

Modern Foreign Languages Knowledge Planner

Principles and Rationale

There are four skills in learning a language: listening, speaking, reading and writing; each one is given equal weight and importance at The Lanes. Over the four years of KS2, the children meet approximately 500 words, explore phrase and sentence structure, start to develop understanding of target language sound spelling and basic grammar and explore the skills of learning a foreign language. We use the Salut! Program to deliver our French lessons through games, activities, stories, songs and written work.

Our scheme of work for French is split into 4 stages:

Stage 1 – Year 3	The first stage is aimed at absolute beginners. The Core Units introduce basic language like colours and numbers that will be essential for the rest of the course. It also has three simple, topic based units to spark children’s interest.
Stage 2 – Year 4	Stage 2 starts to introduce some more varied language and sentence structures, including sentences in the third person, but all in contexts that the children will be familiar with.
Stage 3 - Year 5	Stage 3 contains more complex vocabulary and sentence structures. Children will learn to use adjectives to add detail to their sentences, and talk about their hobbies and holidays.
Stage 4 – Year 6	Stage 4 gives children a taste of other tenses. Using the perfect and near future tenses, children will talk about what they’ve seen and done, and what they’re going to do in the future.

Year 3

Autumn 1 Core Unit 1

Useful Prior Knowledge	New Language Content
<ul style="list-style-type: none">No prior knowledge needed.	<ul style="list-style-type: none">Greeting each otherIntroducing themselvesCounting up to 10Introducing their immediate family

Expectations

By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
<ul style="list-style-type: none"> Recognise some basic French greetings. Recognise the numbers 1-10. Respond to some simple classroom instructions. Respond to some simple questions when prompted with visual cues. Recognise basic family vocabulary. 	<ul style="list-style-type: none"> Be able to greet each other confidently, and introduce themselves and their family. Understand the numbers 1-10 and use them to say how old they are. Understand and respond to some simple questions and instructions. Recognise some words in their written form and pronounce them accurately. 	<ul style="list-style-type: none"> Greet each other confidently and ask and respond to simple questions. Understand the numbers 1-10 and write some or all of them from memory. Be competent at using some classroom language in French. Recognise most key vocabulary and pronounce them clearly.

Autumn 2**Core Unit 2**

Useful Prior Knowledge	New Language Content
<ul style="list-style-type: none"> Greetings Numbers 1-10 	<ul style="list-style-type: none"> Saying the days of the week Naming colours Counting between 11 and 20 Naming countries Expressing likes and dislikes

Expectations

By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
<ul style="list-style-type: none"> Recognise the days of the week when spoken in sequence. Understand most of the colours. Understand numbers up to 20. Respond to questions about likes and dislikes with a single word. Recognise negative responses to a question when given a visual prompt. 	<ul style="list-style-type: none"> Recognise the days of the week. Name a variety of colours. Understand numbers up to 20, including out of sequence. Be able to express simple likes and dislikes using the first person. Recognise a negative sentence when they hear it. 	<ul style="list-style-type: none"> Confidently say which day it is. Understand that the way French colours are spelt and pronounced sometimes changes if they describe a feminine noun. Use most or all numbers up to 20 out of sequence. Write and say sentences about their likes and dislikes from memory with clear pronunciation. Recognise negative sentences and be able to attempt forming their own.

Spring 1 Core Unit 3

Useful Prior Knowledge	New Language Content
<ul style="list-style-type: none"> • French numbers up to 20 • The song “Head, Shoulders, Knees and Toes” • The tune of “Happy Birthday to You” 	<ul style="list-style-type: none"> • Identifying body parts • Counting up to 31 • Identifying items of clothing • Naming the months of the year • Talking about birthdays

Expectations By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
<ul style="list-style-type: none"> • Sing along and do the actions to a French song, with a visual aid. • Recognise most of the French body parts when they’re spoken. • Read the numbers 11-20 with some assistance. • Accurately say the name of the month of their birthday when given a visual prompt. • Understand the difference between singular and plural. 	<ul style="list-style-type: none"> • Sing and do the actions to a French song with little help. • Understand several parts of the body when they’re spoken. • Read the numbers 11-20 aloud and say some of them from memory, pronouncing them accurately. • Respond to a simple question by saying what month their birthday is in. • Recognise plural nouns when listening to or reading vocabulary. 	<ul style="list-style-type: none"> • Sing and do the actions to a French song from memory. • Refer to parts of the body with confidence. • Be confident saying the numbers 11-20 from memory with accurate pronunciation. • Confidently form sentences about birthdays. • Consistently recognise whether nouns are singular or plural.

Spring 2 At School

Useful Prior Knowledge	New Language Content
<ul style="list-style-type: none"> • Days of the week • Numbers 1-12 for telling the time • “Il y a...” • Using “voici” to introduce a noun 	<ul style="list-style-type: none"> • Saying how they travel to school • Naming places in school • Listing the contents of their pencil case • Telling the time • Naming school subjects

Expectations

By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
<ul style="list-style-type: none"> • Sing along and do the actions to a French song, with a visual aid. • Recognise most of the French body parts when they're spoken. • Read the numbers 11-20 with some assistance. • Accurately say the name of the month of their birthday when given a visual prompt. • Understand the difference between singular and plural. 	<ul style="list-style-type: none"> • Sing and do the actions to a French song with little help. • Understand several parts of the body when they're spoken. • Read the numbers 11-20 aloud and say some of them from memory, pronouncing them accurately. • Respond to a simple question by saying what month their birthday is in. • Recognise plural nouns when listening to or reading vocabulary. 	<ul style="list-style-type: none"> • Sing and do the actions to a French song from memory. • Refer to parts of the body with confidence. • Be confident saying the numbers 11-20 from memory with accurate pronunciation. • Confidently form sentences about birthdays. • Consistently recognise whether nouns are singular or plural.

Summer 1**Animals**

Useful Prior Knowledge	New Language Content
<ul style="list-style-type: none"> • The nursery rhyme "Old MacDonald had a Farm" • The game 'Charades' 	<ul style="list-style-type: none"> • Saying animal vocabulary • Asking about pets • Describing animals using adjectives • Using prepositions • Naming animal homes

Expectations

By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
<ul style="list-style-type: none"> • Be able to respond to questions when given a spoken model to copy. • Repeat a simple phrase to say that they don't understand something. • Hear a simple sentence and then repeat it orally. • Copy down a short, simple sentence. • Read a short rhyme with help. 	<ul style="list-style-type: none"> • Speak clearly and confidently when responding to simple questions. • Use simple questions or sentences to ask for help, for a question to be repeated, or to say that they don't understand something. • Repeat a simple sentence from memory. • Write short, simple sentences in response to written and spoken questions. 	<ul style="list-style-type: none"> • Answer questions with full spoken and written sentences and take care with pronunciation. • Be confident in using French questions and statements in the classroom. • Answer a question with a simple sentence from memory. • Write sentences in response to written and spoken questions with few mistakes.

<ul style="list-style-type: none"> Recognise some basic French adjectives such as colours. 	<ul style="list-style-type: none"> Read along with a rhyme with the class. Recognise some basic French adjectives when heard, and be able to use them in simple spoken sentences. 	<ul style="list-style-type: none"> Read aloud a short rhyme with accurate and clear pronunciation. Use a selection of French adjectives in spoken sentences.
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Summer 2 Food

Useful Prior Knowledge	New Language Content
<ul style="list-style-type: none"> Greetings for use in role play <i>ne... pas</i> Numbers and colours for some of the activities 	<ul style="list-style-type: none"> Naming common foods Expressing likes and dislikes Saying what they are eating Naming cutlery Saying what they would like to have Understanding cooking instructions

Expectations By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
<ul style="list-style-type: none"> Give a spoken response to a simple written question using a single word answer. Pronounce some common letter strings correctly. Give an opinion in French with a visual prompt. Repeat a couple of sentences, including talking about what they would like, using the first person. Copy the main vocabulary with some mistakes. 	<ul style="list-style-type: none"> Give a full sentence spoken answer to a written question. Begin to understand how French sounds are represented in writing and audio, and pronounce vocabulary accurately. Ask and answer questions, including asking for and giving opinions. Say what they would like, using a common verb in the first person. Be able to prepare and recite a few sentences using vocabulary from the unit. Write some vocabulary from memory. 	<ul style="list-style-type: none"> Say some sentences from memory in response to a written question. Pronounce new vocabulary with ease. Ask and answer questions competently, giving opinions in full sentences. Say what they would like, using correct French sentences in the first person. Prepare a number of sentences and recite them using accurate pronunciation and intonation. Write most of the main vocabulary from memory.

Year 4

Autumn 1 Playtime

Useful Prior Knowledge	New Language Content
<ul style="list-style-type: none"> • <i>"J'aime..."</i> • Using <i>"c'est"</i> • <i>"Qu'est-ce que c'est?"</i> 	<ul style="list-style-type: none"> • Basic commands (imperatives) • Saying what's in the playground • How to say a variety of playground games • Using <i>"j'aime"</i> with another verb • Saying what and where they like to play

Expectations By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
<ul style="list-style-type: none"> • Recognise a familiar word in a spoken sentence, given a visual prompt. • Repeat and copy down a few short sentences about themselves. • Play a simple French playground game, when given visual or spoken prompts. • Repeat part of a simple French song. • Spell basic French words with some help. • Express an opinion with a simple phrase, given some assistance. • Follow some of a written text when listening to it read aloud. 	<ul style="list-style-type: none"> • Pick out familiar words and phrases from a spoken sentence. • Say and write a few sentences about themselves in the first person from memory. • Prepare and present some basic instructions for a playground game. • Recite some verses of a song from memory. • Use knowledge of French phonics to spell some simple words correctly. • Express opinions using basic sentences. • Follow and understand the majority of a written text when listening to it read aloud. 	<ul style="list-style-type: none"> • Understand the majority of a spoken sentence with familiar vocabulary. • Say and write several sentences about themselves with little help. • Be able to deliver some instructions for a playground game from memory. • Recite all of a simple French song from memory. • Use an increasing knowledge of French phonics to spell more words correctly. • Express opinions confidently using full sentences. • Follow all of a written text when it is read aloud.

Autumn 2 My Home

Useful Prior Knowledge	New Language Content
<ul style="list-style-type: none"> • Using <i>"c'est"</i> • Using <i>"il y a"</i> • Colours and numbers 	<ul style="list-style-type: none"> • Saying where they live • Identifying a variety of rooms and types of furniture • Saying what there is in the kitchen • Describing their daily routine

Expectations

By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
<ul style="list-style-type: none"> Recognise a familiar sound when it is heard in a song. Identify one or two key words from the story with support. Copy out or repeat sentences which use numbers in simple descriptions. Be able to repeat aloud full sentences about their homes and daily routines. Write a word in French to respond to a spoken question. Recognise sentences where the word order is different to English. Identify an article with some help. 	<ul style="list-style-type: none"> Identify a given sound most times it appears when listening to a song. Recognise some familiar words and phrases in a spoken story. Use numbers and colours in descriptions. Say and write from memory several sentences about where they live and their daily routine, with good pronunciation. Respond to a spoken question with a written answer in a full sentence. Confidently say sentences where the word order differs to English. Be able to give the gender of a noun from its article. 	<ul style="list-style-type: none"> Identify different sounds that are repeated in a song. Understand the basic meaning of a story by translating familiar words and phrases. Add colours and other adjectives from previous units to descriptions. Confidently say and write sentences about their home and daily routine from memory. Write several full sentences in response to a spoken question. Consistently use the correct word order when saying and writing French sentences. Be confident in giving the gender of French nouns from their articles.

Spring 1**My Town**

Useful Prior Knowledge	New Language Content
<ul style="list-style-type: none"> Familiarity with the euro symbol (€) Numbers Familiarity with money in English "Il y a..." Confidence with giving directions in English 	<ul style="list-style-type: none"> Asking how much something costs and saying prices Talking about what is in their town Giving directions Saying names of shops Saying the names of items you might buy in a shop

Expectations

By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
<ul style="list-style-type: none"> Understand simple directions when prompted with images or gestures. Say and write something about where they live, with help. 	<ul style="list-style-type: none"> Understand and be able to give simple directions to town buildings. Say and write from memory a few sentences about where they live. 	<ul style="list-style-type: none"> Be confident at giving directions from memory. Use full sentences from memory to describe their town and its buildings in spoken and written French.

<ul style="list-style-type: none"> • Understand simple prices when given visual prompts. • Read along with a story as it is read out in class. • Play French word games, including forming simple sentences with verbal prompts. 	<ul style="list-style-type: none"> • Be able to recognise some French prices with minimal aid. • Read part of a story aloud to the class, with some support. • Play French word games with increasing levels of accuracy, including completing and reordering sentences correctly. 	<ul style="list-style-type: none"> • Talk about how much things cost using full sentences. • Read all of a French story aloud to the class, with accurate pronunciation. • Confidently play and complete French word games.
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Spring 2 Sport

Useful Prior Knowledge	New Language Content
<ul style="list-style-type: none"> • <i>"ne... pas"</i> • The meaning of the verb <i>"aimer"</i> 	<ul style="list-style-type: none"> • Talking about the sports they play • Expressing likes • Detailed vocabulary for football and tennis matches • The use of the verb <i>"savoir"</i>

Expectations By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
<ul style="list-style-type: none"> • Identify an article in a spoken sentence, with some support. • Give words or phrases to say which sports they like. • Use a bilingual dictionary with guidance to look up words. • Follow a model with some assistance to write sentences in the first person. • Recognise some sentences which have a different word order. 	<ul style="list-style-type: none"> • Identify the gender of a noun in a sentence when listening to it. • Say or write a few sentences about sports that they can do or like playing, and ask others about what they like to play. • Use a bilingual dictionary to look up the French translations of English words and the meanings of unfamiliar French words. • Follow a model to write sentences in the first person using common verbs. • Become increasingly confident in recognising and understanding French sentences with different word orders. 	<ul style="list-style-type: none"> • Identify the gender of a noun with confidence when listening to it in a sentence. • Confidently talk or write about sports they can do or like playing. • Be proficient using a bilingual dictionary. • Follow a model to write their own sentences in the first person using a variety of verbs. • Confidently recognise and use French sentences which use different word orders.

Summer 1 Describing People

Useful Prior Knowledge	New Language Content
<ul style="list-style-type: none"> • “oui” and “non” • Basic French colours 	<ul style="list-style-type: none"> • Saying colours that are useful for describing hair and eyes • Describing physical features • Describing a person’s personality • Saying what they are wearing • Using “il” and “elle” with “être” and “avoir”

Expectations By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
<ul style="list-style-type: none"> • Be able to recognise subject pronouns, given some visual prompts. • Repeat sentences using some common verbs. • Describe others using short phrases when given visual aids. • Copy down plural nouns with the correct articles. • Summarise in English a character from a story. 	<ul style="list-style-type: none"> • Recognise and use singular subject pronouns and the present tense singular forms of some common verbs. • Grasp the concept that some sentence structures differ in French. • Give short verbal and written descriptions of family and friends, using full sentences from memory and with accurate pronunciation. • Use the correct articles with plural nouns when prompted. • Write some simple French sentences to give a summary of a character from a story. 	<ul style="list-style-type: none"> • Be confident using a variety of subject pronouns and common present tense verbs. • Be able to explain how some French sentences are ordered differently to in English. • Describe others in full sentences fairly accurately from memory. • Consistently use the correct article when using plural nouns. • Write several sentences in French to summarise a character in a story.

Summer 2 The Body

Useful Prior Knowledge	New Language Content
<ul style="list-style-type: none"> • Using “c’est” • The song “Tête, épaules, genoux et pieds” from Core Unit 3 • Parts of the body • The game ‘Charades’ • The traditional fairy tale “Little Red Riding Hood” 	<ul style="list-style-type: none"> • Naming parts of the face • Saying basic verbs in the first person • Saying that something hurts • Naming fairy tale characters • Saying traditional fairy tale locations

Expectations

By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
<ul style="list-style-type: none"> • Be able to recognise articles and understand that they signify the gender of a noun. • Pronounce articles clearly when speaking and spell them correctly when writing. • Read a French rhyme with some help with unfamiliar vocabulary. • Repeat sentences that use adjectives to describe things. • Pick out some subject pronouns when reading, with assistance. 	<ul style="list-style-type: none"> • Be able to identify the gender of a noun from its article when listening and reading. • Use the correct article with some common nouns when speaking and writing. • Recite a simple French rhyme from memory, with some verbal or visual prompts. • Describe things using simple adjectives. • Frequently recognise and identify different subject pronouns when reading. 	<ul style="list-style-type: none"> • Be proficient at identifying definite and indefinite articles when reading and listening. • Confidently use the correct articles with nouns when speaking and writing. • Recite a French rhyme from memory, with accurate pronunciation. • Use a variety of adjectives to form French sentences which describe things. • Confidently identify a variety of subject pronouns when reading.

Year 5**Autumn 1****On Holiday**

Useful Prior Knowledge	New Language Content
<ul style="list-style-type: none"> • Countries • Numbers • Using “il y a...” 	<ul style="list-style-type: none"> • More countries • Holiday accommodation • Vocabulary associated with the zoo, beach and theme park • Using the perfect past tense

Expectations

By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
<ul style="list-style-type: none"> • Recognise some basic holiday vocabulary. • Understand some sentences about animals at the zoo. • Be able to prepare and deliver a short talk about a holiday, copying sentences from the unit that differ from the English sentence structure. 	<ul style="list-style-type: none"> • Recognise and use some basic holiday vocabulary in spoken and written sentences. • Understand and participate in a short conversation about animals at the zoo, responding to questions in full sentences and giving simple opinions, with help. 	<ul style="list-style-type: none"> • Recognise, apply and adapt holiday vocabulary with confidence in spoken and written model sentences. • Understand and participate in a short conversation about animals at the zoo, responding to questions in full sentences and giving simple opinions, with little help.

<ul style="list-style-type: none"> • Be able to translate French words using a bilingual dictionary with assistance. 	<ul style="list-style-type: none"> • Be able to prepare and deliver a short talk about a holiday, adapting sentences from the unit that differ from the English sentence structure. • Translate French and English words using a bilingual dictionary, with help, and pronounce the unfamiliar words accurately using knowledge of French phonics. 	<ul style="list-style-type: none"> • Be able to prepare and confidently deliver a short talk about a holiday, using and adapting sentences from the unit that differ from the English sentence structure, from memory. • Confidently use a French dictionary to find French and English translations of words, pronouncing the unfamiliar words accurately using knowledge of French phonics.
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Autumn 2 Seasons

Useful Prior Knowledge	New Language Content
<ul style="list-style-type: none"> • The seasons in English • “<i>Qu'est-ce que c'est?</i>” • Colours 	<ul style="list-style-type: none"> • The names of seasons • Talking about seasonal activities • Saying the date and when their birthday is • Naming craft materials • Following craft instructions

Expectations

By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
<ul style="list-style-type: none"> • Recognise that the pronoun “<i>on</i>” is often used in sentences relating to the date. • Respond to questions using simple opinions with help. • Understand French instructions to make a Chinese lantern with reference to English instructions and some help. • Recognise and write some adjectives after nouns with help. • Recognise that many adjectives go after the noun in French and therefore differ from English sentence structure. 	<ul style="list-style-type: none"> • Understand the meaning of the pronoun “<i>on</i>” in sentences relating to the date. • Respond to questions requiring a more complex opinion, using sentence models from the lesson. • Understand a set of French instructions to make a Chinese lantern with little help. • Recognise and use adjectives, understanding that they need to change according to a noun’s gender and number. • Understand that French sentence structure often differs from in English, and use 	<ul style="list-style-type: none"> • Understand and use the pronoun “<i>on</i>” in sentences relating to the date. • Feel comfortable using the Question and Answer screens to make their own new sentences and opinions. • Make a Chinese lantern using French instructions. • Recognise, write and adapt adjectives according to a noun’s gender and number. • Understand that French sentence structure often differs from sentence structures in English,

	adjectives that go after the noun in French appropriately and with little help.	and use adjectives that go after the noun in French appropriately and confidently.
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Spring 1 Eating Out

Useful Prior Knowledge	New Language Content
<ul style="list-style-type: none"> • Numbers • Pronouns “<i>il</i>” and “<i>elle</i>” • “<i>S’il vous plaît</i>” and “<i>merci</i>” • Familiarity with the euro symbol (€) • Familiarity with money in English 	<ul style="list-style-type: none"> • Asking for items in a shop or restaurant • Asking how much things cost • Some basic weights • How to order for others in a restaurant

Expectations

By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
<ul style="list-style-type: none"> • Understand, with help, the main points in the spoken and written versions of the story, and some unfamiliar vocabulary. • Recognise subject pronouns, and begin using “<i>il</i>” and “<i>elle</i>” to form a few sentences about what someone is having to eat/drink, with help. • Take part in a simple role-play using prompts. • Know that formal language, e.g. the “<i>vous</i>” form, is used for talking to customers in restaurants etc. 	<ul style="list-style-type: none"> • Understand some unfamiliar vocabulary and the main points of a story, including opinions, in its spoken and written versions. • Recognise subject pronouns, and use “<i>il</i>” and “<i>elle</i>” with verbs in speech and writing to form sentences about what someone is having to eat/drink, from memory. • Perform a short role-play, using and adapting sentence structures from the unit. • Use formal language, e.g. the “<i>vous</i>” form, in appropriate situations, e.g. to a restaurant customer. 	<ul style="list-style-type: none"> • Understand the main points in the spoken and written versions of the story, and most of the unfamiliar vocabulary. • Recognise subject pronouns and confidently use “<i>il</i>” and “<i>elle</i>” with verbs in speech and writing, to form a few sentences about what someone is having to eat/drink from memory. • Confidently perform a role-play based on structures from the lesson, incorporating words or phrases studied previously. • Use formal language, e.g. the “<i>vous</i>” form, with accurate pronunciation.

Spring 2 A School Trip

Useful Prior Knowledge	New Language Content
<ul style="list-style-type: none"> • Numbers 1–5 • “The Wheels on the Bus” song • Colours 	<ul style="list-style-type: none"> • The perfect past tense • The future tense • Some common verbs • Vocabulary associated with a trip to a museum and the countryside.

Expectations

By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
<ul style="list-style-type: none"> • Recognise and understand the difference between “<i>mon</i>”, “<i>ma</i>” and “<i>mes</i>” in the French story text. • Identify sentences that use different structures in French, e.g. identifying negative sentences in relation to positive sentences. • Recognise the future tense when prompted. • Form basic opinions about what they like to do in the context of school trips. • Join in with familiar French songs, pronouncing the majority of words clearly. 	<ul style="list-style-type: none"> • Identify the difference between “<i>mon</i>”, “<i>ma</i>” and “<i>mes</i>” in the French story text. • Identify and form new sentences, with some help, based on existing knowledge of French sentence structure, e.g. forming negative sentences from positive sentences. • Recognise the future tense with little help. • Say and write about what they do and don’t like to do in the context of school trips. • Join in with the unit’s song, pronouncing all the words clearly and accurately. 	<ul style="list-style-type: none"> • Identify the difference between “<i>mon</i>”, “<i>ma</i>” and “<i>mes</i>” in the French story text, and begin to use possessive adjectives with some help. • Identify and form new sentences, with confidence, based on existing knowledge of French sentence structure, e.g. forming negative sentences from positive sentences. • Recognise, and use with help, the future tense. • Say and write, with confidence, complex opinions about what they do and don’t like to do in the context of school trips. • Join in with the unit’s song, in karaoke mode, pronouncing the words clearly and accurately.

Summer 1 The Environment

Useful Prior Knowledge	New Language Content
<ul style="list-style-type: none"> • Familiarity with food chains • Making negative sentences using “<i>ne</i>” and “<i>pas</i>” • “<i>Il y a...</i>” 	<ul style="list-style-type: none"> • Saying what the weather is like • Naming garden creatures • Talking about garden activities • Talking about recycling

Expectations

By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
<ul style="list-style-type: none"> Recognise and use some articles when prompted. Recognise that the third person singular form of the present tense is used to describe what an animal eats. Prepare and present a short weather report, using sentences provided that differ from English sentence structures. Write some regular plurals when provided with the singular noun, and recognise that some plurals are irregular when prompted. 	<ul style="list-style-type: none"> Understand and use articles, selecting them according to the gender and number of the noun, with some accuracy. Use the third person singular form of the present tense to describe what an animal eats. Prepare from memory, and present, a short weather report, using sentence structures that differ from English structures, with little help. Write some regular plurals when provided with the singular noun, and recognise some irregular plural nouns. 	<ul style="list-style-type: none"> Confidently understand and use articles, selecting them according to the gender and number of the noun. Form a range of sentences using the third person singular form of the present tense. Prepare from memory, and present, a more complex weather report, using sentence structures that differ from English structures and incorporating extra detail. Write regular plurals with confidence when provided with the singular noun, and recognise and write, with some help, some irregular plural nouns.

Summer 2 Hobbies

Useful Prior Knowledge	New Language Content
<ul style="list-style-type: none"> Using “<i>j’aime</i>” Making basic negative sentences Using “<i>c’est...</i>” 	<ul style="list-style-type: none"> Naming hobbies Talking about types of music and giving a variety of opinions Saying what musical instruments they play Talking about different types of film

Expectations

By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
<ul style="list-style-type: none"> Be able to express likes and dislikes using visual prompts, and understand that “<i>tu</i>” is often used to form a question. 	<ul style="list-style-type: none"> Express their likes and dislikes, and use “<i>tu</i>” to ask others for their opinion in a short conversation. 	<ul style="list-style-type: none"> Express likes and dislikes confidently in a conversation and ask others for their opinions.

<ul style="list-style-type: none"> • Read the unit’s story aloud and recognise some French words and phrases in the written text when prompted. • Be able to talk about what they do and like doing, giving simple opinions with help. • Recognise the difference between “le”/“la” and “un”/“une” in the context of the unit. • Understand that some nouns have irregular plurals in French. 	<ul style="list-style-type: none"> • Read the unit’s story aloud and recognise and understand some of its key points without reading the English text. • Be able to talk and write about what they and others do or like doing, giving more complex opinions when prompted. • Recognise the difference between “le”/“la” and “un”/“une” in the context of the unit and apply them to nouns with little help. • Understand and recognise some irregular plural nouns in French. 	<ul style="list-style-type: none"> • Read the unit’s story aloud clearly and understand the general plot from reading the French text. • Be able to talk and write about what they and others do and like doing, giving more complex opinions with confidence. • Recognise the difference between “le”/“la” and “un”/“une” in the context of the unit and confidently apply them to nouns. • Understand, recognise and begin using some irregular plural nouns in French.
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Year 6

Autumn 1 Actions

Useful Prior Knowledge	New Language Content
<ul style="list-style-type: none"> • Familiarity with the perfect past tense in French 	<ul style="list-style-type: none"> • Using action verbs in the first person • Using action verbs in the third person singular • Using some adverbs • Naming craft materials • Using the perfect past tense in the third person singular form

Expectations

By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
<ul style="list-style-type: none"> • Begin to recognise and use perfect past tense sentences with help. • Recognise some adverbs from the lessons. • Recognise and use, with some help, third person singular verbs to describe what someone is doing. 	<ul style="list-style-type: none"> • Recognise past tense verbs and say some perfect past tense sentences. • Understand and use some of the adverbs from the unit. • Recognise and use from memory, and with little help, third person singular verbs, 	<ul style="list-style-type: none"> • Use the perfect past tense with irregular participles. • Be comfortable using the adverbs from Lessons 2 and 4 with any suitable verbs that they know. • Confidently recognise and use, from memory, third person singular verbs, including some irregular verbs, to describe someone’s actions.

<ul style="list-style-type: none"> Build on what they've learnt about sentences in French and begin to use model sentences to make new ones, with help. 	<ul style="list-style-type: none"> including some irregular verbs, to describe someone's actions. Develop knowledge of sentences in French and use model sentences to make new ones. 	<ul style="list-style-type: none"> Use model French sentences to make new ones, often adding extra detail of their own.
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Autumn 2 In France

Useful Prior Knowledge	New Language Content
<ul style="list-style-type: none"> The different meanings of the pronoun "on". Familiarity with the points of the compass in English Numbers Understanding basic cooking instructions 	<ul style="list-style-type: none"> Learning where some French cities are located in France Talking about tourist attractions in Paris Learning about French-speaking countries Naming popular French foods

Expectations

By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
<ul style="list-style-type: none"> Read sentences in the perfect past tense about what they have eaten with some help. Be able to understand the main points from the unit's recipe with help. Prepare and present a short presentation with some help. Ask questions in the second person singular using the correct intonation when prompted. Recognise that "on" has several meanings in French. 	<ul style="list-style-type: none"> Build sentences in the perfect past tense about what they have eaten using a model to help. Follow and understand the main points and some of the detail from the recipe. Prepare and present a short presentation with little or no help. Take part in oral activities with little help. Ask questions unprompted in the second person singular using the correct intonation. Recognise and understand that "on" has several meanings in French. 	<ul style="list-style-type: none"> Be able to use the perfect past tense when talking and writing about what they have eaten. Follow and understand the main points and the detail from the recipe. Prepare and present a short presentation on Paris with confidence, adding extra details. Take part in oral tasks with confidence, expanding on the model sentences. Ask questions in the second person singular confidently using the correct intonation. Recognise and understand that "on" has several meanings in French.

Spring 1 Family

Useful Prior Knowledge	New Language Content
<ul style="list-style-type: none"> • Numbers • Knowledge of the traditional fairy tale “Cinderella” 	<ul style="list-style-type: none"> • Naming extended family members • Saying how many siblings they have • Talking about the household tasks they do and have done • Forming sentences using “on” • Vocabulary associated with birthday parties

Expectations

By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
<ul style="list-style-type: none"> • Talk about what they have done using the perfect past tense when provided with a model sentence. • Identify third person plural forms of common verbs, with help. • Recognise the two different second person subject pronouns — “tu” and “vous”. • Use single words from the unit to substitute into model sentences, creating new sentences. 	<ul style="list-style-type: none"> • Talk and write about what they have done using the perfect past tense with little help. • Identify third person plural forms of common verbs in the present tense, with little help. • Understand the difference between the two different second person subject pronouns — “tu” and “vous” — and use them appropriately. • Use words and sentence structures from the unit to create new sentences with little help. 	<ul style="list-style-type: none"> • Talk and write about what they have done using the perfect past tense with confidence. • Identify third person plural forms of common verbs with confidence. • Understand the difference between the two different second person subject pronouns “tu” and “vous” and apply them appropriately in writing and speech. • Confidently use words and sentence structures from the unit to create new sentences.

Spring 2 A Weekend with Friends

Useful Prior Knowledge	New Language Content
<ul style="list-style-type: none"> • Understand that French adjectives have masculine and feminine versions 	<ul style="list-style-type: none"> • Talking about activities that they might do at the weekend • Expressing what they would and wouldn’t like to do • Asking others if they would like to do something • Naming foods associated with midnight feasts • Giving a reason for accepting or declining an invitation

Expectations

By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
<ul style="list-style-type: none"> Understand the main points of the unit's story in written form. Develop and present a simple role-play, taking sentences from the Question and Answer screens as a basis. Build on their knowledge of the past tense, and be able to write and say perfect past tense sentences with help. Take part in a continuous conversation with some verbal prompts. 	<ul style="list-style-type: none"> Understand the main points, and some detail, of the unit's story in written form. Develop and present a simple role-play with little help, adapting some of the Question and Answer screen sentences as appropriate. Build on their knowledge of the past tense, and be able to write and say perfect past tense sentences with little help. Take part in a continuous conversation involving longer sentences and opinions. 	<ul style="list-style-type: none"> Understand the main points, and most of the detail, of the unit's story in written form. Confidently develop and present a simple role-play, adapting many of the Question and Answer screen sentences as appropriate. Build on their knowledge of the past tense, and be able to write and say perfect past tense sentences with confidence. Take part in a continuous conversation with confidence, including longer sentences and detailed opinions.

Summer 1 The Future

Useful Prior Knowledge	New Language Content
<ul style="list-style-type: none"> Understanding of the future tense in English The traditional fairy tale "The Three Billy Goats Gruff" 	<ul style="list-style-type: none"> The future tense in the first, second and third person singular and first person plural Using adjectives to compare people More ways to describe how they are feeling

Expectations

By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
<ul style="list-style-type: none"> Recognise that adjectives change depending on the gender and number of the noun. Recognise a comparative sentence from its structure when prompted. 	<ul style="list-style-type: none"> Change simple adjectives appropriately to match the gender and number of the noun. Form comparative sentences (ensuring the correct form of the adjective is applied), 	<ul style="list-style-type: none"> Change simple and more complex adjectives appropriately to match the gender and number of the noun.

<ul style="list-style-type: none"> • Write and perform a role-play with help, incorporating basic future tense sentences. • Question why certain words might have been used in the unit's story. 	<p>using the model sentences from the Question and Answer screens as prompts.</p> <ul style="list-style-type: none"> • Write and perform a role-play, incorporating basic future tense sentences. • Discuss the effect of certain words in the unit's story when prompted. 	<ul style="list-style-type: none"> • Form their own comparative sentences (ensuring the correct form of the adjective is applied). • Write and perform a role-play, incorporating more complex future tense sentences. • Investigate and discuss the effect of certain words in the unit's story.
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Summer 2 Jobs

Useful Prior Knowledge	New Language Content
<ul style="list-style-type: none"> • Familiarity with the future tense in French • Colours 	<ul style="list-style-type: none"> • Naming a number of jobs in French • Saying what they want to be when they're older • Naming some workplaces • Saying vocabulary linked to space stations and fire stations

Expectations

By the end of this unit:

All children will:	Most children will progress further and will:	Some children will progress even further and will:
<ul style="list-style-type: none"> • Recognise and begin using some job titles and their correct article in speech. • Identify some sentences that use the future tense with some help. • Write a short passage using sentences from the Question and Answer screens. • Change regular nouns into their plural forms with some help. 	<ul style="list-style-type: none"> • Recall, say and write most of the unit's job titles with their correct articles. • Identify the future tense with little help. • Write a short, descriptive passage from memory, using some irregular verbs in the third person, with little help. • Change regular singular nouns into their plural forms with little help. 	<ul style="list-style-type: none"> • Recall, say and write all of the unit's job titles with their correct articles. • Identify and use the future tense with confidence. • Write a short, descriptive passage from memory, using a variety of irregular verbs in the third person. • Be confident in changing regular singular nouns into their plural forms.