

### Long Term Overview

French is taught in Key Stage Two at Hardwick Green, from Year 3 onwards.

We follow the Rising Stars: French scheme of work as a basis for our curriculum, but enhance this with additional content on intercultural understanding.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 / 4 Cycle B	Moi (All about me)	Jeux et chansons (Games and songs)	On fait la fête (Celebrations)	Portraits (Portraits)	Les Quatre Amis (The Four Friends)	Ça pousse! (Growing things)
Year 3 / 4 Cycle A	On y va! (All aboard!)	L'argent de poche (Pocket money)	Raconte-moi une histoire! (Tell me a story!)	Vive le sport! (Our sporting lives)	Le Carnaval des Animaux (The Carnival of the Animals)	Quel temps fait-il? (What's the weather like?)
Year 5	Bon appétit, bonne santé (Healthy eating)	Je suis le musicien (I am the music man)	En route pour l'école (On the way to school)	Scène de plage (Beach scene)	Le Retour du Printemps (The Return of Spring)	Les planètes (The planets)
Year 6	Notre école (Our school)	Notre monde (The world around us)	Le passé et le présent (Then and now)	Ici et là (Out and about)	Monter un café (Setting up a café)	Quoi de neuf? (What's in the news?)

Detailed progression in knowledge – **vocabulary**, **grammar** and **phonics**:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 / 4 Cycle B	<ul style="list-style-type: none"> <li>To understand and use greetings in French</li> <li>To understand simple questions in French: Ça va ? Comment tu t'appelles ?</li> <li>Quel âge as-tu ?</li> <li>To answer simple questions in French: Ça va bien, je m'appelle, j'ai sept ans</li> <li>To name some members of my family in French: père, mère, frère, sœur</li> <li>To count from 1 to 10 in French and use numbers to count items</li> <li>To copy the pronunciation of some French words</li> <li>To pronounce the 'r' sound correctly in French words</li> <li>To recognise some sounds that are special to French: j, ère, u</li> </ul>	<ul style="list-style-type: none"> <li>To count from 1 to 20 in French</li> <li>To use numbers 1–20 to count items in French</li> <li>To understand and answer the question Combien de ... ?</li> <li>To understand someone saying which activity they prefer in French</li> <li>To talk about my preferences using Je préfère ...</li> <li>To ask someone their preference using et toi ?</li> <li>To use Il y a (there are) and J'ai (I have) to start sentences in French</li> <li>To copy the pronunciation of some French words</li> <li>To recognise and correctly say the 'a' sound in French words</li> </ul>	<ul style="list-style-type: none"> <li>To understand and answer the questions Qui danse ? and C'est quand ton anniversaire ?</li> <li>To name the months of the year in French and put them into the correct order</li> <li>To join sentences using et</li> <li>To talk and write about hobbies in French</li> <li>To write my own phrases in French using a wordbank</li> <li>To identify a pronoun and a verb in French</li> </ul>	<ul style="list-style-type: none"> <li>To understand, name and write colours in French</li> <li>To learn the names of parts of my body in French</li> <li>To know that nouns in French are split into two groups – masculine and feminine, and that this determines the word for 'the' in French</li> <li>To identify a noun and an adjective in French</li> <li>To compare the position of an adjective in English and French</li> <li>To put adjectives after the noun in French</li> <li>To describe facial features in the first person (j'ai, je suis) and third person (il/elle a, il/elle est)</li> <li>To recognise and say the 'eu' sound in French words</li> </ul>	<ul style="list-style-type: none"> <li>To understand the names of some animals in French</li> <li>To identify animals from words read and heard in French</li> <li>To listen to and join in with a story in French</li> <li>To sort words according to gender (masculine and feminine) and sound (eu/ou)</li> <li>To recognise some movement-related verbs in French and show understanding by doing an action</li> <li>To answer the question C'est de quelle couleur ?</li> <li>To decide when to use il or elle for the pronoun 'it', depending on the gender of the noun</li> <li>To write sentences in French about how animals move</li> <li>To develop strategies to work out the meaning of unfamiliar words</li> <li>To distinguish between 'ou' and 'eu' sounds in French</li> </ul>	<ul style="list-style-type: none"> <li>To use et to join sentences in French</li> <li>To understand the names of vegetables in French, in written and aural form</li> <li>To say the names of some vegetables in French</li> <li>To talk about food likes and dislikes in French</li> <li>To understand others giving their opinion about food in French</li> <li>To use my knowledge of French numbers</li> <li>To use simple expressions of approval and disapproval in French, such as bravo and fantastique</li> <li>To ask for someone's opinion in French, using Et toi ? or Tu aimes ... ?</li> <li>To write sentences about likes and dislikes in French</li> <li>To use the French word beaucoup for emphasis</li> <li>To recognise and pronounce the nasal 'on' sound in French words</li> </ul>
Year 3 / 4 Cycle A	<ul style="list-style-type: none"> <li>To name places where French is spoken and find them on a map</li> <li>To learn weather and transport words in French</li> <li>To recognise and order the days of the week in French</li> <li>To join sentences with et and mais</li> <li>To talk in French about ways in which people travel</li> <li>To understand others saying how they travel</li> </ul>	<ul style="list-style-type: none"> <li>To learn numbers 1–30 in French and understand them when spoken</li> <li>To say and write numbers 1–30, in sequence and out of sequence</li> <li>To ask for and give prices in euros (up to 30)</li> <li>To use the correct indefinite determiner un/une according to the gender of the noun</li> <li>To form plurals of nouns in French</li> </ul>	<ul style="list-style-type: none"> <li>To understand a familiar story in French</li> <li>To make links between French words and familiar words</li> <li>To use a dictionary to add to a 'qu' wordbank</li> <li>To distinguish between the French sounds on and en/an</li> <li>To understand that some adjectives have an 'e' added to the end when they describe a feminine</li> </ul>	<ul style="list-style-type: none"> <li>To talk about sports, choosing the correct verb je joue à / je fais de</li> <li>To understand others talking about their sporting preferences in French</li> <li>To understand that à le is contracted to au and de le to du, and apply this to speaking and writing</li> <li>To learn the names of foods in French and revise those learnt previously</li> </ul>	<ul style="list-style-type: none"> <li>To name and spell animals in French</li> <li>To ask and answer questions: Où habites-tu ? and Quelle heure est-il ?</li> <li>To describe characteristics in French using Je suis... (I am)</li> <li>To further the description by using appropriate adjectives according to noun/gender</li> </ul>	<ul style="list-style-type: none"> <li>To say what the weather is like in French</li> <li>To recognise weather expressions in French</li> <li>To use Je porte (what I am wearing) in sentences and recognise the names of items of clothing.</li> <li>To understand and form the date in French</li> <li>To ask and answer the questions Quelle est la date aujourd'hui ? and C'est quand ton anniversaire ?</li> </ul>

	<ul style="list-style-type: none"> <li>To recognise that some final letters in French are silent (e.g. t, d)</li> <li>To use a bilingual dictionary to find the meaning of unknown words in French</li> <li>To write about travelling to different places and the weather</li> <li>To begin to write familiar words in French from memory</li> <li>To identify ways of recalling French words</li> </ul>	<ul style="list-style-type: none"> <li>To use an adjective in French to describe an object</li> <li>To use j'ai (I have) and je n'ai pas (I have not) in sentences</li> <li>To understand someone giving a range of opinions in French</li> <li>To give an opinion in French including a reason</li> <li>To use exclamations in French to express likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>noun (e.g. grand/grande, méchant/méchante)</li> <li>To choose an appropriate adjective to describe a character in a sentence, applying French grammar rules</li> <li>To classify words according to gender (adjectives) or phonics (on/an/en)</li> <li>To recognise numbers in 10s to 100 in French</li> <li>To count in 10s to 100 in French</li> </ul>	<ul style="list-style-type: none"> <li>To name food items and attempt to write them in French</li> <li>To write a sentence about things that are good or bad for health</li> <li>To say and write more extended sentences about healthy lifestyles</li> <li>To recognise and pronounce words containing the on sound</li> <li>To develop techniques to memorise language including making associations with previous learning</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and say the 'oi' sound in French words</li> <li>To understand the time in French</li> <li>To say the time (o'clock)</li> <li>To write about animals in French, including their habitat and eating habits</li> <li>To use conjunctions et and mais to join sentences</li> </ul>	<ul style="list-style-type: none"> <li>To understand the expression Quand (weather) il te faut (clothing)</li> <li>To describe clothing in French using appropriate adjectives, obeying rules of agreement</li> <li>To create a weather forecast in French</li> <li>To appreciate that zéro looks the same but is pronounced differently in English and French</li> <li>To recognise and say the sound represented by au/eau in French words</li> <li>To recite a poem using good intonation and pronunciation, distinguishing between eu, au and en/an</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>To listen and respond to opinions about food</li> <li>To talk about whether food is healthy or not</li> <li>To order food and drink, including specifying filling/flavour</li> <li>To identify the different sounds represented by the grapheme 'a' in French</li> <li>To use a variety of conjunctions</li> <li>To compare French and English school lunchtimes</li> </ul>	<ul style="list-style-type: none"> <li>To listen and respond to opinions about music and musical instruments</li> <li>To ask and answer questions about types of music, instruments played and musical tastes in first, second and third person singular</li> <li>To identify masculine and feminine nouns and select the appropriate pronoun</li> <li>To give positive and negative opinions, with reasons</li> <li>To write a short text about music</li> <li>To explore the difference between the 'u' and 'ou' sounds in French</li> <li>To recognise when to use tu and vous</li> </ul>	<ul style="list-style-type: none"> <li>To listen to and follow simple and longer directions in French</li> <li>To recite and use the French alphabet</li> <li>To begin to understand liaison in French</li> <li>To communicate the need for help</li> <li>To understand and tell the time ('o'clock' and 'half past')</li> <li>To understand, give and sequence instructions</li> <li>To pronounce the 'r' sound correctly in French</li> </ul>	<ul style="list-style-type: none"> <li>To listen and respond to questions about a picture</li> <li>To identify an image by listening to a description</li> <li>To read and show understanding of a description by drawing a picture</li> <li>To describe a scene using a variety of verbs in third person singular and plural</li> <li>To use adjectives to describe nouns, using appropriate agreements and position</li> <li>To understand and use instructions in a recipe</li> <li>To distinguish between 'j' and 'g' sounds in French</li> <li>To describe a beach scene by imitating a text</li> </ul>	<ul style="list-style-type: none"> <li>To listen and respond to the poem/song Le Retour du Printemps</li> <li>To listen and identify the month of someone's birthday.</li> <li>To ask and answer questions about the weather, the seasons and the months</li> <li>To read aloud a text and show understanding with actions</li> <li>To rewrite a poem using a scaffold</li> <li>To write about the myth of Persephone and the four seasons</li> <li>To identify the sound 'i' in a variety of letter strings</li> <li>To use adjectives in descriptions</li> </ul>	<ul style="list-style-type: none"> <li>To listen and respond to information in French about the solar system</li> <li>To ask and answer questions about the planets in French</li> <li>To describe the planets in French using prepositions and adjectives</li> <li>To read descriptions and identify correct and incorrect statements</li> <li>To be aware of sentence structure and parts of speech in French</li> <li>To talk and write about the planets, with support from word cards, a scaffold and a parallel dual text</li> <li>To identify the 'u' sound in a variety of words</li> </ul>

Year 6	<ul style="list-style-type: none"> <li>To describe a school in French</li> <li>To understand a timetable and give information about it in French</li> <li>To name places at school and describe what takes place there</li> <li>To understand and use voici, voilà, ici and là</li> <li>To understand and give the time using minutes past and to the hour</li> <li>To understand descriptions of people and describe others</li> <li>To define an infinitive and understand their role in grammar</li> <li>To conjugate some -er verbs in the present tense</li> </ul>	<ul style="list-style-type: none"> <li>To compare the French and English words for countries and continents</li> <li>To understand and talk about where animals can be found</li> <li>To discuss the geography and weather of countries and continents</li> <li>To compare two places using positive and negative sentences</li> <li>To recognise the nasal 'an' sound in words and sentences</li> <li>To write a postcard, saying something about the wildlife, geography and climate</li> <li>To use the French verbs être and aller in several persons</li> </ul>	<ul style="list-style-type: none"> <li>To recall vocabulary from previous units: clothes, places in the town and directions</li> <li>To understand and give directions, and explain where something is</li> <li>To understand information about towns in the past and present tense</li> <li>To compare the past and the present of a town</li> <li>To give an opinion (about clothes and shopping)</li> <li>To describe one's clothes including colour</li> <li>To use the French verb porter to talk about others' clothing</li> </ul>	<ul style="list-style-type: none"> <li>To understand opinions about free time activities</li> <li>To ask and answer questions about activities</li> <li>To give an opinion about activities with reasons</li> <li>To arrange activities and buy tickets for groups of people</li> <li>To understand and use larger numbers (to 100)</li> <li>To identify and pronounce letter strings that sound the same but are written differently</li> <li>To listen to a text being read and write it with accuracy</li> </ul>	<ul style="list-style-type: none"> <li>To recall the names of a variety of foods and write them from memory</li> <li>To request food and drink, specifying size and flavours</li> <li>To understand others' requests for food and drink</li> <li>To role-play being in a café</li> <li>To ask for and give prices</li> <li>To identify sound strings that rhyme but are spelt differently</li> <li>To make statements negative</li> <li>To choose an appropriate register for ordering food and drink</li> <li>To recycle language independently</li> <li>To find new language to create a song and a play</li> </ul>	<ul style="list-style-type: none"> <li>To understand announcements about TV programmes</li> <li>To understand and give times using the 24-hour clock</li> <li>To understand, give and discuss opinions about programmes and articles</li> <li>To understand and give reasons for opinions</li> <li>To work with others to script and take part in a mock TV programme</li> <li>To celebrate French learning with classmates</li> </ul>
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**Detailed progression in knowledge – intercultural understanding:**

Year 3 / 4 Cycle A	Year 3 / 4 Cycle B	Year 5	Year 6
<ul style="list-style-type: none"> <li>Recognising that different languages are spoken in the community/world.</li> <li><b>Showing awareness of the capital and identifying some key cultural landmarks.</b></li> <li><b>Recognising cultural similarities and differences between customs and traditions in France and England.</b></li> <li><b>To know that in French there are formal and informal greetings and when it is appropriate to use each one.</b></li> </ul>	<ul style="list-style-type: none"> <li>Comparing schools and celebrations between France and the UK.</li> <li><b>Comparing shops and high streets of France and UK.</b></li> <li>Identifying some French-speaking countries.</li> <li>To know some similarities and differences between French and English schools.</li> <li>To know some French festivals that happen throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and locating other countries in the world where French is spoken.</li> <li>Comparing geographical features and climates of different French-speaking countries.</li> <li>To know that, in French, the days of the week (with the exception of Sunday - Dimanche) were named after bodies in the solar system.</li> <li>To know that there are many countries where French is spoken in the world and be able to name some of these.</li> </ul>	<ul style="list-style-type: none"> <li><b>Learning about France's sporting culture and events.</b></li> <li><b>Asking question and making insightful commentary on cultural differences, including some understanding of stereotype.</b></li> <li>To know the French word for countries around the world.</li> <li>To know that the Tour de France is a world famous cycling race that takes place in France each year.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>To know the names of some Parisian landmarks.</b></li> <li>• To know some French playground games.</li> <li>• To know that there are French speaking countries around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• To know some similarities and differences between French and English birthday celebrations.</li> <li>• To know that the abbreviation R.S.V.P, which is often used in English stands for 'Répondez s'il vous plaît' which translates as 'Reply, if you please'.</li> <li>• <b>To know the names and locations of some of the cities in France.</b></li> <li>• <b>To know that the currency used in France is Euros and to recognise some of the notes and coins.</b></li> <li>• <b>To know that the Louvre is a famous French art gallery.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>To know some 'treasures' that make up the national identity of France and some other French-speaking countries.</b></li> </ul>	<ul style="list-style-type: none"> <li>• To know that pétanque is a popular French game sometimes known as boules.</li> <li>• <b>To know different ways to travel to and around France.</b></li> </ul>
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Our intercultural curriculum is taught through French lessons, but also across the curriculum and school year (for example through assemblies or geography lessons).

In Year 6, children have the opportunity to visit Paris for four days. Objectives highlighted in bold are revisited and taught additionally through the Paris residential in Year 6.

Skills yearly overviews:

<b>Rising Stars French Stage 1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Listen to and show understanding of single words through a physical response.	/	/	/	/	/	/
Listen and identify rhyming words and particular sounds in songs and rhymes.	/	/		/	/	/
Recognise a familiar question and respond with a simple rehearsed response.	/	/	/		/	/
Name objects and actions in a rehearsed statement.	/		/	/		/
Use a simple connective to join phrases.			/	/		/
Join in with actions to accompany songs, stories and rhymes, and say some of the words.	/	/	/	/	/	
Use knowledge of the sound of some letters in French to read aloud or say individual words.				/	/	/
Read and show understanding of familiar simple words.	/	/	/	/	/	/
Identify and use strategies for memorising new vocabulary.			/	/		/
Write and say familiar words to describe people, places, things and actions using a model.	/		/	/	/	/
Write some familiar words from memory with understandable accuracy.				/	/	/
Begin to recognise first, second and third person singular pronouns and forms of high frequency verbs.			/	/		
Identify parts of speech including a noun, adjective, pronoun and conjunction.				/	/	
Recognise plurals.		/				/
Express a simple opinion.		/				/
Begin to work out strategies to get help.					/	
Explore French culture and life and compare it with their own experiences.		/	/			

<b>Rising Stars French Stage 2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Listen to and show understanding of short phrases through a physical response.	/	/	/	/	/	/
Listen and understand words in songs and rhymes.	/	/			/	/
Ask a few simple and/or familiar questions and respond with a rehearsed response.	/	/		/	/	/
Use familiar vocabulary to say simple sentences with the aid of a language scaffold.	/	/		/	/	/
Use one or more connectives to join phrases.	/		/	/	/	/
Join in with words of songs, stories and rhymes, sometimes from memory.	/	/	/	/		/
Read aloud familiar short sentences using knowledge of the sound of some letters in French including silent letters.	/		/	/	/	/
Read and show understanding of familiar phrases and short sentences.	/	/	/	/	/	/
Use a bilingual dictionary to find the meaning or translation of a word.	/	/	/		/	/
Write and say simple phrases to describe people, places, things and actions using a language scaffold.	/	/	/	/	/	/
Write some familiar phrases from memory with understandable accuracy.	/		/	/	/	/
Use the definite and indefinite article according to gender of the noun (singular) and in plural form.		/		/		
Recognise and use first, second and third person singular forms of high frequency verbs.				/	/	/
Express and discuss opinions.		/	/	/		/
Begin to demonstrate understanding of the position of the majority of adjectives and their agreement with nouns.			/		/	/



<b>Rising Stars French Stage 3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Listen to and show understanding of longer/more complex familiar phrases and sentences.	/	/	/	/	/	/
Follow the text of familiar rhymes/songs/stories and identify the meaning of some words.				/	/	
Follow the text and read aloud using knowledge of letter strings and observing silent letters.	/	/	/	/	/	/
Read and show understanding of a complex sentence using familiar language.	/	/	/	/	/	/
Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs.	/	/	/	/	/	/
Write and say longer and more complex sentences to describe people, places, things and actions using a language scaffold.	/	/	/	/	/	/
Write some familiar phrases from memory with understandable accuracy.	/	/	/	/	/	/
Apply rules of agreement of adjectives in singular and plural with some accuracy.	/			/	/	/
Produce positive and negative sentences using several high frequency verbs and pronouns.	/	/	/	/	/	/
Give reasoned opinions.		/			/	
Be aware of and know when to use <i>tu</i> and <i>vous</i> .		/	/			



<b>Rising Stars French Stage 4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Listen to and show understanding of longer/more complex familiar phrases and sentences.		/	/		/	/
Follow a text including familiar language and identify the meaning of some words.	/		/	/		/
Follow the text and read aloud using knowledge of letter strings and observing silent letters.	/		/	/	/	/
Read and show understanding of a complex sentence using familiar language.	/	/	/	/	/	/
Use a bilingual dictionary to find the meaning of words including nouns (singular and plural), adjectives and verbs.	/	/	/	/	/	/
Write and say longer and more complex sentences to describe people, places, things and actions using a language scaffold.	/	/	/		/	/
Write some familiar phrases from memory with understandable accuracy.	/	/	/	/	/	/
Apply rules of agreement of adjectives in singular and plural with some accuracy.		/	/		/	/
Produce positive and negative sentences using several high frequency verbs in a variety of persons.	/	/	/	/	/	/
Give reasoned opinions.		/		/		/
Be aware of and know when to use <i>tu</i> and <i>vous</i> .			/		/	/