

NB There is no explicit vocabulary on the document for each thread as it is a thread in its own right, and due to the nature of the subject, it is inherent throughout the subject.

| Skill Level Practised | | Vocabulary and Phrases | | Phonics | | Grammar | | |
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| Children will work on the four key skills of listening, speaking, reading and writing. They will learn to listen attentively to spoken language and show understanding by joining in and responding; speak in sentences, using familiar vocabulary, phrases and basic language structure; read carefully and show understanding of words, phrases and simple writing; write phrases from memory, adapting these to create new sentences, to express ideas clearly. | | Children will learn key vocabulary and phrases, such as people, places and things, which will allow them to speak with increasing confidence, fluency and spontaneity and find ways of communicating what they want to say, including through discussion and asking questions. They will also develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. | | Children will explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words, helping them to continually improve the accuracy of their pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. | | Children will understand basic grammar appropriate to the language being studied, including: feminine and masculine (e.g. le/la/un/une) and the conjugation of high-frequency verbs (e.g. avoir/etre); key features and patterns of the language (e.g. adjectival placement); how to apply these, for instance, to build sentences; and how these differ from or are similar to English. | | |
| Curriculum Thread | LKS2 | | | | UKS2 | | | |
| | Year 3 | | Year 4 | | Year 5 | | Year 6 | |
| Skill Level Practised | Sound Spelling I can identify specific sounds /phonemes. Listening I can understand a few familiar spoken words and phrases. Speaking I can say/repeat a few short words and phrases and would be understood by a native speaker. Reading I can recognise and read out a few familiar words and phrases. Writing I can write a few simple words or phrases or symbols as emergent writers of target language. | Sound Spelling I can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening I can understand a few familiar spoken words and phrases. Speaking I can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Reading I can understand simple written phrases. Can match sounds to familiar written words. Writing I can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood. | Sound Spelling I can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening I can understand a few familiar spoken words and phrases. Speaking I can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Reading I can understand simple written phrases. Can match sounds to familiar written words. Writing I can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood. | Sound Spelling I can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening I can understand a few familiar spoken words and phrases. Speaking I can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Reading I can understand simple written phrases. Can match sounds to familiar written words. Writing I can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood. | Getting Started (Term 1) Say a greeting Respond to a question about name or feelings Attempt a question – name or feelings Remember some numbers between 0-11 Say at least 4 colours Calendar and Celebrations (Term 2) Read and say some adjectives of colour Recognise and say a day of week Attempt to copywrite accurately a day of week Recognise and say most months Attempt to write accurately an important month of year Animals I like and Don't Like (Term 3) Remember and say animal nouns Write a simple sentence about a favourite animal Recognise a noun in a sentence | Welcome to school, super learners (Term 1) <i>Answer several questions about themselves</i> <i>Ask several questions about a friend</i> <i>Understand and respond to classroom Instructions</i> <i>Recall days of week</i> <i>Recall months of year</i> <i>Say and write some nouns for places in school</i> <i>Say and write some nouns for classroom Objects</i> My local area, your local area (Term 2) Listen and respond accurately to sequence of commands Communicate simple instructions Recognise and read places in town nouns Ask and respond appropriately to where something is Family tree and faces (Term 3) Remember and say nouns for members of family | Talking About Us (Term 1) Say an extended sentence about how feeling with a reason Say a 3rd person singular sentence with details about someone else Recognise and say at least 5 school subjects Say and write an extended opinion about a school subject using a like/dislike verb Time In The City (Term 2) Understand at least 5 places in the city/town nouns Say and write a simple sentence to describe what is in a town/city. Can say and write the nouns for presents on a charity stall. Can ask and answer politely to purchase an item. Can participate in a simple shopping dialogue. Write a simple descriptive sentence about a festive jumper. Healthy Eating and Going To The Market (Term 3) Remember and say familiar fruit/veg nouns. Identify cognates and semi cognates (fruit/veg nouns). | Revisiting me / Telling the time / Everyday Life (Term 1) Participate in brief conversations about themselves and others. Understand and say several o'clock time phrases Say and write a sequence of daily routine sentences Ask and answer some question about own daily routine Time in the city (Term 2) Understand brief descriptions of items in a house Use a sequence of simple sentences with nouns and adjectives to describe a house Ask and answer where something is, using prepositions of place. Investigating sports (Term 3) Say and write nouns for sport Identify cognates and semi-cognates Express a like/dislike of a sport Identify and attempt to use parts of the present tense of jouer Give an opinion Say and write a description of a sport. |
| | Coverage and knowledge | | | | | | | |

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| | <p>Carnival Time (Term 4) Recall numbers 0-11 Recall personal info questions from Autumn 1 Say age Recall some months of year Recall some days of week Attempt to say and write the date</p> <p>Fruits, vegetables, very hungry giant story (Term 5) Understand and say fruit/veg nouns Recall numbers 0-15 Count fruits Understand, enjoy, join in with story and board game Ask politely for an item Attempt to write a simple sentence using conjunction "and"</p> <p>Going on a picnic, aliens in France (Term 6) Identify and understand familiar colours in a sentence Remember and say familiar colours Understand and join in with a story Ask the question "Where do you live/ Respond to the question with "I live in..."</p> | <p>Recognise, understand and say parts of face nouns Write a simple sentence with a part of face and a colour.</p> <p>Face and body parts (Term 4) Recognise and use accurately body part nouns Understand simple descriptive sentence about body parts with colour adjectives and size adjectives Say and write simple sentence about for a physical description Follow a simple sequence of physical movement commands Communicate a simple sequence of physical movement commands</p> <p>Feeling unwell and Jungle animals (Term 5) <i>Recall body part nouns</i> <i>Explain what hurts and how feeling</i> <i>Take part in at the doctors' roleplay</i> <i>Identify jungle animal nouns</i> <i>Remember jungle animal nouns</i> <i>Identify and find meaning of unfamiliar adjectives</i> <i>Understand and join in with a story.</i> <i>Say/write a simple sentence – noun, adjective, conjunction about jungle animals.</i></p> <p>The weather and Ice creams (Term6) Read and understand 3 simple sentences about the weather Say and write 3 simple sentences about the weather Understand some ice cream flavours Describe a favourite ice cream Participate in a buy an ice cream roleplay</p> | <p>Say some numbers between 0 and 100. Participate in an at the market roleplay. Follow simple instructions for a recipe. Give simple instructions for a recipe.</p> <p>Clothes, Colours and Fancy Dress. (Term 4) Identify and understand clothes nouns Can say nouns for clothes accurately Can read and understand descriptive sentences about clothes Can use nouns and adjectives accurately to create descriptive sentences Can use parts of the verb to wear to write simple clothes descriptions</p> <p>Out Of This World (Term 5) Understand information on a simple ID card Ask and answer details about identity Recognise planets in target language Use adjectives accurately to describe planets Read and understand simple facts about the planets. Recall and use prior learning to create a simple imaginary planet description.</p> <p>At The Seaside (Term 6) Understand and say nouns for beach bag items Use sentence starters to create a sequence of sentences Use "you can" + infinitive of a verb to create a persuasive sentence Say/write extended sentences to describe a day at the seaside.</p> | <p>At the funfair / Favourite things / Traditions (Term 4) Understand information about a theme park Describe funfair rides in simple sentences. Express opinions of rides in extended sentences using conjunctions and adjectival phrases. Say a simple statement about favourite things Write a simple statement about favourite things</p> <p>Café culture (Term 5) Understand a target language menu. Ask for 3 drinks politely Ask for 3 snacks politely Ask politely for typical target language breakfast items Participate in short café roleplays</p> <p>Performance / Transition to KS3 (Read/hear all about it!) Language Puzzle (Term 6) Understand a simple short sketch Develop and adapt a simple short sketch and add new language Remember a short sketch Participate in a sketch Use a word reference tool and comprehension strategies to access unfamiliar language Compile over time and write a sequence of short texts to describe themselves and the things they like.</p> |
| <p>Vocabulary and Phrases</p> | <p>Greetings and feelings - I can answer the questions: Comment Ça va? Comment t'appelles tu? with Ça va bein / mal / comme ça... Numbers up to 15. I can answer the question: Quel âge as-tu? Colours I can answer the question: 'C'est de quelle couleur?' Days / months C'est quel jour aujourd'hui? Animals – Quel est ton animal préféré? Fruit and vegetables – I can use 'je voudrais' Going on a picnic – I can use 'il y a...' 'Où habites tu?'</p> | <p>Welcome to school – I can recall personal information questions and answers from Yr3 I can say places in school / I can say I have/ don't have 'j'ai...Je n'ai pas' Commands – Regardez, Écoutez...etc... Places in town - I can ask and answer question where is 'Où est?' Here is 'Voici... Family – I can answer the question who are you: 'Qui est tu?' with 'Je suis... Alien faces – I can answer the Q 'De quelle couleur est...and say what colour a body part is 'La bouche est..' Parts of the body – I can say what is wrong by answering the question: 'Qu'est-ce qu'il y a?' with 'J'ai mal' Jungle animals – Animal nouns Weather – I can say what the weather is by answering the question 'Quel temps fait-il? With...'il fait...or il y a...' Ice Cream – Je voudrais...avec...s'il vous plaît</p> | <p>Talking about themselves / school subjects / opinions In the city Going to the market Clothes Space travellers ID Planets Seaside</p> | <p>Numbers to 60 Time Daily routine Homes and Houses Sports Funfair and favourites Breakfast food / café culture Revisit prior vocab</p> |

Coverage and knowledge

Getting Started
(Term 1)
Greetings/farewells
Ask and answer question: name/ feelings.
Explore numbers 0-11.
Explore 6 colours

Calendar and Celebrations
(Term 2)
Colours
Commands in class
Days of week
Months of year
Culture: Christmas

Animals I like and Don't Like
(Term 3)
Animals (pets) nouns
What is it?
My favourite animal is ...
Story: Animals I see when I walk to school.

Carnival Time
(Term 4)
Revisit numbers 0-11.
Revisit colours.
Ask and answer "How old are you?"
Read and write dates in French.
Participate in a simple dialogue (name, feelings, age).
Culture: Carnival
Culture :Easter

Fruits, vegetables, very hungry giant story
(Term 5)
Fruits and vegetable nouns
Numbers 0-11
Colours
I want
I would like ...
Please
Story: The hungry giant story, performance
Board game: The hungry giant

Going on a picnic, aliens in France
(Term 6)
Food and drink nouns for a picnic.
Story: going on a picnic
Culture: Map and places - in France
Where do you live?
I live in
Language Puzzle: using our language detective skills to explore another language.

Welcome to school, super learners
(Term 1)
Recall personal information questions and answers
Recall 0-11 and some classroom instructions
Say and read numbers 10-20
Recall days and months
Names of areas /rooms in school
Classroom item nouns
Culture: School in France

My local area, your local area
(Term2)
Revisit /extend colours
Revisit/extend classroom commands
Commands of movement and direction
Places in town/shops nouns
Ask and answer question "Where is ...?"
Poem: Bonfire Night
Culture: shops and a typical town in France
Culture: Christmas

Family tree and faces
(Term 3)
Culture: Epiphany in France.
Family member nouns
Recall personal information
Parts of the face nouns
Simple sentences to describe a face
Create an alien face.

Face and body parts
(Term 4)
Revisit face part nouns
Body parts nouns
Movement commands
Use of " I have" with physical descriptions in French.
Generate simple sentence descriptions, adjective and nouns, to describe an alien.

Feeling unwell and Jungle animals
(Term 5)
Recall body parts nouns
Explaining how something hurts
Ask the question "What is wrong?"
At the doctors ' roleplay
Jungle animal nouns
Adjectives of colour and size to describe animal nouns
Story: Walking through the jungle
Poem :Jungle animal explorers

The weather and Ice creams
(Term6)
Weather statements
Weather question.
Ice cream flavours
Buying an ice cream dialogues
Ice creams- I love, like, dislike

Talking About Us
(Term 1)
Recall personal information questions and answers
Introduce myself
Introduce another person
Talk about feelings
Opinions and reasons
School subjects
Likes and dislikes
Culture: School in France and school timetable

Time In The City
(Term 2)
Recall familiar places in town/shops nouns
Places and nouns for places in a city
Simple directions around town/city
Buying an entrance ticket
Buying an item and asking the price
Numbers 0-100 and euros
Shopping roleplay
Festive jumper nouns
Culture: visiting Paris and getting to know a city in France
Culture: A charity stall
Culture: a festive jumper competition (for Xmas)

Healthy Eating and Going To The Market
(Term 3)
Recall nouns for fruit and vegetables
Extend knowledge of fruits and vegetables
Culture: explore fruits and vegetables grown in France
Likes, dislikes and preferences
Recall numbers 0-100
Weights and quantities
At the market roleplays
Recipe instructions
Culture: fruit salad

Clothes, Colours and Fancy Dress
(Term 4)
Clothes nouns
Verb; to wear in French.
Adjectives of size and colour
A fancy dress outfit – nouns and adjectives
Sports kit nouns

Out Of This World
(Term 5)
Personal identity nouns
Questions and answers about ID
Planets in French
Adjectives to describe the planets
Recall familiar language from range of topics to create an imaginary planet
Links between languages: etymology of planets

At The Seaside
(Term 6)
Beach bag item nouns
Sentence starters
You can + verbs as infinitives about activities at the seaside
Conjunctions

Revisiting me / Telling the time / Everyday Life
(Term 1)
Recall personal information questions and answers
Revisit and extend "talk" about myself and my feelings, emotions and physical descriptions
Recall and revisit 0-60
Question to ask the time
O'clock times in French
Simple daily routine sentences
Story : Daily life of a superhero
Culture: Daily life

Time in the city
(Term 2)
House and home nouns
Adjectives to describe the house
Prepositions of place
Story : A spooky house
Culture : Mondrian's house and furniture
Culture: houses in France
Culture: castles in France
Culture: a festive elf on the shelf lesson (for Xmas)
Boardgame: escape from the castle

Investigating sports
(Term 3)
Sports nouns
Cognates and semi cognates
Likes,dislikes and preferences
Opinions about sports
Culture: handball in France

At the funfair / Favourite things / Traditions
(Term 4)
Funfair ride nouns
Likes, dislikes, preferences
Opinions and adjectives for rides
Cognates and semi-cognates
Descriptions of a theme park
Favourite things (with familiar language from previous topics)
Culture: theme park in France
Culture: April fool- poisson d'avril

Café culture
(Term 5)
Snacks and drinks
Asking for snacks and drinks
Euros and recall of numbers 0-100
Roleplay: at the café/ in the hotel
Breakfast foods
Asking for and understanding a simple menu
an imaginary planet
Culture: Café culture in France
Traditional French breakfast foods

Performance / Transition to KS3 (Read/hear all about it!) Language Puzzle
(Term 6)

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| | | <p>Culture: Map and places - in France and weather forecasts</p> <p>Language Puzzle: using our language detective skills to explore another language.</p> | <p>Opinions and reasons</p> <p>Culture: Map and places - in France to go on holiday</p> <p>Beach culture in France</p> | <p>Revisit and extend roleplay language to create a café sketch and performance</p> <p>Nature nouns (nature trail/ scavenger hunt)</p> <p>Recall language from prior learning to generate individual read all about it documents- personal info/sports/foods/hobbies/ likes and dislikes</p> <p>Language Puzzle: using our language detective skills to explore another language.</p> |
| Phonics | Throughout the four years children will take part in key listening activities based on the topic they are working on, learning to identify the key sounds and spot phonological patterns. In Years 3 and 4 they will practise their sound pronunciation in performance/reading aloud and spelling application in their writing, which will be consolidated and built on in Year 5 and 6. | | | |
| Coverage and knowledge | <p>Getting Started (Term 1) Silent letters: ç/é/h; Sound spelling: oi/ix/eu/ou</p> <p>Calendar and Celebrations (Term 2) Silent letters: e; Pronunciation: i; Sound spelling: ou/di/eux/ez</p> <p>Animals I like and Don't Like (Term 3) Silent letters: t/s; Pronunciation: é; Sound spelling: ou/in/oi/est/eau/qui/ch</p> <p>Carnival Time (Term 4) Silent letters: t/s; Sound spelling: in/oi/ch/qu</p> <p>Fruits, vegetables, very hungry giant story (Term 5) Silent letters: t/s; Sound spelling: omme/oi/ane/eux/ou/ais</p> <p>Going on a picnic, aliens in France (Term 6) Silent letters: e/s/t/h; Sound spelling: ch/j'h/ais/ou</p> | <p>Welcome to school, super learners (Term 1) Silent letters: t/p; Pronunciation of letters X/é/h; Sound spelling: z/ngt/ze/ez/on</p> <p>My local area, your local area (Term 2) Silent letters: t/e; Pronunciation: l; Sound spelling: ou/on/eu/oi/an/ch/ez</p> <p>Family tree and faces (Term 3) Silent letters: t/s; Pronunciation: é/è/ç; Sound spelling: an/ille/oi/qui/suis/ai/eux/ez</p> <p>Face and body parts (Term 4) Silent letters: t/s/x; Pronunciation: é; Sound spelling: ez/eux/eille/ge</p> <p>Feeling unwell and Jungle animals (Term 5) Silent letters: t/s/h; Pronunciation: l; Sound spelling: en/in/erre/un/oi</p> <p>The weather and Ice creams (Term 6) Silent letters: e/s/t/d; Sound spelling: ch/oi/au/ai/ille/at/; ette/ace</p> | <p>Talking About Us (Term 1) Silent letters: s/e/d/h/x; Sound spelling: us/gué/ai/ei/on/in</p> <p>Time In The City (Term 2) Pronunciation: é; Sound spelling: ou/is/an/en/oi/ch</p> <p>Healthy Eating and Going To The Market (Term 3) Silent letters: s; Sound Spellings: gn/oi/gue/in/ai/as/ez/uit</p> <p>Clothes, Colours and Fancy Dress (Term 4) Silent letters: t/s/e; Pronunciation: é; Sound spelling: ez/ch/ou/oi/ent/eau/ail</p> <p>Out Of This World (Term 5) Silent letters: t/s; Pronunciation: é</p> <p>At The Seaside (Term 6) Silent letters: e/s/t; Sound spelling: eau/ait/au/oi/gue</p> | <p>Revisiting me / Telling the time / Everyday Life (Term 1) Silent letters: e/t/s; Pronunciation of letters: o/q/x/e; Sound spelling: ingt/ille/illes/eize/ce/ze/qu</p> <p>Time in the city (Term 2) Silent letters: t/x/s/d; Pronunciation: é; Sound spelling: ch/on/eau/able/ile</p> <p>Investigating sports (Term 3) Silent letters: t/s/h; Sound Spellings: ans/oo/all/ou/er/isme</p> <p>At the funfair / Favourite things / Traditions (Term 4) Silent letters: t/s/h; Sound spelling: ôme/ûche/gne/use/aut</p> <p>Café culture (Term 5) Sound spelling: ait/ou/ai</p> <p>Performance / Transition to KS3 (Read/hear all about it!) Language Puzzle (Term 6) Consolidate sounds already learnt</p> |
| Grammar | I can begin to... look at intonation when asking a question, identify nouns (singular and plural nouns), use the indefinite articles (un/une), adjectives, cognates and semi cognates. | I can identify and classify masculine and feminine singular nouns, begin to explore plural nouns with adjectives, practise using 1 st pers singular of verbs to be and to have, I can use ne pas, I can practise French verbs as commands, explore plural nouns, revisit intonation, use colours as adjectives | I can start to use conjunctions to extend sentences, use verbs of opinion in 1 st and 2 nd pers singular, begin to explore 3 rd pers singular, use simple present tense, use nouns and adjectives, consolidate masc and fem nouns, position of familiar adjectives, sing and plural, commands and asking questions, conjugate to be and to wear in the present tense | I can use conjunctions to extend sentences, use verbs of opinion (1 st /2 nd pers sing), use questions in 1 st /2 nd pers sing, consolidate adjectives of colour and position, start to use prepositions of place, identify cognates and semi-cognates, reg pres conjugation of jouer and faire with sports. Express likes dislikes with conjunctions and opinions. |
| Coverage and knowledge | <p>Getting Started/ Calendar and Celebrations (Terms 1 and 2) Intonation when asking a question.</p> <p>Animals I like and Don't Like (Term 3) Identify a noun</p> | <p>Welcome to school, super learners (Term 1) Masculine and feminine singular nouns.</p> <p>My local area, your local area (Term 2) Classify masculine and feminine singular nouns.</p> | <p>Talking About Us (Term 1) Conjunctions Extended sentences Verbs of opinion – 1st/2nd person singular Begin to explore 3rd person singular</p> <p>Time In The City</p> | <p>Revisiting me / Telling the time / Everyday Life (Term 1) Conjunctions Extended sentences Verbs of opinion – 1st/2nd person singular Time phrases – for o'clock time 1st /2nd person singular questions and answers about daily routine</p> |

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| <p>Aware of plural nouns Nouns using indefinite article “a” (un/une).</p> <p>Carnival Time (Term 4) Intonation when asking a question. Forming a question in French. Forming the date in French.</p> <p>Fruits, vegetables, very hungry giant story (Term 5) Polite requests Singular and plural nouns.</p> <p>Going on a picnic, aliens in France (Term 6) Polite requests Singular and plural nouns. Asking a question accurately</p> | <p>Family tree and faces (Term 3) Practise masculine and feminine nouns, singular and plural Explore plural nouns with adjectives in French Practise/use first person singular of verbs to have and to be. Practise asking a question.</p> <p>Face and body parts (Term 4) Practise French verbs as commands. Explore use of plural nouns Explore use of singular nouns, Practise using colours as adjectives with nouns in French</p> <p>Feeling unwell and Jungle animals (Term 5) Revisit intonation when asking a question Using adjectives to describe a noun in French</p> <p>The weather and Ice creams (Term6) Can ask for an item politely Asking a question accurately</p> | <p>(Term 2) Write simple present tense descriptive sentences using nouns and adjectives.</p> <p>Healthy Eating and Going To The Market (Term 3) Consolidate understanding of masculine and feminine nouns, singular and plural Commands Practise question words and forming a question in French.</p> <p>Clothes, Colours and Fancy Dress (Term 4) Consolidate understanding of masc/fem nouns in French Consolidate position and agreement of familiar adjectives with nouns in French Question words Present tense conjugation of the verb “to wear” in French</p> <p>Out Of This World (Term 5) Consolidate understanding of masc/fem nouns in French Consolidate position and agreement of familiar adjectives with nouns in French Question words Use of verb “to be” in present tense descriptions Conjunctions to extend sentences</p> <p>At The Seaside (Term 6) Consolidate position/agreement of adjectives with nouns in French Explore and understand sentence structure in French: nouns, verbs, adjectives, personal pronouns. Conjunctions Explore use of modal verb + infinitive for persuasive sentences</p> | <p>Time in the city (Term 2) Consolidate: adjectives of colour and size- agreement and position with nouns Consolidate – singular and plural nouns Prepositions of place</p> <p>Investigating sports (Term 3) Identify cognates and semi-cognates Use of jouer and faire with sports Regular present tense conjugation of verb: jouer Sentences to express likes, dislikes preference with conjunctions and opinions</p> <p>At the funfair / Favourite things / Traditions (Term 4) Identifying cognates/semi cognates Consolidate use of adjectives with nouns in French Conjunctions to extend sentences</p> <p>Café culture (Term 5) Consolidate understanding of how to use verbs to express likes and dislikes Revisiting and extending polite requests and transactions Opinions to express like/dislike</p> <p>Performance / Transition to KS3 (Read/hear all about it!) Language Puzzle (Term 6) Consolidate understanding of how to use verbs to express likes and dislikes Revisiting and extending polite requests and transactions Opinions to express like/dislike Building sentences and short texts with present tense verbs/ nouns. adjectives and conjunctions</p> |
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