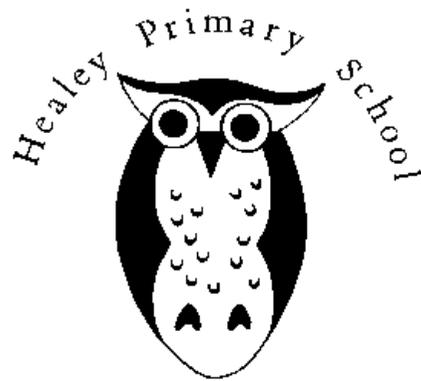


# Progression in French



## French

### Key Stage Two – Year 3

#### National Curriculum Areas

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes, and link the spelling sounds and meaning of words.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Describe people, places, things and actions orally and in writing

#### Topic Areas and Key/New Vocabulary

<p><b>Aut 1 – Getting to Know You</b></p> <p>Children will look at simple greetings such as being able to say hello, goodbye and introducing yourself. Children will be able to say their name, age and how old they are, and ask this of others too. Children will understand that different greetings are required for different situations and levels of formality.</p> <p><b>Key/New Vocabulary</b></p> <ul style="list-style-type: none"> <li>• bonjour [hello]</li> </ul>	<p><b>Aut 2 - Time</b></p> <p>Children will say and order the days of the week; say and order the months of the year; count on from 11-31 and say their own birthday. Also recognise how some larger numbers are made by combining words for smaller numbers; ask other people for their birthday.</p> <p><b>Key/New Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Onze, douze, treize, quatorze, quinze, seize [11-16], vingt, trente [20, 30], vingt-et-un, trente-et-un [21/ 31]</li> <li>• lundi [Monday]</li> <li>• mardi [Tuesday]</li> </ul>	<p><b>Spr 1 – All About Me</b></p> <p>Children will give and respond to simple classroom instructions appropriately, name parts of the body and identify colours.</p> <p><b>Key/New Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Asseyez-vous [sit down]</li> <li>• levez-vous [stand up]</li> <li>• rangez vos chaises [put your chairs under]</li> <li>• taisez-vous [be quiet]</li> <li>• écoutez [listen]</li> <li>• regardez [look]</li> <li>• répétez [repeat]</li> <li>• regardez-moi [look at me]</li> <li>• rangez vos affaires [tidy your things]</li> <li>• Voici [this is]</li> <li>• la tête [head]</li> <li>• les épaules [shoulder]</li> </ul>	<p><b>Spr 2 - Food Glorious Food</b></p> <p>Children will follow a story and join in the repeated parts, say what foods from a set they like/dislike, describe the colour or size of an object and ask politely for something.</p> <p><b>Key/New Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Qu'est-ce que c'est ?' [What is this?]</li> <li>• 'C'est un/une... [It's a...]</li> <li>• Je voudrais... [I would like]</li> <li>• du (m) [some]</li> <li>• de la (f) [some]</li> <li>• des (pl) [some]</li> <li>• S'il vous plaît [please]</li> <li>• voilà [here you are]</li> </ul>	<p><b>Sum 1 – Family and Friends</b></p> <p>Children will identify and introduce some of their relations, name some common pets and recognise some rooms in their home. They will be able to consider whether nouns are masculine or feminine and begin to use the correct article with the nouns.</p> <p><b>Key/New Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Qui est-ce? [Who's this?]</li> <li>• moi [me]</li> <li>• ma (f)/mon (m)/mes (pl) [my]</li> <li>• mère [mother]</li> <li>• père [father]</li> </ul>	<p><b>Sum 2 – Our School</b></p> <p>Children will listen and respond to topic vocabulary, demonstrate understanding with actions, write sentences converting le/la to un/une and answer questions using the topic vocabulary.</p> <p><b>Key/New Vocabulary</b></p> <ul style="list-style-type: none"> <li>• voici [this is]</li> <li>• la porte (f) [door]</li> <li>• la fenêtre (f) [window]</li> <li>• la chaise (f) [chair]</li> <li>• la table (f) [table]</li> <li>• l'ordinateur (m) [computer]</li> <li>• le livre (m) [book]</li> <li>• les lumières (f) [lights]</li> <li>• Où est? [Where is?]</li> <li>• Il/Elle est là [It's there]</li> <li>• Où sont? [Where are?]</li> </ul>
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<ul style="list-style-type: none"> <li>• bonsoir [good evening]</li> <li>• bonne nuit [good night]</li> <li>• salut [hi]</li> <li>• Je m'appelle... [My name is...]</li> <li>• Comment t'appelles-tu? [What's your name?]</li> <li>• Monsieur [Mr]</li> <li>• Madame [Mrs]</li> <li>• Mademoiselle [Miss]</li> <li>• Comment ca va? [How are you doing?]</li> <li>• Bien [good/fine]</li> <li>• Tres bien [Very well]</li> <li>• Comme ci, comme ca [not bad/ok]</li> <li>• Ca ne va pas très bien [not very well]</li> <li>• Merci [thank you]</li> <li>• Et toi? [and you?]</li> <li>• Salut! [Bye – informal]</li> <li>• Au revoir [Goodbye – formal]</li> <li>• Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix. [zero-ten]</li> <li>• Quel âge as-tu? [How old are you?]</li> <li>• J'ai ___ ans. [I'm ___ years old.]</li> <li>• an(s) [year(s)]</li> <li>• Bon/ Joyeux anniversaire! [Happy birthday!].</li> </ul>	<ul style="list-style-type: none"> <li>• Mercredi [Wednesday]</li> <li>• jeudi [Thursday]</li> <li>• vendredi [Friday]</li> <li>• samedi [Saturday]</li> <li>• dimanche [Sunday]</li> <li>• la semaine (f) [week]</li> <li>• C'est quel jour? [What day is it?]</li> <li>• janvier [January]</li> <li>• février [February]</li> <li>• Mars [March],</li> <li>• avril [April]</li> <li>• mai [May]</li> <li>• juin [June]</li> <li>• juillet [July]</li> <li>• août [August]</li> <li>• Septembre [September]</li> <li>• octobre [October]</li> <li>• novembre [November]</li> <li>• décembre [December]</li> <li>• année (f) [year]</li> <li>• mois (m) [month]</li> <li>• mon [my]</li> <li>• ton [your]</li> <li>• anniversaire (m) [birthday]</li> <li>• la date (f) [date]</li> <li>• premier (m) [first]</li> </ul>	<ul style="list-style-type: none"> <li>• les genoux [knees]</li> <li>• les pieds [feet]</li> <li>• les yeux [eyes]</li> <li>• les oreilles [ears]</li> <li>• la bouche [mouth]</li> <li>• le nez [nose]</li> <li>• oui [yes]</li> <li>• non [no]</li> <li>• Les mains [hands]</li> <li>• les pieds [feet]</li> <li>• les bras [arms]</li> <li>• C'est de quelle couleur? [What colour is it?]</li> <li>• bleu [blue]</li> <li>• blanc [white]</li> <li>• rouge [red]</li> <li>• noir [black]</li> <li>• jaune [yellow]</li> <li>• vert [green]</li> <li>• gris [grey]</li> <li>• orange [orange]</li> <li>• rose [pink]</li> <li>• violet [purple]</li> <li>• marron [chestnut brown]</li> <li>• C'est... [It's...].</li> </ul>	<ul style="list-style-type: none"> <li>• merci [thank you]</li> <li>• merci bien [thank you very much]</li> <li>• J'aime [I like]</li> <li>• Je n'aime pas [I don't like]</li> <li>• J'adore [I love]</li> <li>• Je déteste [I hate]</li> <li>• Qu'est-ce que tu aimes ? [What do you like?]</li> <li>• grand(e) [large/big]</li> <li>• petit(e) [small]</li> </ul>	<ul style="list-style-type: none"> <li>• parents [parents]</li> <li>• famille [family]</li> <li>• animal (m) [pet]</li> <li>• Un – masculine form of 'a'</li> <li>• Une – feminine form of 'a'</li> <li>• Je n'ai pas d'animal [I haven't got a pet]</li> <li>• As-tu...? [Have you got...?]</li> <li>• Un – masculine form of 'a'</li> <li>• Une – feminine form of 'a'</li> <li>• Le – masculine form of 'the'</li> <li>• La – feminine form of 'the'</li> <li>• L' – plural form of 'the'</li> </ul>	<ul style="list-style-type: none"> <li>• Ils/Elles sont là [They're there].</li> <li>• le/un crayon (m) [pencil]</li> <li>• le/un stylo (f) [pen]</li> <li>• le/un crayon de couleur (m) [crayon]</li> <li>• le/un taillecrayon (m) [pencil sharpener]</li> <li>• la/une trousse (f) [pencil case]</li> <li>• la/une gomme (f) [rubber]</li> <li>• la/une règle (f) [ruler]</li> <li>• Qu'est-ce qu'il y a dans ta trousse ? [What's in your Pencil Case?], J'ai... [I have...]</li> <li>• J'aime [I like],</li> <li>• Je n'aime pas [I don't like]</li> <li>• la salle de classe (f) [classroom]</li> </ul>
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## Progression Areas

### Listening

Children will focus on learning:

- Basic classroom instructions
- A few words and phrases in a song, story or a rhyme
- Days of the week
- Colours
- Numbers to 31

### Speaking

Children will learn how to pronounce some single letter sounds and imitate correct pronunciation with some success using key vocabulary in each topic.

E.g.

- Simple greetings and responses
- Saying how old they are
- Saying oui, non, s'il vous plait, merci
- Naming classroom objects
- Days of the week and months of the year
- Name body parts
- Numbers to 31

### Reading

Children will learn a few familiar words and phrases.

E.g.

- From stories and rhymes
- Labels on familiar objects
- The date
- The weather
- Classroom objects
- The days of the week

### Writing

Children will learn how to write key topic vocabulary from the following areas:

- Numbers
- Days of week
- Colours
- Classroom objects
- Write a simple sentence explaining what lessons they like in school

## French

## Key Stage Two – Year 4

### National Curriculum Areas

- Listen attentively to spoken language and show understanding by joining in and responding.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Read carefully and show understanding of words, phrases and simple writing.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Describe people, places, things and actions orally and in writing.

- Present ideas and information orally to a range of audiences.

## Topic Areas and Key/New Vocabulary

### Aut 1 – All Around Town

Children will name some of the major cities of France, identify and say typical amenities to be found in French towns, , ask and give a simple address in French and locate the correct part of a bilingual dictionary to translate from French-English or vice versa.

#### Key/New Vocabulary

- J’habite à... [I live in...],
- Où [where]
- Où habites-tu? [Where do you live?]
- magasin (m) [shop]
- école (m) [school]
- église [church]
- musée (m) [museum]
- boulangerie (f) [bakery]
- Piscine (f) [swimming pool]
- gare (m) [railway station]
- Pâtisserie (f) [cake shop]

### Aut 2 – On the Move

Children will name some types of transport; use the verb ‘aller’ in a simple sentence and begin to match subject pronouns with the right form of a verb.

#### Key/New Vocabulary

- voiture (f) [car]
- autobus (m) [bus]
- vélo (m) [bicycle]
- à pied (m) [on foot]
- train (m) [train]
- hélicoptère
- avion (m) [plane]
- trottinette (f) [scooter]
- taxi (m) [taxi]
- moto (f) [motorbike]
- En [by]
- à [on]
- Comment vas-tu à l’école ? [How do you go to school?]
- Je vais à l’école en/à [I go to school on/by ]
- Je [I]
- Tu [You – informal]
- Il [he]
- Elle [she]
- Vous [you/they – formal]
- Nous [we]

### Spr 1 – Going Shopping

Children will listen and respond to topic vocabulary; answer questions using the topic vocabulary; take part in role play as a shopper/shopkeeper, speaking in French; greet and respond. Children will be introduced to using adjectives correctly – placement and subject agreement.

#### Key/New Vocabulary

- Aimes tu...? [Do you like?]
- Aimes tu...? [Do you like?]
- J’aime... [I like]
- Je n’aime pas... [I don’t like]
- J’aime beaucoup... [I like it a lot]
- J’aime un peu... [I like it a little]
- Qu’est-ce que c’est ? [What’s this?]
- La pomme (f) [apple]
- l’orange (f) [orange]
- la banane (f) [banana]
- la fraise (f) [strawberry]
- la pêche (f) [peach]

### Spr 2 – Where in the world?

Children will listen and respond to topic vocabulary, identifying masculine and feminine nouns, answer questions orally using the topic vocabulary, write an answer in a sentence using the topic vocabulary and use an English/French dictionary to translate from English to French.

#### Key/New Vocabulary

- le Royaume-Uni (m) [United Kingdom]
- L’Écosse (f) [Scotland]
- l’Angleterre (f) [England]
- le Pays de Galles (m) [Wales]
- l’Irlande du Nord (f) [Northern Ireland]
- J’habite en/au.... [I live in]
- la capitale [capital city]
- Quelle est la capitale de la/du.... ? [What is the capital city of.... ?]
- On parle français au/en/a [They speak French in..]

### Sum 1 – What’s the Time?

Children will say and write a sentence to tell the time using o’clock, half past, quarter to and past and say and write simple sentences about their daily schedule.

#### Key/New Vocabulary

- Quelle heure est-il? [What time is it?]
- Il est ... [It is...]
- ...heure(s) [o’clock]
- ...heure(s) et demie [half past...]
- et quart [quarter past]
- moins le quart [quarter to]
- Je me lève [I get up]
- Je mange mon petit-déjeuner [I eat my breakfast]
- Je me brosse les dents [I brush my teeth]
- Je vais à l’école [I go to school]
- Je mange mon déjeuner [I eat my lunch]
- Je renter chez moi [I go home]
- Je regarde la télévision [I watch television]

### Sum 2 – Weather and Hobbies

Children will listen and respond to topic vocabulary; answer questions orally using the topic vocabulary; write an answer in a sentence using the topic vocabulary; present ideas and information orally to a range of audiences.

#### Key/New Vocabulary

- les saisons (f) [the seasons]
- le printemps (m) [Spring]
- l’été (m) [Summer]
- l’automne (m) [Autumn]
- l’hiver (m) [Winter]
- En quelle saison est.... ? [What season is.....in ?]
- En quelle saison sont.... ? [What season are.....in ?]
- La météo (f) [the Weather]
- Quel temps fait-il ? [What’s the weather like?]
- Il fait chaud. [It’s hot]
- Il fait froid [It’s cold.]
- Il fait nuageux [It’s cloudy]
- Il fait du vent [It’s windy.]
- Il fait du brouillard [It’s foggy]

<ul style="list-style-type: none"> <li>• café (m) [cafe]</li> <li>• supermarché (m) [supermarket]</li> <li>• cinéma (m) [cinema]</li> <li>• parc (m) [park]</li> <li>• théâtre (m) [theatre]</li> <li>• marché [market]</li> <li>• mosquée (f) [mosque]</li> <li>• rivière (f) [river]</li> <li>• il y a [there is/are...]</li> <li>• il n'y a pas [there isn't/aren't...]</li> <li>• vingt [20]</li> <li>• trente [30]</li> <li>• Quarante [40]</li> <li>• cinquante [50]</li> <li>• soixante [60]</li> <li>• soixante-dix [70]</li> <li>• quatre-vingt [80]</li> <li>• quatre-vingt-dix [90]</li> <li>• cent [100]</li> <li>• Mon adresse est... [My address is...]</li> <li>• avenue/ boulevard/ allée /rue [road/street/etc.]</li> <li>• du/ de la/ des... [of the...]</li> </ul>	<ul style="list-style-type: none"> <li>• Elles [they – female]</li> <li>• Ils [they – males]</li> <li>• Ils [ they – mixed]</li> </ul>	<ul style="list-style-type: none"> <li>• la prune (f) [plum]</li> <li>• La poire (f) [pear]</li> <li>• les raisins (m) [grapes]</li> <li>• Qu'est-ce que c'est ? [What's this?]</li> <li>• les légumes (m) [vegetables]</li> <li>• la pomme de terre (m) [potato]</li> <li>• l'oignon (m) [onion]</li> <li>• l'ail (m) [garlic]</li> <li>• la carotte (f) [carrot]</li> <li>• le chou-fleur (m) [cauliflower]</li> <li>• le chou (m) [cabbage]</li> <li>• le brocoli (m) [brocoli]</li> <li>• Le poivron (m) [pepper]</li> <li>• Je voudrais... [I would like...]</li> <li>• les vêtements (m) [clothes]</li> <li>• Qu'est-ce que c'est ? [What is it ?]</li> <li>• un pantalon (m) [trousers]</li> <li>• un manteau (m) [coat]</li> <li>• un pull (m) [jumper]</li> <li>• un cardigan (m) [cardigan]</li> <li>• une robe (f) [dress]</li> <li>• une jupe (f) [skirt]</li> <li>• une chemise (f) [shirt]</li> </ul> <ul style="list-style-type: none"> <li>• <b>French colours (revisited from Y3 Spr1)</b></li> <li>• <b>French numbers to 100 (revisited from Y4 Aut 1)</b></li> </ul>	<ul style="list-style-type: none"> <li>• les continents (m) [the continents]</li> <li>• l'Afrique (f) [Africa]</li> <li>• l'Antarctique (f) [Antarctica],</li> <li>• l'Asie (f) [Asia]</li> <li>• l'Australasie (f) [Australasia],</li> <li>• l'Europe (f) [Europe]</li> <li>• l'Amérique du Nord (f) [North America]</li> <li>• l'Amérique du Sud (f) [South America]</li> </ul>	<ul style="list-style-type: none"> <li>• Je mange mon dîner [I eat my dinner]</li> <li>• Je fais mes devoirs [I do my homework]</li> <li>• Je me couche [I go to bed]</li> </ul>	<ul style="list-style-type: none"> <li>• Il pleut [It's raining]</li> <li>• Il neige [It's snowing]</li> <li>• Il gèle [It's freezing]</li> <li>• Quel temps est prévu pour aujourd'hui ? [What's the weather forecast for today ?]</li> <li>• aujourd'hui [today]</li> <li>• <b>Months of the year (revisited from YR 3 Aut 2)</b></li> <li>• <b>Giving opinions (revisited from YR 4 Aut 1)</b></li> </ul>
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## Progression Areas

### Listening

Children will build on their learning from year 3 by learning phrases within the topics of transport, shopping, telling the time and hobbies – e.g. responding to simple directions.

### Speaking

Children will build on their learning from year 3 by using correct pronunciation when asking and answering simple questions and giving basic information in phrases, for example in role play. Children will use Je .. and Tu.. correctly in simple sentences.

### Reading

Children will build on their knowledge of key vocabulary from year 3 and read out familiar written phrases. Children will locate the correct part of a bilingual dictionary to translate from French-English or vice versa.

### Writing

Children will build on their learning from year 3 by writing in simple sentences. Children will know when to use the pronoun il or elle in the correct place.

## French

### Key Stage Two – Year 5

#### National Curriculum Areas

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

#### Topic Areas and Key/New Vocabulary

<p><b>Aut 1 – Getting to Know You</b> Children will demonstrate their prior learning from previous units, say a simple future sentence and say how they are feeling. Children will identify the correct form of a noun and adjective</p>	<p><b>Aut 2 - All About Ourselves</b> Children will name some parts of the body; respond appropriately when asked a simple question; give a simple description of their eyes and hair; place the adjective correctly in a simple sentence and say and write a simple</p>	<p><b>Spr 1 - That's Tasty</b> Children will listen and respond to topic vocabulary; answer questions orally using the topic vocabulary; Write an answer in a sentence using a modelled sentence and take part in role play using the key phrases studied. <b>Key/New Vocabulary</b></p>	<p><b>Spr 2 - Family and Friends</b> Children will recognise rhyming sounds, use first person possessive adjectives, add detail to sentences by using adjectives correctly and use a bilingual dictionary. <b>Key/New Vocabulary</b></p> <ul style="list-style-type: none"> <li>• mon/ma/mes [my]</li> <li>• son/sa/ses [his/her/its]</li> <li>• famille (f) [family]</li> </ul>	<p><b>Sum 1 - School Life</b> Children will use pronouns il and elle in sentences; listen and respond to topic vocabulary; answer questions orally using the topic vocabulary; answer questions in writing using the topic vocabulary; take part in a conversation with a partner and show it to an audience.</p>	<p><b>Sum 2 - Time Travelling</b> Children will recognise number words in spoken sentences; say numbers larger than 100; match the subject and verb for the verbs avoir and être and construct a simple sentence in the past tense. <b>Key/New Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Numbers (revisited from yr 3 &amp; 4)</li> </ul>
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<p>(masculine or feminine) to use in writing.</p> <p><b>Key/New Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Médecin (m/f) [Doctor]</li> <li>• Dentiste (m/f) [Dentist],</li> <li>• Coureur/ Coureuse automobile [Racing driver]</li> <li>• Aviateur/Aviatrice [Pilot]</li> <li>• Soldat [Soldier]</li> <li>• Coiffeur/ Coiffeuse [Hairdresser]</li> <li>• Moniteur/Monitrice de ski [Ski instructor]</li> <li>• Professeur/ Professeure [Teacher]</li> <li>• Fermier/ Fermière [Farmer]</li> <li>• Artiste (m/f) [Artist]</li> <li>• Pompier (m/f) [Fire fighter]</li> <li>• Quand je serai grand, je serai [When I grow up I will be...]</li> <li>• Agacé(e) [annoyed]</li> <li>• heureux/euse [happy]</li> <li>• fatigué(e) [tired]</li> <li>• fier/fière [proud]</li> </ul>	<p>sentence in the third person.</p> <p><b>Key/New Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Body parts (revisited from Yr 3)</b></li> <li>• <b>Colours (revisited from Yr 2)</b></li> <li>• <b>Classroom items (revisited from Yr )</b></li> <li>• <b>Clothing (revisited from Yr 3 )</b></li> <li>• il porte [he's wearing]</li> <li>• elle porte [she's wearing]</li> <li>• Qu'est-ce qu'il/elle porte ? [What's he/she wearing?]</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Greetings (revisited from Yr 3)</b></li> <li>• <b>Days of the week (revisited from Yr 3)</b></li> <li>• <b>opinions (revisited from Yr 3)</b></li> <li>• J'ai soif [I'm thirsty] les boissons chaudes</li> <li>• (f) [hot drinks] les boissons fraîches (f) [cold drinks]</li> <li>• le thé (m) [tea]</li> <li>• le café (m) [coffee]</li> <li>• le coca (m) [cola]</li> <li>• la limonade (f) lemonade]</li> <li>• le jus d'orange (m) [orange juice]</li> <li>• l'eau (f) [water]</li> <li>• Une baguette [baguette]</li> <li>• Un croissant [croissant]</li> <li>• Des cereals [cereals]</li> <li>• je voudrais... [I would like...]</li> <li>• et [and]</li> <li>• J'aime manger [I like to eat]</li> <li>• Parce que [because]</li> <li>• Trop [too]</li> <li>• Est [is]</li> <li>• Sont [are]</li> </ul>		<p><b>Key/New Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Classroom objects (revisited from Yr 3)</b></li> <li>• <b>School subjects (revisited from Yr 4)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Avoir [to have]</li> <li>• Être [to be]</li> </ul>
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<ul style="list-style-type: none"> <li>• impatient(e) [excited/hyper]</li> <li>• anxieux/euse [worried/nervous]</li> <li>• étonné(e) [shocked]</li> <li>• content(e) [pleased]</li> <li>• fâché(e) [angry/cross]</li> <li>• triste [sad]</li> <li>• gêné(e) [embarrassed]</li> <li>• effrayé(e) [scared]</li> <li>• adjectif (m) [adjective]</li> <li>• comment ça va ? [how are you?]</li> <li>• je suis... [I feel/am...]</li> </ul>					
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### Progression Areas

<p><b>Listening</b></p> <p>Children will be able to understand the main points from a short spoken passage made up of familiar language in simple sentences.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• A short rhyme or song</li> <li>• Sentences describing what people look like.</li> </ul>	<p><b>Speaking</b></p> <p>Children will know how to ask and answer simple questions and talk about themselves, their interests, food and school life</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Taking part in a survey about pets or favourite foods; talking to a friend about what we like to do and wear</li> <li>• Taking part in a conversation with a partner and show it to an audience</li> </ul>	<p><b>Reading</b></p> <p>Children will be able to understand the main point(s) and some of the detail from short written texts or passages in clear printed script - e.g very simple messages on a postcard or e-mail or part of a story.</p>	<p><b>Writing</b></p> <p>Children will know how to use expressions which they have already learnt to write a few short sentences on a familiar topic.</p>
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## French

### Key Stage Two – Year 6

#### National Curriculum Areas

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

#### Topic Areas and Key/New Vocabulary

##### Aut 1 - Let's Visit a French Town

Children will make simple sentences with habiter (to live), recognise key words and phrases and respond, use gestures to support what they are saying, use a bilingual dictionary, identify places in a French town or city, listen for familiar vocabulary, and recognise a spelling pattern.

##### Key/New Vocabulary

- je/tu/il/elle/nous/vous/ils/elles [I/you/he/ she/we/you/they]
- où [where]

##### Aut 2 - Let's Go Shopping

Children will use positional language; adjective and noun agreement; take part in role play as a shopper/shopkeeper, speaking in French.

##### Key/New Vocabulary

- Greetings (revisited from Yr 3 Aut 1)
- Numbers (revisited from yr 3, 4, and 5)
- Colours (revisited from yr 3)
- Clothing (revisited from yr 3)

##### Spr - This is France

Children will identify masculine and feminine countries and convert le/la/l' to du/de la/ de l'; use the correct words in French for up to 8 compass points; use a chart to ask and answer questions; talk and write about the landmarks of Paris and talk and write about famous French people using the correct form of être.

##### Key/New Vocabulary

- Numbers (revisited from year 3, 4 and 5)
- la distance (f) [distance]
- le nord (m) [north]

##### Sum - All in a Day

Children will say and write a sentence to tell the time; understand and use the terms used for a.m. and p.m.; tell the time in 24-hour time; read and interpret timetables

##### Key/New Vocabulary

- Time (revisited from Yr 3 Sum)
- Days of the week (revisited from yr 3)
- Subjects (revisited from Yr 4)
- Provenance [arriving from]

<ul style="list-style-type: none"> <li>• habiter [to live]</li> <li>• Building names in towns (Revisited from Yr 4 Aut 1)</li> <li>• Numbers (revisited from yr 3, 4 and 5)</li> </ul>		<ul style="list-style-type: none"> <li>• le sud (m) [south],</li> <li>• l'est (m) [east]</li> <li>• l'ouest (m) [west]</li> <li>• le nord-ouest [north west]</li> <li>• Le nord-est (m) [north east]</li> <li>• le sud-ouest [south west]</li> <li>• le sud-est (m) [south east]</li> <li>• La tour Eiffel (f) [the Eiffel Tower]</li> <li>• L'Arc de Triomphe (m) [the Arc de Triomphe]</li> <li>• Le Louvre (m) [the Louvre]</li> <li>• La cathedrale Notre-Dame (f) [Notre Dame Cathedral]</li> <li>• La Seine (f) [River Seine]</li> <li>• A Paris [In Paris]</li> <li>• était [was]</li> <li>• est [is]</li> </ul>	<ul style="list-style-type: none"> <li>• Départs [Departures]</li> <li>• Arrivées [Arrivals]</li> <li>• Décollé [departed]</li> <li>• à l'heure [on time]</li> <li>• en avance [early]</li> <li>• arrivé [arrived]</li> <li>• en retard [delayed]</li> <li>• l'avion (m) [plane]</li> </ul>
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## Progression Areas

<p><b>Listening</b></p> <p>Children will know how to respond to spoken language from a variety of authentic sources through the topics of shopping, France and daily routines. E.g.</p> <ul style="list-style-type: none"> <li>• Listen to and join in a song</li> <li>• Recognise key words and phrases and respond</li> <li>• Join in simple conversations</li> </ul>	<p><b>Speaking</b></p> <p>Children will know how to take part in a simple conversation and express an opinion using taught vocabulary. They will speak with increasing confidence and fluency becoming more accurate as their knowledge of intonation is being developed.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• Talking on a familiar subject</li> <li>• Describing a picture or part of a story</li> </ul>	<p><b>Reading</b></p> <p>Children will use their knowledge of vocabulary and grammar to understand the main points and opinions in written texts from various contexts.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>• A postcard or letter from a pen-pal</li> <li>• A written account of school life</li> <li>• A poem or part of a story</li> </ul>	<p><b>Writing</b></p> <p>Children will know how to write for different purposes and audiences, using the variety of grammatical structures that they have learnt</p> <ul style="list-style-type: none"> <li>• Paragraphs of three to four sentences about myself</li> <li>• About a story or a picture</li> <li>• A message containing three to four sentences</li> <li>• A postcard or greetings card</li> </ul>
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|  | <ul style="list-style-type: none"><li>• Making a presentation to the class</li></ul> |  |  |
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