French for the pupils of New Earswick Primary School

Our French curriculum has been developed to provide our children with the vocabulary, and the oral and written skills to prepare them for their secondary education. Lessons are often taught discretely. However, where possible, links are made to our termly topics:

- **A Step in Time**
- **Discovery**
- **Me, Myself and I**

Skills

We have designed a progression of learning opportunities so that we can teach modern foreign language skills:
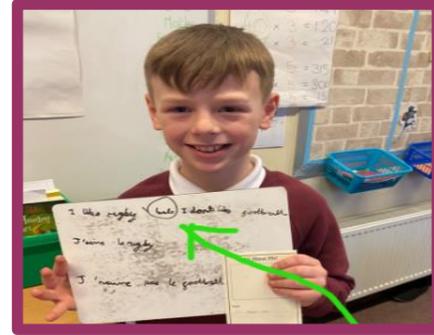
- *Listening*
- *Speaking*
- *Reading & Recognising*
- *Writing*

Barriers

Stakeholders have identified that our pupils lack confidence and life experiences. Our entire curriculum, including French, promotes opportunities to be Braver, Stronger and Smarter. Every topic is launched with an immersion day to encourage family engagement. An immersion day is built around the whole school topic and brings experiences to the pupils which they would unlikely ever experience otherwise.

Whole School Topics

Nursery	EYFS	Year 1	Year 2
		• Dinosaur Disaster • Neil Armstrong/ Tim Peake • Kings and Queens • New Earswick	• Ice Age • Castles and dragons • Stone Age • New Earswick
Year 3	**Year 4**	**Year 5**	**Year 6**
• Egypt • Tutankhamun • Joseph Rowntree • Life as a Roman Soldier compared to Ancient Greek life	• Industrial Revolution • New Earswick • Warriors- Iceni • Queen of the Iceni Boudicca	• Inequality in Victorian times • Dr Barnardo (WCR) • Viking Invasion (Anglo nightmare!) • New Earswick	• Industrial Revolution- Titanic • World Wars- leaders • Non-European society compared New Earswick/York

National Curriculum Coverage

Lower Key Stage 2	Upper Key Stage 2
Speaking & Listening • listen attentively to spoken language and show understanding by joining in and responding • appreciate stories, songs, poems and rhymes in the language • explore the patterns and sounds of language through songs and rhymes • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audiences **Reading** • read carefully and show understanding of words, phrases and simple writing. **Writing** • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • describe people, places and things orally and in writing. • understand basic grammar, including (where relevant): feminine & masculine.	**Speaking & Listening** • listen attentively to spoken language and show understanding by joining in and responding • appreciate stories, songs, poems and rhymes in the language • explore the patterns and sounds of language through songs and rhymes *and link the spelling, sound and meaning of words.* • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • present ideas and information orally to a range of audiences **Reading** • read carefully and show understanding of words, phrases and simple writing. **Writing** • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • describe people, places, things *and actions* orally and in writing • understand basic grammar including (where relevant): feminine, masculine *and verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.*

Skills Progression

	Year 3	Year 4	Year 5	Year 6
Listening	I can listen to simple phrases with growing understanding.	I can understand simple instructions and follow with some prompting, e.g. *Écoute, regarde, regardez-moi.* I can deduce meaning from simple spoken sentences.	I can understand simple instructions and follow them, *e.g. Asseyez-vous, levez vous* I can deduce meaning from a range of spoken sentences. Draw on background understanding of vocabulary and grammar when listening.	I can deduce meaning from more complex spoken sentences. Begin to paraphrase from verb verbal instructions, conversations.
Speaking	I can begin to greet people and introduce myself. I can describe my appearance. I can introduce and name my family. I can say what I like when asked, *e.g. list form.* I can describe a scene, by listing what is there, e.g. Il y a... I can recognise & understand some individual words & match to pictures. I can count to ten independently.	I can greet people and introduce myself. I can describe my appearance. I can say what I like by answering in a full sentence. I can introduce my family & describe them (3rd person). I can describe a scene and what is in it using adjectives when prompted, *e.g. Il y a une grande maison.* I can identify the gender of a French noun from its article I can count to twenty independently.	I can greet people and introduce myself. I can describe my appearance. I can express likes and dislikes when asked. I can introduce and describe my family including their jobs. I can describe a scene and what is in it using adjectives. I can use a verb (*Je vais*) to describe an action I can count to 50 independently.	I can greet people and introduce myself confidently. I can describe my appearance I can express likes and dislikes I can introduce my family and describe them (3rd person). I can describe a scene and what is in it using adjectives and prepositions. I can use a verb (Je vais, transitive verbs) to describe actions.
Reading	I can recognise & read some simple words and phrases, *e.g. greetings, colours.* I know nouns have a gender based on 'la/le'. I can find some grammatical elements of sentences with support, *e.g. nouns.*	I can recognise & pick out familiar words and phrases in written sentences., *e.g. habite, quelle âge...* I can identify key grammatical elements of sentences, *e.g. nouns & adjectives* I can recognise the gender of a noun based on 'la/le'.	I can deduce meaning from a range of written sentences. I can identify key grammatical elements of sentences, *e.g. nouns, adjectives & determiners.* I can recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l'/'les'.	I can deduce meaning from more complex written sentences. I can identify key grammatical elements of sentences, *e.g. nouns, adjectives & determiners & verbs* Apply new phrases from reading to previous vocabulary and grammar.
Writing	I can write short, simple responses to spoken language using familiar words. I can give a short written response to a simple written question. I can label a photo or drawing of myself using key phrases, *e.g. yeux bleus.* I can use a range of simple sentences.	I can write some phrases and simple sentences from memory. I can give a written response to a simple written question. I can give my own opinions, e.g. likes. I can use a range of simple sentences, with some variation. I can use the correct article in my writing to show the gender of a noun.	I can build written sentences by varying elements. Apply new phrases from reading to previous vocabulary and grammar I can use key grammatical terms to describe sentences. I can show noun gender & singular or plural by writing the correct article. I can write a short piece about a given scene.	I can use a range of grammatical terms to describe sentences. I am developing accurate spelling, including new words/phrases. I can build written sentences by varying elements.

Grey denotes the recapping at the start of each year.

YEAR 3

	A Step in Time		Discovery		Me, Myself & I
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
	Greetings & All About Myself	Describing Others: My Family	Describing Scenes	Describing Others with Adjectives	Describing Scenes with Adjectives
National Curriculum	S&L, Reading & Writing	S&L, Reading & Writing	S&L, Reading & Writing	S&L, Reading & Writing	S&L, Reading & Writing
Listening	• I can listen to simple phrases with growing understanding.	• I can listen to simple phrases with growing understanding.	• I can listen to simple phrases with growing understanding.	• I can listen to simple phrases with growing understanding.	• I can listen to simple phrases with growing understanding.
Speaking	• I can begin to greet people and introduce myself. • I can describe my appearance. • I can recognise & understand some individual words & match to pictures. • I can say what I like when asked, *e.g. list form.* • I can count to ten independently.	• I can introduce and name my family. • I can recognise & understand some individual words & match to pictures, *e.g. père, mère…* • I can count to ten independently.	• I can describe a scene, by listing what is there, *e.g. Il y a…* • I can say there a multiple nouns in a scene with support, *e.g. Il y a cinq livres.* • I can count to ten independently.	• I can introduce and name my family. • I can recognise & understand some individual words, e.g. père, mère, sœur, frère…	• I can describe a scene, by listing what is there, *e.g. Il y a…* • I can describe a noun using an adjective with support, *e.g. Il y a une **grande** maison.*
Reading	• I can recognise & read some simple words and phrases, e.g. greetings, colours, I have… • I know nouns have a gender based on 'la/le'. • I can find some grammatical elements of sentences with support, *e.g. nouns.*	• I can recognise & read some simple words, e.g. père, mère…	• I can find some grammatical elements of sentences with support, *e.g. nouns.*	• I can recognise & read some simple words and phrases, e.g. J'ai un père… • I can recognise & read simple words and phrases, e.g un/une	• I can find some grammatical elements of sentences with support, *e.g. nouns.* • I know nouns have a gender based on 'la/le'.
Writing	• I can write short, simple responses to spoken language using familiar words. • I can give a short written response to a simple written question. • I can label a photo or drawing of myself using key phrases, *e.g. yeux bleus.*	• I can label a photo or drawing of myself & family using key phrases, *e.g. J'ai un/une… Il/elle s'appelle…*	• I can use a range of simple sentences to describe what is there in a scene, *e.g. Il y a un/une…* • I can write short, simple responses to spoken language using familiar words such as numbers, *e.g. Combien? Trois.*	• I can use a range of simple sentences. • I can use key phrases, e.g. J'ai un/une… Il/elle s'appelle… • I can find some grammatical elements of sentences with support, *e.g. nouns and adjectives with support 'big sister'.*	• I can use a range of simple sentences. • I can find some grammatical elements of sentences with support, *e.g. nouns and adjectives with support 'big/small' & colours.*
Suggested tasks	• Labelling images & photos • Film greetings • Dominoes 1-10 • Scavenger hunt for specific numbers. • Dictionary use…is it feminine or masculine?	• Photos from home to share. • Simple labels, *e.g. mère…* • Voice Recording of 'My Family'. • Match my family, *e.g. images of families & brief descriptions.*	• List nouns from around the classroom. • Dictionary walk & label. • Count nouns from a given scene, *e.g. Un volcan.* • Label a given scene, *e.g. Roman or Greek scene, volcano or links to an artist's painting.*	• Labelling or voice recording descriptions of famous people's hair & eye colour. • Human labelling, *e.g. Label a partner's features.* • Fastest Finger First • Simple family tree.	• Translating English to French using SPaG. • Label grammatical features, *e.g. noun, adjective.* • Partnered work. • Colours: scavenger hunt. • Scenes from previous topics. • Describe New Earswick photo.
Vocabulary 'Juicy Jargon' *Sentence Patterns* *Numbers* *Nouns & Adjectives*	Bonjour Ca va? Bien, tres bien, mal. Quel est votre nom? Je m'appelle… Quelle age as tu? J'ai xxx ans. Ou habite tu? J'habite en Angleterre. J'aime… un deux trois quatre cing six sept huit neuf dix **N:** yeux cheveux **Adj:** vert, bleu, marron gris blonds bruns noirs auburn	Ma famille J'ai un/une…. Il/elle s'appelle… un deux trois quatre cing six sept huit neuf dix **N:** père Mère sœur, frère	Il y a… Il ya un/une Combien? un deux trois quatre cing six sept huit neuf dix **N:** livre chaise porte crayon volcan roche nuage	Ma famille J'ai un/une… Il/elle s'appelle… Il/elle a xx ans un deux trois quatre cing six sept huit neuf dix **N:** père Mère sœur, frère **Adj:** grand grande petit	Il y a… Il ya un/une Combien? un deux trois quatre cing six sept huit neuf dix **Adj:** grand grande petit rouge jaune vert bleu gris marron noir blanc
	Links to learning and assessment points				
Outcomes: Language Knowledge	To be able to say hello & tell someone my name. To say how I am feeling when asked. To count to 10 with support. To describe my hair & eye colour, *e.g. labels.* To be able to answer questions about my age. To be able to answer questions about where I live.	To be able to list members of my family. To introduce my family by their name. To count to 10 independently.	To be able to list nouns in a given scene using a dictionary. To be able to say there are multiple nouns in a given scene. To count objects accurately to 10.	To know 'J'ai…' means 'I have…' To introduce my family by their name. To be able to say how many siblings I have. To count to 10 independently.	To know 'Il y a..' means 'There is..' To be able to describe what is there in a given scene. To use le/la with increasing accuracy to show noun gender.
Previous	n/a	n/a	n/a	n/a	n/a
Next	**Links to Describing Others** **Year 4:** Prepares for understanding sentence patterns/describing family members in 3rd person, *e.g. She has brown hair.*	**Links to Describing Others** **Year 4:** • Prepares for describing family members appearance in 3rd person, e.g. She has…He has… **Year 5:** • Describing a family member's job.	**Links to Describing Scenes:** **Year 4:** • Adding adjectives to describe scenes independently. **Year 5:** • Identifying determiners in a sentence when describing scenes, *e.g. a/an, his/her…* **Year 6:** • Using prepositional phrases when describing a scene.	**Links to Describing Others** **Year 4:** • Prepares for describing family members in 3rd person, e.g. She has…He has… **Year 5:** • Describing a family member's job.	**Links to Describing Scenes:** **Year 4:** • Adding adjectives to describe scenes independently. **Year 5:** • Identifying determiners in a sentence when describing scenes, *e.g. a/an, his/her…* **Year 6:** • Using prepositional phrases when describing a scene.

YEAR 4

	A Step in Time		Discovery		Me, Myself & I
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**
	Greetings & All About Myself	**Describing Others: My Family**	**Describing Scenes**	**Describing Others with Adjectives**	**Describing Scenes with Adjectives**
National Curriculum	S&L, Reading & Writing	S&L, Reading & Writing	S&L, Reading & Writing	S&L, Reading & Writing	S&L, Reading & Writing
Listening	• I can listen to simple phrases with growing understanding. • I can understand simple instructions and follow with some prompting, *e.g. Écoute, regarde, regardez-moi.*	• I can listen to simple phrases with growing understanding.	• I can listen to simple phrases with growing understanding.	• I can listen to simple phrases with growing understanding.	• I can listen to simple phrases with growing understanding.
Speaking	• I can greet people and introduce myself. • I can describe my appearance. • I can say what I like by answering in a full sentence. • I can identify the gender of a French noun from its article • I can count to twenty independently.	• I can introduce my family & describe them (3rd person). • I can identify the gender of a French noun from its article	• I can identify the gender of a French noun from its article	• I can introduce my family & describe them (3rd person). • I can identify the gender of a French noun from its article	• I can describe a scene and what is in it using adjectives when prompted, *e.g. Il y a une grande maison.*
Reading	• I can recognise & pick out familiar words and phrases in written sentences, *e.g. habite, quelle âge…* • I can identify key grammatical elements of sentences, *e.g. nouns & adjectives* • I can recognise the gender of a noun based on 'la/le'.	• I can identify key grammatical elements of sentences, e.g. nouns & adjectives. • I can recognise the gender of a noun based on 'un/une'.	• I can identify key grammatical elements of sentences, e.g. nouns & adjectives • I can recognise the gender of a noun based on 'la/le'.	• I can identify key grammatical elements of sentences, e.g. nouns & adjectives • I can recognise the gender of a noun based on 'un/une'.	• I can identify key grammatical elements of sentences, e.g. nouns & adjectives • I can recognise the gender of a noun based on 'la/le'.
Writing	• I can write some phrases and simple sentences from memory. • I can give a written response to a simple written question. • I can give my own opinions, *e.g. likes.*	• I can write some phrases and simple sentences from memory. • I can use a range of simple sentences, with some variation, *e.g. changing noun.*	• I can use a range of simple sentences, with some variation, *e.g. changing adjective.* • I can use the correct article in my writing to show the gender of a noun, *e.g la/le.*	• I can use a range of simple sentences, with some variation, *e.g. noun & adjectives.* • I can use the correct gender of a noun, *e.g un/une & ma/mon.*	• I can use a range of simple sentences, with some variation, *e.g. nouns & adjectives.* • I can use the correct article in my writing to show the gender of a noun, *e.g la/le*
Suggested tasks	• All about me bookmark. • Film greetings • Number revision, then Bingo 1 – 20. • Scavenger hunt for specific numbers. • Dictionary use…given nouns to find & colour code gender.	• Written 2 truths & a lie. • Voiceover of 'My Family'. • Match my family, *e.g. brief descriptions & children to draw or write the English translation.* • Peg doll families with labels. • Quick Quiz • Family in a Frame.	• Hide & Seek using an image. • Dictionary walk & label. • 'Memory' type game. *How many objects can you memorise from an image?* • Colour rainbow/collage. • Sentence work, *e.g. labelling Iceni scene.* • Here's a noun, swap the adjective.	• Colour code parts of speech, *e.g. nouns & adjectives.* • Match the adjective to the noun. • Fastest Finger First • Partner translation work. • Family Album. • Swap the noun/adjective to describe your family.	• Scrambled Sentences. • Translating English to French using SPaG. • Label grammatical features, *e.g. noun & adjective.* • *How do adjectives change with gender? Petit/petite.* • Scenes from previous topics. • Describe New Earswick photo.
Vocabulary 'Juicy Jargon' Sentence Patterns Numbers Nouns & Adjectives	Bonjour Ca va? Bien, tres bien, mal. Quel est votre nom? Je m'appelle… Quelle age as tu? J'ai xxx ans. Ou habite tu? J'habite en Angleterre. J'aime…	onze douze treize quatorze quinze seize dix-sept dix-huit dix-neuf vingt	**N:** yeux cheveux **Adj:** vert, bleu, marron gris blonds bruns noirs auburn	Ma famille J'ai un/une…. Il/elle s'appelle… Il/elle a les yeux/ cheveux…	onze douze treize quatorze quinze seize dix-sept dix-huit dix-neuf vingt	**N:** père Mère sœur, frère **Adj:** grand grande petit petite

Note: Vocabulary row continues across all five topic columns. Full vocabulary content:

Topic	Sentence Patterns	Numbers	Nouns & Adjectives
Autumn 1	Bonjour / Ca va? / Bien, tres bien, mal. / Quel est votre nom? / Je m'appelle… / Quelle age as tu? / J'ai xxx ans. / Ou habite tu? / J'habite en Angleterre. / J'aime…	onze douze treize quatorze quinze seize dix-sept dix-huit dix-neuf vingt	**N:** yeux cheveux **Adj:** vert, bleu, marron gris blonds bruns noirs auburn
Autumn 2	Ma famille / J'ai un/une…. / Il/elle s'appelle… / Il/elle a les yeux/ cheveux…	onze douze treize quatorze quinze seize dix-sept dix-huit dix-neuf vingt	**N:** père Mère sœur, frère **Adj:** grand grande petit petite
Spring 1	Il y a… / Il ya un/une Combien? / Il y a …+adj then noun.	onze douze treize quatorze quinze seize dix-sept dix-huit dix-neuf vingt	**N:** livre chaise porte crayon bouclier lance soldat soldate **Adj** bleu en bois
Spring 2	Ma famille / J'ai un/une… / Il/elle s'appelle… / Il/elle a xx ans / Il/elle a les yeux/ cheveux…	onze douze treize quatorze quinze seize dix-sept dix-huit dix-neuf vingt	**N:** père Mère sœur, frère **Adj:** grand grande petit petite
Summer 1	Il y a… / Il ya un/une Combien?	onze douze treize quatorze quinze seize dix-sept dix-huit dix-neuf vingt	**Adj:** grand grande petit petite colours vielle vieux ancienne

Links to learning and assessment points

Outcomes: Language Knowledge	To say how I am feeling when asked. To count to 20 with support. To describe my hair & eye colour both verbally & in written form. To be able to answer questions about my age. To be able to answer questions about where I live. To describe my likes.	To introduce my family by their name. To describe hair & eye colour of my family. To know how to swap a noun in a given sentence, *e.g. J'ai un <u>père.</u>* To count to 20 independently.	To be able to list nouns in a given scene using the dictionary. To describe a scene using some adjectives. To count objects accurately to 20.	To introduce my family by their name both verbally & written. To describe hair & eye colour of my family. To use the correct determiner when writing nouns, e.g. un/une	To be able to label nouns & adjectives in a given sentence. To be able to describe what is there in a given scene. To describe a scene using some adjectives.
Previous	**Year 3:** • Consolidation of describing myself.	**Year 3:** • Builds on listing & naming family members. • Builds on from describing myself.	**Year 3:** • Builds on simple sentences in preparation for variation.	**Year 3:** • Awareness of gender, e.g. le/la.	**Year 3:** • Builds on & grows accuracy of adding adjectives to nouns.
Next	**Links to Describing Myself** **Year 5:** • Prepares for applying sentence patterns to dislikes.	**Links to Describing Others** **Year 5:** • Describing a family member's job.	**Links to Describing Scenes:** **Year 5:** • Identifying determiners in a sentence when describing scenes, *e.g. a/an, his/her…* **Year 6:** • Using prepositional phrases when describing a scene.	**Links to Describing Others** **Year 5:** • Describing a family member's job.	**Links to Describing Scenes:** **Year 5:** • Identifying determiners in a sentence when describing scenes, *e.g. a/an, his/her…* **Year 6:** • Using prepositional phrases when describing a scene.

YEAR 5

	A Step in Time		Discovery		Me, Myself & I
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**
	Greetings & All About Myself	**Describing Others with Adjectives**	**Describing Scenes & Using Verbs**	**Describing Others with Adjectives**	**Describing Scenes & Using Verbs**
National Curriculum	S&L, Reading & Writing	S&L, Reading & Writing	S&L, Reading & Writing	S&L, Reading & Writing	S&L, Reading & Writing
Listening	• I can understand simple instructions and follow them, *e.g. Asseyez-vous, levez vous* • I can deduce meaning from a range of spoken sentences. • Draw on background understanding of vocabulary and grammar when listening.	• I can understand simple instructions and follow them, *e.g. Asseyez-vous, levez vous* • I can deduce meaning from a range of spoken sentences. • Draw on background understanding of vocabulary and grammar when listening.	• I can understand simple instructions and follow them, *e.g. Asseyez-vous, levez vous* • I can deduce meaning from a range of spoken sentences. • Draw on background understanding of vocabulary and grammar when listening.	• I can understand simple instructions and follow them, *e.g. Asseyez-vous, levez vous* • I can deduce meaning from a range of spoken sentences. • Draw on background understanding of vocabulary and grammar when listening.	• I can understand simple instructions and follow them, *e.g. Asseyez-vous, levez vous* • I can deduce meaning from a range of spoken sentences. • Draw on background understanding of vocabulary and grammar when listening.
Speaking	• I can greet people and introduce myself. • I can describe my appearance. • I can express likes and dislikes when asked. • I can count to 30 independently.	• I can introduce and describe my family including their jobs, *e.g. Elle est…* • I can count to 40 with independently.	• I can describe a scene and what is in it using adjectives. • I can use a verb (Je vais) to describe an action • I can count to 50 with support.	• I can introduce and describe my family including their jobs, *e.g. Elle est…* • I can count to 50 independently.	• I can describe a scene and what is in it using adjectives. • I can use a verb (Je vais) to describe an action • I can count to 50 independently.
Reading	• I can deduce meaning from a range of written sentences. • I can identify key grammatical elements of sentences, *e.g. nouns, adjectives & determiners.*	• I can deduce meaning from a range of written sentences. • I can identify key grammatical elements of sentences, *e.g. nouns, adjectives & determiners.*	• I can recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l''/'les'. • I can identify key grammatical elements of sentences, *e.g. nouns, adjectives & determiners.*	• I can deduce meaning from a range of written sentences. • I can identify key grammatical elements of sentences, *e.g. nouns, adjectives & determiners.*	• I can deduce meaning from a range of written sentences. • I can recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l''/'les'. • I can identify key grammatical elements of sentences, e.g. nouns, adjectives & determiners.
Writing	• I can build written sentences by varying elements, e.g. nouns. • Apply new phrases from reading to previous vocabulary and grammar. • I can use key grammatical terms to describe sentences. • I can show noun gender by writing the correct article.	• I can build written sentences by varying elements, *e.g. noun or adjective.* • I can show noun gender by writing the correct article.	• I can build written sentences by varying elements, • I can show noun gender & singular or plural by writing the correct article. • I can use key grammatical terms to describe sentences.	• I can build written sentences by varying elements. • I can show noun gender by writing the correct article.	• I can build written sentences by varying elements. • I can write a short piece about a given scene. • I can use key grammatical terms to describe sentences.
Suggested tasks	• Likes & Dislikes Film Strip • Top Trumps Likes & Dislikes • Number revision, then Bingo 1 – 30 with words and digits. • French Uno • Dictionary use…given nouns to find & colour code gender.	• Victorian Family scene, e.g. name & describe. • Match my family, *e.g. brief descriptions & children to draw or write the English translation.* • Quick Quiz	• Nouns in a Box game. Say what you see! • Dictionary walk & label. • Sentence work, *e.g. labelling Rainforest scene or Skellig's garage.* • Here's a noun, swap the adjective. • Simon Says… • Rainforest Routes using verbs.	• Colour code parts of speech, e.g. noun, adjectives & determiners. • Match the noun to the determiner. • Create a character description for a Rainforest/Skellig character. • Partner translation work. • What can you deduce from the character description? Clue words.	• Scrambled Sentences. • Translating English to French using SPaG. • Label grammatical features, *e.g. noun, adjective & determiner.* • *Sentence patterns & strips.* • Scenes from previous topics. • Describe Viking scene & battle route.
Vocabulary 'Juicy Jargon' **Sentence Patterns** **Numbers** **Nouns & Adjectives**	Bonjour Ca va? Bien, tres bien, mal. Quel est votre nom? Je m'appelle… Quelle age as tu? J'ai xxx ans. Ou habite tu? J'habite en Angleterre. J'aime & J'naime pas…	vahn-et-un vingt-deux vingt-trois vingt-quatre vingt-cinq vingt-six vingt-sept vingt-huit vingt-neuf trente	**N:** yeux cheveux **Adj:** vert, bleu, marron gris blonds bruns noirs auburn	Ma famille J'ai un/une…. Il/elle s'appelle … Il/elle a les yeux/ cheveux… Il/elle est (job)…	trente et un trente-deux trente-trois trente-quatre trente-cinq trente-six trente-sept trente-huit trente-neuf quarante	**N:** père Mère sœur, frère **Adj:** grand grande petit petite	Il y a… Il ya un/une Combien? Il y a… +adj then noun. Je vais/ Elle/Il va au or a la	quarante et un quarante-deux quarante-trois quarante-quatre quarante-cinq quarante-six quarante-sept quarante-huit quarante-neuf cinquante	**N:** livre chaise porte crayon arbre riviere **Adj** colours	Ma famille J'ai un/une… Il/elle s'appelle … Il/elle a xx ans Il/elle a les yeux/ cheveux… Il/elle est (job)…	quarante et un quarante-deux quarante-trois quarante-quatre quarante-cinq quarante-six quarante-sept quarante-huit quarante-neuf cinquante	**N:** père Mère sœur, frère **Adj:** grand grande petit petite	Il y a… Il ya un/une Je vais/ Elle/Il va au or a la	quarante et un quarante-deux quarante-trois quarante-quatre quarante-cinq quarante-six quarante-sept quarante-huit quarante-neuf cinquante	**Adj:** grand grande petit petite colours vielle vieux ancienne règlement
Links to learning and assessment points					
Outcomes: Language Knowledge	To describe my hair & eye colour both verbally & in written form. To be able to answer questions about my age & where I live. To describe my likes & dislikes. To know whether a noun is feminine or masculine on sight. To count to 30 independently.	To use the correct determiner when writing nouns, *e.g. elle/Il…* To describe the jobs of my family, e.g. ***Elle* est *infirmière.*** To count to 40 independently.	To describe a scene using adjectives, *e.g. Il y a un **grand arbre.*** To know 'Je vais…' means I go. To use the verb 'to go' in 1st and 3rd person sentences. To count to 40 independently.	To introduce & describe another person both verbally & written. To describe the jobs of my family, *e.g. Elle est **infirmière.*** To use the correct determiner when writing nouns, *e.g. un/une & le/la.* To count to 50 independently.	To be able to label nouns, adjectives & determiners in a given sentence. To describe a scene using adjectives. To use the verb 'to go' in 1st and 3rd person sentences.
Previous ←	**Year 3 & 4:** • Consolidation of describing myself, *e.g. appearance & likes.* • Builds on awareness of gender.	**Year 3** • Builds on introducing family. **Year 4** • Builds on from describing family.	**Year 3 & 4:** • Builds on simple sentences in preparation for variation, e.g. nouns & adjectives.	**Year 3 & 4:** • Awareness & use of gender, e.g. le/la.	**Year 3:** • Builds on variation of nouns. **Year 4:** • Builds on variation, *e.g. nouns & adjectives.*
Next →	**Links to Describing Myself** **Year 6:** • Consolidates familiar sentence patterns about myself.	**Links to Describing Others** **Year 5:** • Describing a family member's job.	**Links to Describing Scenes:** **Year 6:** • Using prepositional phrases when describing a scene. • He/she goes, e.g. Il/elle va + transitive verbs.	**Links to Describing Myself & Others** **Year 6:** • Consolidates familiar sentence patterns about myself & others.	**Links to Describing Scenes:** **Year 6:** • Using prepositional phrases when describing a scene. • He/she goes, e.g. Il/elle va + transitive verbs.

YEAR 6

	A Step in Time		Discovery		Me, Myself & I
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**
	Describing Myself & Others	Describing Scenes & Using Adjectives & Prepositions	Describing Scenes & Using Verbs	Describing Scenes & Using Adjectives & Prepositions	Describing Scenes & Using Verbs (Transitive)
National Curriculum	S&L, Reading & Writing	S&L, Reading & Writing	S&L, Reading & Writing	S&L, Reading & Writing	S&L, Reading & Writing
Listening	• Begin to paraphrase from verb verbal instructions, conversations.	• Begin to paraphrase from verb verbal instructions, conversations.	• I can deduce meaning from more complex spoken sentences. • Begin to paraphrase from verb verbal instructions, conversations.	• I can deduce meaning from more complex spoken sentences. • Begin to paraphrase from verb verbal instructions, conversations.	• I can deduce meaning from more complex spoken sentences. • Begin to paraphrase from verb verbal instructions, conversations.
Speaking	• I can greet people and introduce myself confidently. • I can describe my appearance • I can express likes and dislikes. • I can count to 60 independently. • I can introduce others and describe them (3rd person), *e.g. Elle a…Elle est…*	• I can describe a scene and what is in it using adjectives and prepositions. • I can count to 70 independently.	• I can describe a scene and what is in it using adjectives and prepositions. • I can use a verb *(Je vais, transitive verbs)* to describe actions. • I can count to 80 independently	• I can introduce my family and describe them (3rd person), e.g. Elle a…Elle est… • I can count to 90 independently	• I can describe a scene and what is in it using adjectives and prepositions. • I can use a verb (Je vais, transitive verbs) to describe actions. • I can count to 100 independently.
Reading	• I can identify key grammatical elements of sentences, *e.g. nouns, adjectives & determiners & verbs.*	• I can identify key grammatical elements of sentences, e.g. nouns, adjectives & determiners & verbs.	• I can deduce meaning from more complex written sentences. • Apply new phrases from reading to previous vocabulary and grammar.	• I can identify key grammatical elements of sentences, e.g. nouns, adjectives & determiners & verbs.	• I can deduce meaning from more complex written sentences. • Apply new phrases from reading to previous vocabulary and grammar.
Writing	• I can use a range of grammatical terms to describe sentences. • I am developing accurate spelling, including new words/phrases.	• I can use a range of grammatical terms to describe sentences. • I am developing accurate spelling, including new words/phrases. • I can build written sentences by varying elements, *e.g. determiners, nouns.*	• I can use a range of grammatical terms to describe sentences. • I am developing accurate spelling, including new words/phrases. • I can build written sentences by varying elements, *e.g. verbs.*	• I can use a range of grammatical terms to describe sentences. • I am developing accurate spelling, including new words/phrases. • I can build written sentences by varying elements, *e.g. adjectives & prepositions.*	• I can use a range of grammatical terms to describe sentences. • I am developing accurate spelling, including new words/phrases. • I can build written sentences by varying elements, *e.g. determiners, verbs.*
Suggested tasks	• Q&A Matching. • Practise Pronunciation. • Plickers Quiz • Devise own Google Slides Quiz. • You-Cube- about me. • You-Cube net of a friend.	• Dictionary Task: Suitable Nouns. • As above with adjectives. • Colour Placement, e.g. Compare English & French. • Label scene, e.g. Titanic. • Say & Go Game	• Charades, e.g. verbs. • Dictionary Task: Suitable Verbs. • SVO • Sentence Scramble & write up. • Cartoon Strip with verbs, e.g. War Horse scene/characters. • Label WWI trench with prepositions & nouns.	• A3 Maps, label nouns, e.g. Il y a… • Links to Geog, e.g. New Earswick. • Finding common adjectives. • Translate given sentences. • Building sentences, e.g. Il ya … C'est… • Label map/scene.	• Colour code parts of speech, e.g. noun, adjectives, verbs & determiners. • Dictionary Task: Transitive Verbs • Charades • Film verbs & pronunciation • SVO • Who am I? Game using an image, *e.g. Mexico/busy scene.*

Vocabulary 'Juicy Jargon'

Sentence Patterns / *Numbers* / *Nouns & Adjectives*

A Step in Time — Autumn 1			A Step in Time — Autumn 2			Discovery — Spring 1			Discovery — Spring 2			Me, Myself & I — Summer 1		
Bonjour Ca va? Bien, tres bien, mal. Quel est votre nom? Je m'appelle… Quelle age as tu? J'ai xxx ans. Ou habite tu? J'habite en Angleterre. J'aime & J'naime pas…	cinquante et un cinquante-deux cinquante-trois cinquante-quatre cinquante-cinq cinquante-six cinquante-sept cinquante-huit cinquante-neuf soixante	**N:** yeux cheveux **Adj:** vert, bleu, marron gris blonds bruns noirs auburn	Ma famille J'ai un/une…. Il/elle s'appelle … Il/elle a les yeux/ cheveux… Il/elle est (job)…	soixante et un soixante-deux soixante-trois soixante-quatre soixante-cinq soixante-six soixante-sept soixante-huit soixante-neuf soixante-dix	**N:** père Mère sœur, frère **Adj:** grand grande petit petite	Il y a… Il ya un/une Combien? Il y a… +adj & prepositional phrase Je vais/ Elle/Il va au or a la	soixante et onze soixante-douze soixante-treize soixante-quatorze soixante-quinze soixante-seize soixante-dix-sept soixante-dix-huit soixante-dix-neuf quatre-vingts	**N:** livre chaise porte crayon arbre riviere **Adj** colours	Ma famille J'ai un/une… Il/elle s'appelle … Il/elle a xx ans Il/elle a les yeux/ cheveux… Il/elle est (job)…	quatre-vingt-un quatre-vingt-deux quatre-vingt-trois quatre-vingt-quatre quatre-vingt-cinq quatre-vingt-six quatre-vingt-sept quatre-vingt-huit quatre-vingt-neuf quatre-vingt-dix	**N:** père Mère sœur, frère **Adj:** grand grande petit petite	Il y a… Il ya un/une Il y a… +adj & prepositional phrase Je vais/ Elle/Il va au or a la	quatre-vingt-onze quatre-vingt-douze quatre-vingt-treize quatre-vingt-quatorze quatre-vingt-quinze quatre-vingt-seize quatre-vingt-dix-sept quatre-vingt-dix-huit quatre-vingt-dix-neuf cent	**Adj:** grand grande petit petite colours vielle vieux ancienne règlement

Links to learning and assessment points

	A Step in Time — Autumn 1	A Step in Time — Autumn 2	Discovery — Spring 1	Discovery — Spring 2	Me, Myself & I — Summer 1
Outcomes: Language Knowledge	To describe my hair & eye colour both verbally & in written form. To be able to answer questions about my age & where I live. To describe my likes & dislikes. To know whether a noun is feminine or masculine on sight. To count to 60 independently.	To describe a scene using adjectives. To describe a scene using prepositional phrases. To count to 70 independently.	TO use the verb 'to go' in 1st and 3rd person sentences. To describe my actions with verbs and objects. To count to 80 independently.	To describe a scene using adjectives. To describe a scene using prepositional phrases. To count to 90 independently. To write linking sentences, *e.g. Il ya …C'est…*	To identify nouns, adjectives, determiners & verbs in a given sentence. TO use the verb 'to go' in 1st and 3rd person sentences. I can describe my actions with verbs and objects. To count to 100 independently.
← Previous	**Year 3 & 4:** • Consolidation of describing myself, *e.g. appearance & likes.* • Builds on awareness of gender. **Year 3** • Builds on introducing family. **Year 4** • Builds on from describing family.	**Year 3:** • Builds on variation of nouns. **Year 4:** • Builds on variation, *e.g. nouns & adjectives.* **Year 5:** • Builds on variation, *e.g. nouns, adjectives & determiners*	**Year 3:** • Builds on variation of nouns. **Year 4:** • Builds on variation, *e.g. nouns & adjectives.* **Year 5:** • Builds on variation, *e.g. nouns, adjectives & determiners.*	**Year 3:** • Builds on variation of nouns. **Year 4:** • Builds on variation, *e.g. nouns & adjectives.* **Year 5:** • Builds on variation, *e.g. nouns, adjectives & determiners.*	**Year 3:** • Builds on variation of nouns. **Year 4:** • Builds on variation, *e.g. nouns & adjectives.* **Year 5:** • Builds on variation, *e.g. nouns, adjectives & determiners.*
Next →	KS3 • Speak coherently and confidently, with increasingly accurate pronunciation and Intonation.	KS3 • Use accurate grammar, spelling and punctuation. • Use and manipulate a variety of key grammatical structures and patterns.	KS3 • Use and manipulate a variety of key grammatical structures and patterns. • Express and develop ideas clearly and with increasing accuracy, both orally and in writing.	KS3 • Use accurate grammar, spelling and punctuation. • Express and develop ideas clearly and with increasing accuracy, both orally and in writing.	KS3 • Use and manipulate a variety of key grammatical structures and patterns. • Express and develop ideas clearly and with increasing accuracy, both orally and in writing.