous plaît – I would like [ ] and [ ], please.                    | Language Production (speaking and writing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 5. French food – le menu<br>To create a French menu based on authentic texts. | The word menu is ‘le menu’ in French.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | une entrée – a starter<br>un plat principal – main course<br>une boisson – a drink                 | <ul style="list-style-type: none"><li>Selecting and writing short words and phrases.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Assessment Tasks:                                                             | Assessing Sticky Knowledge:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Assessing Key Vocabulary:                                                                          |                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| See also: Knowledge organiser.                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                    |                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



| Year               | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                          | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Year 5<br>Autumn 1 | Focus: French monster pets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                          | Language Comprehension (listening and reading) <ul style="list-style-type: none"><li>Beginning to predict spelling patterns.</li><li>Reading and responding to a range of authentic texts.</li><li>Identifying key information in simple writing.</li><li>Using a range of language detective strategies to decode new vocabulary including context and text type.</li><li>Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</li><li>Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</li></ul> |
|                    | National Curriculum Knowledge <ul style="list-style-type: none"><li>✓ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li><li>✓ Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li><li>✓ Read carefully and show understanding of phrases and simple writing.</li><li>✓ Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms.</li><li>✓ Describe people, places, things and actions orally and in writing.</li><li>✓ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li><li>✓ Present ideas and information orally to a range of audiences.</li><li>✓ Speak in sentences, using familiar vocabulary, phrases and basic language features.</li><li>✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li><li>✓ Understand basic grammar appropriate to the language being studied.</li></ul> |                                                                                                                                          | Language Production (speaking and writing) <ul style="list-style-type: none"><li>Rehearsing and recycling extended sentences orally.</li><li>Speaking in full sentences using known vocabulary.</li><li>Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</li><li>Using intonation and gesture to differentiate between statements and questions.</li><li>Formulating their own strategies to remember and apply pronunciation rules.</li><li>Speaking and reading aloud with increasing confidence and fluency.</li></ul>                                                                                    |
|                    | Prior Learning: Portraits – describing in French (Year 4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                    | Contributing towards: Shopping in France (Year 5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                    | Lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Sticky Knowledge                                                                                                                         | Key Vocab. & Definitions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                    | 1. Beware the dragon!<br>To investigate a text for clues to understand new words.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | A cognate is a word that has the same linguistic derivation as another.                                                                  | Un mammifère – a mammal<br>Un reptile – a reptile                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                    | 2. Body parts in French<br>To identify nouns by their gender, number and meaning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Le, la and les all mean ‘the’. Le is for a masculine noun, La is for a feminine noun and Les is for a plural noun.                       | Le/La/Les - the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                    | 3. A French monster mash-up<br>To apply knowledge of French nouns and gender agreement to a short piece of writing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | To ask What is it? You say...Qu’est-ce que c’est ?                                                                                       | Le corps – the body                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                    | 4. About a beast with French adjectives<br>To develop understanding of adjectival rules in French.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Adjectives of size go before the noun, as they do in English. Adjectives of colour go after the noun.                                    | beau (m), beaux (m.pl), belle (f), belles (f.pl) - beautiful                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                    | 5. Fantastic French beasts<br>To apply knowledge of vocabulary and grammar to a piece of writing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | An adjective must agree with the noun it is describing. It must agree in: gender (masculine or feminine) and whether singular or plural. | Qu’est-ce que c’est ? – What is it?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                    | Assessment Tasks:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Assessing Sticky Knowledge:                                                                                                              | Assessing Key Vocabulary:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                    | See also: Knowledge organiser.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          | Language Production (speaking and writing) <ul style="list-style-type: none"><li>Adapting model sentences to express different ideas.</li><li>Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.</li><li>Using adapted phrases to describe an object, person or place.</li><li>Using adjectives with correct placement and agreement.</li></ul>                                                                                                                                                                                                                         |



| Year                                                                                                  | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                          | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Year 5<br>Autumn 2                                                                                    | Focus: Shopping in France                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                          | Language Comprehension (listening and reading)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                                       | National Curriculum Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                          | <ul style="list-style-type: none"><li>Listening and selecting information from short audio passages to give an appropriate response.</li><li>Independently identifying rhyming words and spelling patterns when joining in with songs.</li><li>Reading and responding to a range of authentic texts.</li><li>Identifying key information in simple writing.</li><li>Using a range of language detective strategies to decode new vocabulary including context and text type.</li><li>Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</li></ul> |
|                                                                                                       | <ul style="list-style-type: none"><li>✓ Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li><li>✓ Read carefully and show understanding of words, phrases and simple writing.</li><li>✓ Listen attentively to spoken language and show understanding by joining in and responding.</li><li>✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li><li>✓ Understand basic grammar appropriate to the language being studied.</li><li>✓ Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li><li>✓ Present ideas and information orally to a range of audiences.</li><li>✓ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li><li>✓ Write phrases from memory, and adapt these to crate new sentences, to express ideas clearly.</li></ul> |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                       | Prior Learning: French food – miam, miam! (Year 4) & French monster pets (Year 5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                       | Contributing towards: Verbs in a French week (Year 5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                       | Lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Sticky Knowledge                                                                                                                                                                                                                         | Key Vocab. & Definitions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                                                                       | 1. French money, numbers and prices<br>To build numbers and prices confidently in French.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | To work out the price in figures, work backwards from the written words to find the numbers.                                                                                                                                             | cent - hundred<br>mille - thousand                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                                                       | 2. French fruit market<br>To name different foods in French and notice patterns in sounds.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | To say I'm going to market and I'm buying... it is, Je vais au marché et j'achète...                                                                                                                                                     | les fruits – the fruits                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                       | 3. Monsieur Mangetout's French food<br>To be able to join in with and perform a short, repetitive story using voice and actions to communicate to an audience.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | French afternoon tea is called Le goûter.                                                                                                                                                                                                | il a faim – he is hungry<br>il n'a pas faim – he is not hungry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                                       | 4. Shopping in French – how much?<br>To be able to use vocabulary to describe a quantity of different food nouns.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | du (de+le) is used with masculine words.<br>de la is used with feminine words.<br>de l' is used with any noun that starts with a vowel or 'h', regardless of gender.<br>des (de + les) is used with plural nouns, masculine or feminine. | du / de la / de l' / des – some                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 5. French detectives in the kitchen<br>To be able to explore and understand an authentic French text. | When decoding a text, look for context and cognates and near=cognates.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Bon appétit ! – Enjoy your meal!                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Assessment Tasks:                                                                                     | Assessing Sticky Knowledge:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Assessing Key Vocabulary:                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| See also: Knowledge organiser.                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



| Year                                                                                                     | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Year 5<br>Spring                                                                                         | Focus: Verbs in a French week                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                | Language Comprehension (listening and reading)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                                          | National Curriculum Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                | <ul style="list-style-type: none"><li>Listening and selecting information from short audio passages to give an appropriate response.</li><li>Reading and responding to a range of authentic texts.</li><li>Identifying key information in simple writing.</li><li>Using a range of language detective strategies to decode new vocabulary including context and text type.</li><li>Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</li><li>Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</li></ul> |
|                                                                                                          | <ul style="list-style-type: none"><li>✓ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li><li>✓ Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li><li>✓ Describe people, places, things and actions orally and in writing.</li><li>✓ Understand basic grammar appropriate to the language being studied.</li><li>✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li><li>✓ Appreciate stories, songs, poems and rhymes in the language.</li><li>✓ Describe people, places, things and actions orally and in writing.</li></ul> |                                                                                                                                                | Language Production (speaking and writing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                          | Prior Learning: Shopping in France (Year 5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                | <ul style="list-style-type: none"><li>Speaking in full sentences using known vocabulary.</li><li>Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</li><li>Using intonation and gesture to differentiate between statements and questions.</li><li>Formulating their own strategies to remember and apply pronunciation rules.</li><li>Speaking and reading aloud with increasing confidence and fluency.</li></ul>                                                                                                                                                                                                   |
|                                                                                                          | Contributing towards: Meet my French family (Year 5) & French sport and the Olympics (Year 6)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                | Language Production (speaking and writing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                | <ul style="list-style-type: none"><li>Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.</li><li>Using adapted phrases to describe an object, person or place.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                          | Lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Sticky Knowledge                                                                                                                               | Key Vocab. & Definitions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                                                                          | 1. French – action!<br>To recognise that verbs take different forms and to find infinitive verbs in a dictionary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | The form of the verb that we find in the dictionary is called, ‘the infinitive’, which means ‘to do something’, for example, to sing, to play. | jouer – to play<br>danser – to dance<br>lire – to read                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                                                                          | 2. Who is doing what in French?<br>To begin to recognise some regular verbs in the present tense.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | A verb ending changes depending upon the person to whom it is referring.                                                                       | nous – we<br>vous – you                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                          | 3. French verbs in a spin<br>To recognise that verbs take different forms and to find infinitive verbs in a dictionary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | The three categories of French verbs are: verbs ending -er, verbs ending -ir, verbs ending -re                                                 | chanter – to sing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 4. French irregulars – to have and to be<br>To know that some verbs do not follow regular patterns.      | The verbs to have and to be are irregular verbs in French.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | avoir – to have<br>etre – to be                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 5. A French week<br>To build a deliver a short presentation, choosing and using a range of action verbs. | To make a verb negative, put ne and pas around the verb.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | habiter – to live                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Assessment Tasks:                                                                                        | Assessing Sticky Knowledge:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Assessing Key Vocabulary:                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| See also: Knowledge organiser.                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



| Year             | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                |                                             | Skills                                                                                                                                                                                                                                                                                                                                                                    |
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| Year 5<br>Summer | Focus: Meet my French family                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                |                                             | Language Comprehension (listening and reading)                                                                                                                                                                                                                                                                                                                            |
|                  | National Curriculum Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                |                                             | <ul style="list-style-type: none"><li>Listening and selecting information from short audio passages to give an appropriate response.</li><li>Identifying key information in simple writing.</li><li>Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</li></ul>                                       |
|                  | <ul style="list-style-type: none"><li>✓ Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li><li>✓ Read carefully and show understanding of words, phrases and simple writing.</li><li>✓ Present ideas and information orally to a range of audiences.</li><li>✓ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li><li>✓ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li><li>✓ Understand basic grammar appropriate to the language being studied.</li><li>✓ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li><li>✓ Describe people, places, things and actions orally and in writing.</li></ul> |                                                                                                |                                             | Language Production (speaking and writing)                                                                                                                                                                                                                                                                                                                                |
|                  | Prior Learning: Verbs in a French week (Year 5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                |                                             | <ul style="list-style-type: none"><li>Speaking in full sentences using known vocabulary.</li><li>Using intonation and gesture to differentiate between statements and questions.</li><li>Speaking and reading aloud with increasing confidence and fluency.</li></ul>                                                                                                     |
|                  | Contributing towards: In my French house (Year 6)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                |                                             | Language Production (speaking and writing)                                                                                                                                                                                                                                                                                                                                |
|                  | Lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Sticky Knowledge                                                                               | Key Vocab. & Definitions                    | <ul style="list-style-type: none"><li>Adapting model sentences to express different ideas.</li><li>Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.</li><li>Using adapted phrases to describe an object, person or place.</li><li>Using adjectives with correct placement and agreement.</li></ul> |
|                  | 1. My French brothers and sisters<br>To recognise and use phrases to say if I have a brother or sister.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | To say I have – j’ai<br>To say I do not have – je n’ai pas                                     | un frere – brother<br>une soeur - sister    |                                                                                                                                                                                                                                                                                                                                                                           |
|                  | 2. A French family tree<br>To be able to name different family members on a family tree.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | The word my is a possessive adjective. There are three words mon, ma and mes.                  | mon pere – my father<br>ma mere – my mother |                                                                                                                                                                                                                                                                                                                                                                           |
|                  | 3. Describing my French family<br>To be able to build descriptive sentences into a short paragraph.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | To say my family – ma famille                                                                  | son anniversaire c’est le – my birthday is  |                                                                                                                                                                                                                                                                                                                                                                           |
|                  | 4. What my French family likes<br>To be able to understand and express simple opinions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | To build longer sentences you can use the words et (and) and mais (but).                       | J’adore – I love                            |                                                                                                                                                                                                                                                                                                                                                                           |
|                  | 5. My extraordinary French family<br>To plan and prepare a short presentation about my family.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | When writing sentences you need to check if the adjectives are feminine, masculine or plural . | et – and<br>mais - but                      |                                                                                                                                                                                                                                                                                                                                                                           |
|                  | Assessment Tasks:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Assessing Sticky Knowledge:                                                                    | Assessing Key Vocabulary:                   |                                                                                                                                                                                                                                                                                                                                                                           |
|                  | See also: Knowledge organiser.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                |                                             |                                                                                                                                                                                                                                                                                                                                                                           |



| Year               | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                     | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Year 6<br>Autumn 1 | Focus: French sport and the Olympics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                     | Language Comprehension (listening and reading) <ul style="list-style-type: none"><li>Beginning to predict spelling patterns.</li><li>Using a bilingual dictionary to select alternative vocabulary for independent sentence building.</li></ul>                                                                                                                                                                                                              |
|                    | National Curriculum Knowledge <ul style="list-style-type: none"><li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li><li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li><li>Understand basic grammar appropriate to the language being studied.</li><li>Listen attentively to spoken language and show understanding by joining in and responding.</li></ul> |                                                                                                                     | Language Production (speaking and writing) <ul style="list-style-type: none"><li>Planning, asking and answering extended questions.</li><li>Modifying, expressing and comparing opinions.</li><li>Using intonation and gesture to differentiate between statements and questions.</li><li>Speaking and reading aloud with increasing confidence and fluency.</li><li>Giving a presentation drawing upon learning from a number of previous topics.</li></ul> |
|                    | Prior Learning: Verbs in a French week (Year 5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                    | Contributing towards: In my French house (Year 6)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                    | Lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Sticky Knowledge                                                                                                    | Key Vocab. & Definitions                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                    | 1. Sports in French<br>To express an opinion about sports and to say which sports you play.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | To say,,, Do you like sports? – tu aimes le sport?                                                                  | Je fais – I do                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                    | 2. France and around the world<br>To learn the words in French for countries around the world.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Countries in French are either masculine or feminine.                                                               | L;Angleterre – England<br>La France - France                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                    | 3. France – ready to go!<br>To conjugate the verb ‘to go’ and say I or someone else is going to a country.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Conjugating a verb means putting the correct verb form with the pronoun.                                            | Aller – to go                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                    | 4. La competition – Le Tour de France<br>To rehearse orally new vocabulary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | An infinitive is the most basic form of a verb and stands on its own without a subject (I, we, he, she, you, they). | Sauter – to jump<br>Le depart – the start/departure                                                                                                                                                                                                                                                                                                                                                                                                          |
|                    | 5. French boules – petanque<br>To learn about the French game of petanque and to rehearse new vocabulary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | The fame of petanque is very popular in France.                                                                     | Petanque/le boules – petanque/boules                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                    | 6. The French go to the Olympic Games<br>To write an interview magazine article about the Olympic Games.                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Les jeux Olympiques are the Olympic Games.                                                                          | L’athletisme – athletics                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                    | Assessment Tasks:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Assessing Sticky Knowledge:                                                                                         | Assessing Key Vocabulary:                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                    | See also: Knowledge organiser.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |



| Year               | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                         | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Year 6<br>Autumn 2 | Focus: In my French house                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                         | Language Comprehension (listening and reading) <ul style="list-style-type: none"><li>Listening and inferring information from an extended audio passage using language detective skills.</li><li>Beginning to predict spelling patterns.</li><li>Reading short authentic texts for enjoyment or information.</li><li>Identifying and extracting key information in a range of authentic texts.</li><li>Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.</li></ul>                                                                                                                                                                     |
|                    | National Curriculum Knowledge <ul style="list-style-type: none"><li>✓ Listen attentively to spoken language and show understanding by joining in and responding.</li><li>✓ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li><li>✓ Describe people, places, things and actions orally and in writing.</li><li>✓ Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li><li>✓ Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li><li>✓ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li><li>✓ Develop accurate pronunciation and intonation so that other understand when they are reading aloud or using familiar words and phrases.</li><li>✓ Present ideas and information orally to a range of audiences.</li><li>✓ Read carefully and show understanding of words, phrases and simple writing.</li><li>✓ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li></ul> |                                                                                                                         | Language Production (speaking and writing) <ul style="list-style-type: none"><li>Planning, asking and answering extended questions.</li><li>Engaging in conversation and transactional language.</li><li>Planning and giving a short oral presentation.</li><li>Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</li><li>Using intonation and gesture to differentiate between statements and questions.</li><li>Formulating their own strategies to remember and apply pronunciation rules.</li><li>Speaking and reading aloud with increasing confidence and fluency.</li><li>Giving a presentation drawing upon learning from a number of previous topics.</li></ul> |
|                    | Prior Learning: Meet my French family (Year 5) & French sport and the Olympics (Year 6)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                    | Contributing towards: Planning a French holiday (Year 6)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                    | Lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Sticky Knowledge                                                                                                        | Key Vocab. & Definitions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                    | 1. My French house<br>To describe houses in French.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | To say I live in - J'habite dans                                                                                        | Ma maison – my house                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                    | 2. My French house and family<br>To write a description of a house in French.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Adjectives must agree with the noun that they describe, both for number and gender.                                     | Il y a – there is<br>Il n'y a pas – there is not                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                    | 3. Describing my French room<br>To use prepositions to describe the position of items in the bedroom.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | If we change the word 'the' to 'a/an' in French then le becomes un, la becomes une ; les becomes des – some.            | Ma Chambre – my bedroom                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                    | 4. Where is it in my French bedroom?<br>To use prepositions to describe the positions of objects in the bedroom.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | To ask where is – Ou est...?                                                                                            | sur – on<br>sous – under<br>à côté de – next to<br>dans – in                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                    | 5. A letter about my French house<br>To write a letter describing my home.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Adjectives of size go in front of the noun that they describe and adjectives of colour go after the noun they describe. | sur – on<br>sous – under<br>à côté de – next to<br>dans – in                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                    | Assessment Tasks:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Assessing Sticky Knowledge:                                                                                             | Assessing Key Vocabulary:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                    | See also: Knowledge organiser.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                         | Language Production (speaking and writing) <ul style="list-style-type: none"><li>Using existing knowledge of vocabulary and phrases to create new sentences.</li><li>Constructing a short text on a familiar topic.</li><li>Using a wide range of descriptive phrases.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                        |



| Year             | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                             | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Year 6<br>Spring | Focus: Planning a French holiday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                             | Language Comprehension (listening and reading) <ul style="list-style-type: none"><li>Reading short authentic texts for enjoyment or information.</li><li>Identifying and extracting key information in a range of authentic texts.</li><li>Using a bilingual dictionary to select alternative vocabulary for independent sentence building.</li><li>Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.</li></ul> |
|                  | National Curriculum Knowledge <ul style="list-style-type: none"><li>Understand basic grammar and conjugation of high-frequency verbs, how to apply these to build sentences, express opinions, write phrases to create new sentences.</li><li>Read and show understanding of words, speak in sentences, understand basic grammar and patterns of language.</li><li>Listen attentively to spoken language and show understanding by joining in and responding, speak in sentences using familiar vocabulary, write phrases and adapt these to write new phrases.</li><li>Read carefully and show understanding of words, phrases and simple writing.</li><li>To describe places and things in writing, present ideas to a range of audiences, develop ability to understand new words, read carefully and show understanding of words.</li></ul> |                                                                                                                                             | Language Production (speaking and writing) <ul style="list-style-type: none"><li>Developing extended sentences to justify a fact or opinion.</li><li>Planning and giving a short oral presentation.</li><li>Using intonation and gesture to differentiate between statements and questions.</li><li>Speaking and reading aloud with increasing confidence and fluency.</li><li>Giving a presentation drawing upon learning from a number of previous topics.</li></ul>           |
|                  | Prior Learning: In my French house (Year 6)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                  | Contributing towards: Visiting a town in France (Year 6)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                  | Lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Sticky Knowledge                                                                                                                            | Key Vocab. & Definitions                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                  | 1. To go to France and other countries<br>To begin using the near future tense.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Three prepositions which mean 'to' are en, au, aux.                                                                                         | Je vais – I go/I am going                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                  | 2. The near future in French<br>To identify and from the present and near future tenses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | The near future is used when talking about something that is going to happen. We use (present tense of the verb aller) + (infinitive verb). | maintenant – now<br>demain - tomorrow                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                  | 3. Holiday clothes<br>To describe which clothes to pack for a holiday.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | To ask what is in the... - Qu'est ce qu'il y a dans...                                                                                      | une robe – a dress<br>des baskets - trainers                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                  | 4. Holiday story<br>To read and understand a story about a summer holiday.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Gisting' is getting the sense of a whole text, not every word.                                                                              | encore - again                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                  | 5. Planning my French holiday<br>To plan a holiday to France.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | To ask where are you going... Ou allez-vous?                                                                                                | le voyage – the journey<br>en avion – by plane<br>en bateau – by boat                                                                                                                                                                                                                                                                                                                                                                                                            |
|                  | Assessment Tasks:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Assessing Sticky Knowledge:                                                                                                                 | Assessing Key Vocabulary:                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                  | See also: Knowledge organiser.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                             | Language Production (speaking and writing) <ul style="list-style-type: none"><li>Using existing knowledge of vocabulary and phrases to create new sentences.</li><li>Constructing a short text on a familiar topic.</li><li>Using a wide range of descriptive phrases.</li></ul>                                                                                                                                                                                                 |



| Year             | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                   | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Year 6<br>Summer | Focus: Visiting a town in France                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                   | Language Comprehension (listening and reading)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                  | National Curriculum Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>Listening and inferring information from an extended audio passage using language detective skills.</li><li>Reading short authentic texts for enjoyment or information.</li><li>Identifying and extracting key information in a range of authentic texts.</li><li>Using a bilingual dictionary to select alternative vocabulary for independent sentence building.</li><li>Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.</li></ul> |
|                  | <ul style="list-style-type: none"><li>✓ Listen attentively to spoken language and show understanding by joining in and responding, speak in sentences using familiar vocabulary, write phrases and adapt these to write new phrases.</li><li>✓ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li><li>✓ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li><li>✓ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li><li>✓ Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li><li>✓ Read carefully and show understanding of words, phrases and simple writing.</li><li>✓ Understand basic grammar appropriate to the language being studied.</li></ul> |                                                                                                                                                                                                                                                   | Language Production (speaking and writing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                  | Prior Learning: Planning a French holiday (Year 6)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>Planning, asking and answering extended questions.</li><li>Developing extended sentences to justify a fact or opinion.</li><li>Engaging in conversation and transactional language.</li><li>Using intonation and gesture to differentiate between statements and questions.</li><li>Speaking and reading aloud with increasing confidence and fluency.</li></ul>                                                                                                                                        |
|                  | Contributing towards: KS3 Modern Foreign Language National Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                   | Language Production (speaking and writing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                  | Lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Sticky Knowledge                                                                                                                                                                                                                                  | Key Vocab. & Definitions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                  | 1. French directions to school<br>To create a description of my route to school.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | To say I go to school... - Je vais à l'école...                                                                                                                                                                                                   | une ecole – school                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                  | 2. Directions to places in a French town<br>To begin to understand, ask for and speak direction to places in town.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | To ask where is... ou est...?                                                                                                                                                                                                                     | pres de – near<br>a cote de – next to                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                  | 3. Transport in a French town<br>To learn about travel to France through role play.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | To say I'm going to go... Je vais aller...                                                                                                                                                                                                        | Tourney a droite – turn right<br>Tourney a gauche – turn left                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                  | 4. Sightseeing in a French town<br>To express and justify an opinion on where to visit in a town.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Recap...<br>Adjectives must agree with the noun that they describe both for number and gender.<br>Adjectives of colour go after the noun that they describe.<br>Adjectives of size go before the noun that they describe (as they do in English). | je prefere – I prefer<br>parce que c'est – because it is                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                  | 5. French tourism<br>To analyse a text and identify key grammatical features.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | To say it's great fun... c'est tres amusant!                                                                                                                                                                                                      | ma ville – my town                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                  | Assessment Tasks:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Assessing Sticky Knowledge:                                                                                                                                                                                                                       | Assessing Key Vocabulary:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                  | See also: Knowledge organiser.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

