

This document outlines the main learning across the year groups. This shows the build on knowledge and how they link to each other. This document allows the teachers to see where their year group / the term fits in the grand scale knowledge & learn.

### Key Stage 2 National Curriculum Expectations

Pupils should be taught to:

- 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.

### Intent

PlanIt French offers a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. Our chosen themes - Time Travelling, Let's Visit a French Town and This Is France - provide an introduction to the culture of French-speaking countries and communities. It aims to foster children's curiosity and help deepen their understanding of the world. A linear curriculum has been chosen to allow opportunity for children to gradually build on their skills. PlanIt French enables children to express their ideas and thoughts in French and provides opportunities to interact and communicate with others both in speech and in writing. At the heart of PlanIt French is the desire to expose children to authentic French, so the scheme offers regular opportunities to listen to native speakers.

In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.

Through our PlanIt French scheme, we intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.

### Implementation

Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in.

Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills. A series of lessons are suggested, providing structure and context as well as offering an insight into the culture of French-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in display materials and additional resources so that children have opportunities to repeat and revise their learning. PlanIt French has been designed by our language specialist teaching team, including French native speakers, so that teachers feel confident and supported. All of our lesson packs contain adult guidance, accurate language subject knowledge and accompanying audio materials.

### Impact

Using the full range of resources, including display materials, will increase the profile of languages across school. The learning environment will be consistent with key French vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will improve through the use of language-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that French is loved by teachers and pupils across school, therefore encouraging them to embark on further language studies. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, jigsaw targets and KWL grids and summative assessments aimed at targeting next steps in learning.

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	KS2 Languages National Curriculum - LKS2	KS2 Languages National Curriculum - UKS2
Listening and Speaking/Oracy	<p><b>Children listen attentively to spoken language and show understanding by joining in and responding.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a repeat modelled words;</li> <li>b listen and show understanding of single words through physical response;</li> <li>c repeat modelled short phrases;</li> <li>d listen and show understanding of short phrases through physical response.</li> </ul>	<p><b>Children listen attentively to spoken language and show understanding by joining in and responding.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a listen and show understanding of simple sentences containing familiar words through physical response;</li> <li>b listen and understand the main points from short, spoken material in French;</li> <li>c listen and understand the main points and some detail from short, spoken material in French.</li> </ul>
	<p><b>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a recognise a familiar question and respond with a simple rehearsed response;</li> <li>b ask and answer a simple and familiar question with a response;</li> <li>c express simple opinions such as likes, dislikes and preferences;</li> <li>d ask and answer at least two simple and familiar questions with a response.</li> </ul>	<p><b>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a engage in a short conversation using a range of simple, familiar questions;</li> <li>b ask and answer more complex questions with a scaffold of responses;</li> <li>c express a wider range of opinions and begin to provide simple justification;</li> <li>d converse briefly without prompts.</li> </ul>
	<p><b>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a name objects and actions and may link words with a simple connective;</li> <li>b use familiar vocabulary to say a short sentence using a language scaffold;</li> <li>c speak about everyday activities and interests;</li> <li>d refer to recent experiences or future plans.</li> </ul>	<p><b>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a say a longer sentence using familiar language;</li> <li>b use familiar vocabulary to say several longer sentences using a language scaffold;</li> <li>c refer to everyday activities and interests, recent experiences and future plans;</li> <li>d vary language and produce extended responses.</li> </ul>
	<p><b>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a identify individual sounds in words and pronounce accurately when modelled;</li> <li>b start to recognise the sound of some letter strings in familiar words and pronounce when modelled;</li> <li>c adapt intonation to ask questions or give instructions;</li> <li>d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> </ul>	<p><b>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li> <li>b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li>c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li>d adapt intonation, for example to mark questions and exclamations.</li> </ul>
	<p><b>Children present ideas and information orally to a range of audiences.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a name nouns and present a simple rehearsed statement to a partner;</li> <li>b present simple rehearsed statements about themselves, objects and people to a partner;</li> <li>c present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</li> </ul>	<p><b>Children present ideas and information orally to a range of audiences.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a manipulate familiar language to present ideas and information in simple sentences;</li> <li>b present a range of ideas and information, using prompts, to a partner or a small group of people;</li> <li>c present a range of ideas and information, without prompts, to a partner or a group of people.</li> </ul>
	<p><b>Children describe people, places, things and actions orally.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a say simple familiar words to describe people, places, things and actions using a model;</li> <li>b say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> <li>c say one or two short sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<p><b>Children describe people, places, things and actions orally.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li>b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li>c use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>

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Reading and Writing/Literacy	<p><b>Children read carefully and show understanding of words, phrases and simple writing.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a read and show understanding of familiar single words;</li> <li>b read and show understanding of simple phrases and sentences containing familiar words.</li> </ul>	<p><b>Children read carefully and show understanding of words, phrases and simple writing.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a read and show understanding of simple sentences containing familiar and some unfamiliar language;</li> <li>b read and understand the main points from short, written material;</li> <li>c read and understand the main points and some detail from short, written material.</li> </ul>
	<p>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use strategies for memorisation of vocabulary;</li> <li>b make links with English or known language to work out the meaning of new words;</li> <li>c use context to predict the meaning of new words;</li> <li>d begin to use a bilingual dictionary to find the meaning of individual words in French and English.</li> </ul>	<p><b>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);</li> <li>b use a bilingual dictionary to identify the word class;</li> <li>c use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.</li> </ul>
	<p><b>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a identify individual sounds in words and pronounce accurately when modelled;</li> <li>b start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled;</li> <li>c adapt intonation to ask questions;</li> <li>d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> </ul>	<p><b>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li> <li>b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li>c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li>d adapt intonation for example to mark questions and exclamations in a short, written passage.</li> </ul>
	<p><b>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a write single familiar words from memory with understandable accuracy;</li> <li>b write familiar short phrases from memory with understandable accuracy;</li> <li>c replace familiar vocabulary in short phrases written from memory to create new short phrases.</li> </ul>	<p><b>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a write a simple sentence from memory using familiar language;</li> <li>b write several sentences from memory with familiar language with understandable accuracy;</li> <li>c replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.</li> </ul>
	<p><b>Children describe people, places, things and actions in writing.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a copy simple familiar words to describe people, places, things and actions using a model;</li> <li>b write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> <li>c write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>	<p><b>Children describe people, places, things and actions in writing.</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li>b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li>c use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>

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Stories, Songs, Poems and Rhymes	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a listen and identify specific words in songs and rhymes and demonstrate understanding;</li> <li>b listen and identify specific phrases in songs and rhymes and demonstrate understanding.</li> </ul>	<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a listen and identify rhyming words and specific sounds in songs and rhymes;</li> <li>b follow the text of familiar songs and rhymes, identifying the meaning of words;</li> <li>c read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</li> </ul>
	<p>Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a join in with actions to accompany familiar songs, stories and rhymes;</li> <li>b join in with words of a song or storytelling.</li> </ul>	<p>Children appreciate stories, songs, poems and rhymes in the language.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a follow the text of a familiar song or story;</li> <li>b follow the text of a familiar song or story and sing or read aloud;</li> <li>c understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</li> </ul>
Grammar	<p>Children 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;</li> <li>b name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;</li> <li>c recognise and use partitive articles;</li> <li>d name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person;</li> <li>e name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular;</li> <li>f use a simple negative form (ne... pas);</li> <li>g show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;</li> <li>h recognise and use the first person possessive adjectives (mon, ma, mes);</li> <li>i recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase;</li> <li>j conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement;</li> <li>k use simple prepositions in their sentences;</li> <li>l use the third person singular and plural of the verb 'être' in the present tense.</li> </ul>	<p>Children 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a identify word classes;</li> <li>b demonstrate understanding of gender and number of nouns and use appropriate determiners;</li> <li>c explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;</li> <li>d name and use a range of conjunctions to create compound sentences;</li> <li>e use some adverbs;</li> <li>f demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement;</li> <li>g explain and use elision; state the differences and similarities with English;</li> <li>h recognise and use the simple future tense of a high frequency verb; compare with English;</li> <li>i recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed;</li> <li>j recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses);</li> <li>k recognise and use a range of prepositions;</li> <li>l use the third person plural of a few high frequency verbs in the present tense;</li> <li>m name all subject pronouns and use to conjugate a high frequency verb in the present tense;</li> <li>n recognise and use a high frequency verb in the perfect tense; compare with English;</li> <li>o follow a pattern to conjugate a regular verb in the present tense;</li> <li>p choose the correct tense of a verb (present/perfect/imperfect/future) according to context.</li> </ul>

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KNOWLEDGE			
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<p><b>Autumn 1: Getting to Know You</b></p> <ul style="list-style-type: none"> <li>• <b>Hello!</b>- to greet people in different ways.</li> <li>• <b>What's Your Name?</b> - to exchange names in French.</li> <li>• <b>How are You?</b> - to discuss how I am feeling.</li> <li>• <b>Goodbye!</b> - to choose appropriate phrases for the situation</li> <li>• <b>Numbers 0-10</b> - to recognise and repeat sounds and words</li> <li>• <b>How Old Are You?</b> to apply my knowledge to make sentences; to listen and respond to someone's question</li> </ul>	<p><b>Autumn 1: All Around Town</b></p> <ul style="list-style-type: none"> <li>• <b>Where Do You Live?</b> - I can listen carefully and pronounce unfamiliar words with increasing accuracy.</li> <li>• <b>In My Town</b> • I can listen carefully, repeating and responding to key words and phrases.</li> <li>• <b>Counting in Tens</b> • I can use familiar sounds and spellings to help me recognise and learn new language.</li> <li>• <b>Counting to 100</b> • I can apply my knowledge to help me predict, say and spell new language</li> <li>• <b>My Address Is...</b> • I can select and present information to other people.</li> <li>• <b>How Do You Say?</b> • I can use a bilingual dictionary to develop my vocabulary around a given topic.</li> </ul>	<p><b>Autumn 1: Getting to Know You</b></p> <ul style="list-style-type: none"> <li>• <b>Look What I Can Do!</b> - I can demonstrate my skills and knowledge in a variety of ways.</li> <li>• <b>When I Grow Up...</b> I can use the simple future tense. I can respond appropriately to what someone says.</li> <li>• <b>How Do You Spell That?</b> I can use appropriate pronunciation to help others understand me better.</li> <li>• <b>How Are You Feeling?</b> I can select appropriate form of a word for the context.</li> <li>• <b>What Am I Going to Do?</b> I can use the near future tense.</li> <li>• <b>Je Me Presente</b> - I can remember appropriate language to express my ideas.</li> </ul>	<p><b>Autumn1: Let's Visit a French Town</b></p> <ul style="list-style-type: none"> <li>• <b>Who Lives Where?</b> - I can show how verbs change depending on the subject.</li> <li>• <b>I Go to School to Learn</b> - I can explain to someone why I do something.</li> <li>• <b>Where is the Library?</b> I can describe the position of places in French towns. I can locate new vocabulary in a bilingual dictionary.</li> <li>• <b>Maths</b> - I can use French terms for mathematical activities.</li> <li>• <b>Welcome to My Home!</b> - I can follow and respond to an audio presentation.</li> <li>• <b>Ordinal Numbers</b> - I can identify and apply spelling patterns.</li> </ul>
<p><b>Autumn 2: All About Me</b></p> <ul style="list-style-type: none"> <li>• <b>Classroom Instructions</b> -To listen and respond to instructions.</li> <li>• <b>My Body</b> - To read, listen and respond to vocabulary; To demonstrate my understanding with actions.</li> <li>• <b>Actions</b> - To understand and respond to action words.</li> <li>• <b>Colours</b> - To listen to and copy pronunciation of colour words accurately</li> <li>• <b>Clothes 1:</b> What's in Your Wardrobe? To ask and answer what is 'there'. To recognise masculine and feminine clothing nouns.</li> <li>• <b>Clothes 2:</b> What Are You Wearing? To use simple conjunctions to link vocabulary for clothes and accessories.; To have a simple conversation about clothes.</li> </ul>	<p><b>Autumn 2: On the Move</b></p> <ul style="list-style-type: none"> <li>• <b>Transport</b> - I can tell other people about types of transport.</li> <li>• <b>How Do You Get to School?</b> - I can use the verb 'to go' in a simple sentence.</li> <li>• <b>Directions</b> - I can recognise and pronounce a familiar spelling pattern in different words.</li> <li>• <b>I Like to Move It!</b> - I can use my knowledge of actions and directions to give instructions.</li> <li>• <b>How Do I Get to?</b> combine familiar language to create a new set of sentences.</li> <li>• <b>We All Go Together!</b> - Give a sentence subject-verb agreement.</li> </ul>	<p><b>Autumn 2: All About Ourselves</b></p> <ul style="list-style-type: none"> <li>• <b>The Body-</b> I can demonstrate my listening skills by showing I have understood spoken language.</li> <li>• <b>What Do I Look Like?</b> - I can order a sentence correctly. • I can adapt my words according to grammar rules.</li> <li>• <b>What Are You Doing?</b> - I can apply my sentence structure knowledge and vocabulary to hold short conversations.</li> <li>• <b>Fashion</b> - I can apply my sentence structure knowledge and vocabulary to hold short conversations.</li> <li>• <b>How Are You Feeling Today?</b>- I can alter an adjective to match gender; I can pronounce the difference between two versions of the same adjective.</li> <li>• <b>What's the Matter?</b>- I can follow a simple story, using known language to help me understand unfamiliar parts.</li> </ul>	<p><b>Autumn 2 and Spring 1: Let's Go Shopping</b></p> <ul style="list-style-type: none"> <li>• <b>Shopping Conversations</b> -I can take part in role play, speaking in French</li> <li>• <b>At the Shops</b> - I can use the correct form of positional language.</li> <li>• <b>Clothes</b> - I can use the correct form of adjectives to describe nouns</li> <li>• <b>French Money</b>- I can ask and answer questions in French.</li> <li>• <b>Shopping Lists</b> -I can read and interpret lists written in French.</li> <li>• <b>A Shopping Experience</b>- I can take part in role play, speaking in French.</li> </ul>
<p><b>Spring 1: Food, Glorious Food</b></p> <ul style="list-style-type: none"> <li>• <b>The Very Greedy Dog</b> - To follow a familiar story in French.</li> <li>• <b>Please May I Have?</b> To use determiners for identifying quantities in making polite requests</li> <li>• <b>Preferences</b> -To use the definite article when generalizing; To give a preference for or against things.</li> <li>• <b>What Colour Is It?</b> To describe the colour(s) of an object by modifying adjectives.</li> <li>• <b>What Did He Eat?</b> To begin to place adjectives appropriately before or after the noun they modify; To begin to understand that adjective spelling depends on number and gender.</li> <li>• <b>I'm Hungry!</b> - To use a range of grammar structures to practise a set of vocabulary groups.</li> </ul>	<p><b>Spring 1: Gone Shopping</b></p> <ul style="list-style-type: none"> <li>• <b>Fruit</b> • I can use a bilingual dictionary to develop my vocabulary around a given topic.</li> <li>• <b>Vegetables</b> - I can use a bilingual dictionary to develop my vocabulary around a given topic.</li> <li>• <b>Clothes</b> - I can use a bilingual dictionary to develop my vocabulary around a given topic.</li> <li>• <b>Where Can I Buy?</b> - I can use a bilingual dictionary to develop my vocabulary around a given topic.</li> <li>• <b>French Money</b> - I can use a bilingual dictionary to develop my vocabulary around a given topic.</li> <li>• <b>Let's Go Shopping!</b> -I can use a bilingual dictionary To develop my vocabulary around a given topic.</li> </ul>	<p><b>Spring 1: That's Tasty</b></p> <ul style="list-style-type: none"> <li>• <b>I'm Thirsty</b> I can ask and answer questions about drink choices</li> <li>• <b>Open and Closed</b> I can interpret a chart written in French</li> <li>• <b>Breakfast</b> - I can write a sentence to express my choices</li> <li>• <b>Sandwiches</b> - I can write a sentence to express my preferences</li> <li>• <b>I Like to Eat</b> - I can use adjectives to describe the noun</li> <li>• <b>Pizzas</b> - I can use the correct form for 'some'</li> </ul>	<p><b>Spring 2 and Summer 1: This is France</b></p> <ul style="list-style-type: none"> <li>• <b>Neighbours</b> - I can take part in role play, speaking in French.</li> <li>• <b>Distances</b> I can take part in role play, speaking in French.</li> <li>• <b>Directions</b> I can take part in role play, speaking in French.</li> <li>• <b>Paris</b> I can take part in role play, speaking in French.</li> <li>• <b>Famous French People</b> I can take part in role play, speaking in French.</li> <li>• <b>Nationalities</b> I can take part in role play, speaking in French.</li> </ul>

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Year 3	Year 4	Year 5	Year 6
<p><b>Spring 2: Family and Friends</b></p> <ul style="list-style-type: none"> <li><b>Meet My Family</b>- To present a picture of family members using possessive adjectives.</li> <li><b>Pets</b> - To develop strategies for remembering new language. To match subject and verb correctly when talking about pets.</li> <li><b>Alphabet</b> - To recognise and repeat sounds and words with increasing accuracy. To use songs or rhymes to help me remember new language.</li> <li><b>What's His Name?</b> To make links between known and new structures. To use a range of vocabulary to create different sentences different sentences.</li> <li><b>How Do You Spell?</b> To use French pronunciation of the alphabet to spell words.</li> <li><b>My Home</b> - To make new sentences about homes by substituting different vocabulary</li> </ul>	<p><b>Spring 2: Where in the World?</b></p> <ul style="list-style-type: none"> <li><b>The United Kingdom</b> • I can speak in a sentence to answer a question. I can write a sentence to answer a question.</li> <li><b>Where Do They Speak French?</b> I can distinguish masculine and feminine nouns. • I can use the correct masculine/feminine preposition</li> <li><b>The Equator</b> - I can use an English/French dictionary to translate from English to French.</li> <li><b>Continents</b>- I understand that because a continent is always feminine the preposition 'en' is always used for 'in'.</li> <li><b>Animals</b> • I can speak in a complete sentence. I can use the past tense in a sentence</li> <li><b>Which Continent Are They From?</b> • I can write a sentence and adapt it to create a new sentence. I can use pronouns</li> </ul>	<p><b>Spring 2: Family and Friends</b></p> <ul style="list-style-type: none"> <li><b>Meet the Family</b> • I can recognise and repeat rhyming words in a song; • I can make sentences about belonging</li> <li><b>At the Farm</b> • I can vary my sentences by changing the vocabulary. • I can join in a French version of a familiar song</li> <li><b>I Live in a...</b> • I can add detail to a sentence with an adjective</li> <li><b>In My House</b> • I can use a bilingual dictionary to translate unknown words.</li> <li><b>Do You Like Animals</b> • I can select suitable adjectives to describe a subject. • I can use a description to support my opinion.</li> <li><b>What Can I Say?</b> I can select suitable adjectives to describe a subject. • I can use a description to support my opinion.</li> </ul>	
<p><b>Summer 1: Our School</b></p> <ul style="list-style-type: none"> <li><b>What's in the Classroom?</b> I can read, listen and respond to vocabulary. • I can demonstrate my understanding with actions. • I can ask/answer questions (in short phrases).</li> <li><b>What's In Your Pencil Case?</b> I can read, listen and respond to vocabulary. • I can demonstrate my understanding with actions. • I can ask/answer questions (in short phrases). • I can choose the appropriate indefinite article (un/une).</li> <li><b>School Subjects</b> • I can read, listen and respond to vocabulary. • I can ask/answer questions (in short phrases). • I can express an opinion</li> <li><b>PE Lessons</b> • I can listen to commands and follow instructions.</li> <li><b>Around School</b> • I know the French for familiar places. • I can ask and answer questions.</li> <li><b>What Do You Like to Do?</b> • I know the French for familiar places. • I can ask and answer questions.</li> </ul> <p><b>Summer 2: Time</b></p> <ul style="list-style-type: none"> <li><b>Counting 11-31</b> • I can recognise and repeat sounds and words with increasing accuracy. • I can make links between known and new vocabulary using sound and spelling.</li> <li><b>Days of the Week</b> I can recognise, say and respond to a set of vocabulary.</li> <li><b>Months of the Year</b> • I can listen, read and respond to a set of vocabulary.</li> <li><b>Mon Anniversaire</b> • I can speak in sentences using known vocabulary and grammar.</li> <li><b>What's the Date Today?</b> • I can use known language to present information about French festival dates.</li> <li><b>Yesterday, Today, Tomorrow</b> I can begin to conjugate the verb 'to be' for past and future tense.</li> </ul>	<p><b>Summer 1: What's the Time?</b></p> <ul style="list-style-type: none"> <li><b>O'Clock and Half Past</b> I can say and write a sentence to tell the time</li> <li><b>My Day</b> • I can say and write at what time I do things.</li> <li><b>What's on Television?</b> • I can answer and ask a question about a TV schedule.</li> <li><b>Quarter Past and Quarter To</b> I can say and write a sentence to tell the time.</li> <li><b>The School Day</b> • I can say and write a sentence to tell the time.</li> <li><b>A Maths Lesson on Time</b> • I can take part in a Maths lesson on counting and time, in French</li> </ul> <p><b>Summer 2: Holiday's and Hobbies</b></p> <ul style="list-style-type: none"> <li><b>The Seasons</b> • can use the third person plural in sentences.</li> <li><b>The Weather</b> • I can speak a sentence describing the weather</li> <li><b>Weather Around the World</b> • I can distinguish masculine and feminine nouns and use the correct masculine/feminine form of a preposition.</li> <li><b>Holidays</b> • I can answer a question about sports, orally and in writing.</li> <li><b>Sports</b> • I can answer a question about sports, orally and in writing.</li> <li><b>Hobbies</b> I can answer a question about hobbies, orally and in writing</li> </ul>	<p><b>Summer 1: School Life</b></p> <ul style="list-style-type: none"> <li><b>Where Are They in the Classroom?</b> • I can use the pronouns il and elle.</li> <li><b>Where are the Objects?</b> • I can show that I understand the meaning of a sentence by saying whether it is true or false.</li> <li><b>School Subjects</b> • I can use comparative adverbs.</li> <li><b>Maths Lesson</b> • can ask and answer questions in French.</li> <li><b>Asking Questions</b> • I can ask and answer questions in French about what I can do in school.</li> <li><b>Asking Questions</b> • I can take part in a conversation with a partner and show it to my class.</li> </ul> <p><b>Summer 2: Time Travelling</b></p> <ul style="list-style-type: none"> <li><b>Count With Me</b> I can use known vocabulary to help me identify new language in a sentence. • I can build a sentence using a given range of vocabulary choices.</li> <li><b>I'm 500 Years Old!</b> I can recognise how verbs change according to the subject. • I can identify specific parts of a written sentence.</li> <li><b>French History</b> I can identify key information by listening for significant vocabulary.</li> <li><b>What Year Was It?</b> • I can identify key information by listening for significant vocabulary.</li> <li><b>I Was Born...</b> • I can make a simple sentence in the past tense.</li> <li><b>Famous Lives</b> I can apply previous learning about the passé composé to make a new sentence.</li> </ul>	<p><b>Summer 2: All in a Day</b></p> <ul style="list-style-type: none"> <li><b>O'Clock, Half Past, Quarter Past, Quarter To-</b> I can take part in role play, speaking in French.</li> <li><b>a.m. and p.m.</b> I can take part in role play, speaking in French.</li> <li><b>5 Minute Intervals</b> I can take part in role play, speaking in French.</li> <li><b>24 Hour Times</b> I can take part in role play, speaking in French.</li> <li><b>At the Airport</b> I can take part in role play, speaking in French.</li> <li><b>The School Week</b> I can take part in role play, speaking in French</li> </ul>

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Skills			
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<p><b>Autumn 1:</b></p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> </ul> <p><b>Autumn 2:</b></p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>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</li> </ul>	<p><b>Autumn 1:</b></p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>present ideas and information orally to a range of audiences</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> </ul> <p><b>Autumn2:</b></p> <ul style="list-style-type: none"> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>present ideas and information orally to a range of audiences</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>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</li> </ul> <p><b>Spring 1:</b></p> <ul style="list-style-type: none"> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> </ul>	<p><b>Autumn 1:</b></p> <ul style="list-style-type: none"> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally and in writing</li> <li>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</li> </ul> <p><b>Autumn 2:</b></p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>appreciate stories, songs, poems and rhymes in the language</li> </ul>	<p><b>Autumn 1:</b></p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>present ideas and information orally to a range of audiences</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>describe people, places, things and actions orally and in writing</li> <li>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</li> </ul> <p><b>Autumn2 &amp; Spring1 :</b></p> <ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>describe people, places, things and actions orally and in writing</li> </ul>

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Year 3	Year 4	Year 5	Year 6
<p><b>Spring 1:</b></p> <ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>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</li> </ul> <p><b>Spring 1:</b></p> <ul style="list-style-type: none"> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>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</li> </ul> <p><b>Spring 2:</b></p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>	<ul style="list-style-type: none"> <li>describe people, places, things and actions orally and in writing</li> <li>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</li> </ul> <p><b>Spring 2:</b></p> <ul style="list-style-type: none"> <li>develop accurate pronunciation and intonation so that others understand when they are reading</li> <li>aloud or using familiar words and phrases</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally and in writing</li> <li>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</li> </ul> <p><b>Summer 1:</b></p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>appreciate stories, songs, poems and rhymes in the language</li> </ul> <p><b>Summer 2:</b></p> <ul style="list-style-type: none"> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>describe people, places, things and actions orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally and in writing</li> <li>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>present ideas and information orally to a range of audiences</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>describe people, places, things and actions orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Spring 2 and Summer 1:</b></p> <ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>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</li> </ul> <p><b>Summer 2:</b></p> <ul style="list-style-type: none"> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>describe people, places, things and actions orally and in writing</li> <li>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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<ul style="list-style-type: none"> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• 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</li> </ul> <p><b>Summer 2:</b></p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• present ideas and information orally to a range of audiences</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Summer 1:</b></p> <ul style="list-style-type: none"> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• present ideas and information orally to a range of audiences</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• 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</li> </ul> <p><b>Summer 2:</b></p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• 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</li> </ul>	

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Vocabulary			
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<p>Bonjour [hello], bonsoir [good evening], bonne nuit [good night], salut [hi].</p> <p>Je m’appelle... [My name is...], Comment t’appelles-tu? [What’s your name?], monsieur [Mr], madame [Mrs], mademoiselle [Miss].</p> <p>(Comment) ça va? [How are you doing?] Bien [good/fine], Très bien [very well], Comme ci, comme ça [not bad/ok], Ça ne va pas très bien [not very well], Ça va mal [bad/not well], Merci [thank you], Et toi? [and you?].</p> <p>Salut! [Bye! - informal], Au revoir [goodbye – more formal situations] in essence: ‘to meet again’, À bientôt [see you soon], À tout à l’heure [see you later], A demain [see you tomorrow], Bon fin de semaine / Bon week-end [have a good weekend].</p> <p>Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix. [zero-ten], C’est combien? [How many is that?], Ça fait combien? [How many does that make?], Plus [add/plus], Moins [take away/subtract], Égale [equals].</p> <p>Quel âge as-tu? [How old are you?], J’ai ans. [I’m years old.], an(s) [year(s)], Bon/ Joyeux anniversaire! [Happy birthday!].</p> <p>Asseyez-vous [sit down], levez-vous [stand up], rangez vos chaises [put your chairs under], taisez-vous [be quiet], écoutez [listen], regardez [look], venez au tapis [come to the carpet], répétez [repeat], regardez-moi [look at me], allez-y [off you go], rangez vos affaires [tidy your things].</p> <p>Voici [this is], la tête [head], les épaules [shoulder], les genoux [knees], les pieds [feet], les yeux [eyes], les oreilles [ears], la bouche [mouth], le nez [nose], oui [yes], non [no].</p> <p>Les mains [hands], les pieds [feet], les bras [arms], tapez [clap/stamp], croisez [cross/ fold], marchez [walk/step], levez [raise], touchez [touch], courez [run], sautez [jump], posez [put down], prenez [pick up/take].</p> <p>C’est de quelle couleur? [What colour is it?], bleu [blue], blanc [white], rouge [red], noir [black], jaune [yellow], vert [green], gris [grey], orange [orange], rose [pink], violet [purple], marron [chestnut brown], C’est... [It’s...].</p> <p>une jupe [skirt], un pantalon [trousers], un tee-shirt [t-shirt], une chemise [shirt/ blouse], un pull [jumper], un sweat [sweatshirt], des chaussures (f) [shoes], un short [shorts], des chaussettes (f) [socks], une robe [dress], un maillot de corps [vest], un slip [pants], Qu’est-ce qu’il y a dans la garde-robe? [What’s in the wardrobe?], Il y a... [There is...].</p> <p>Des gants (m) [gloves], une écharpe [scarf], un manteau [coat], un chapeau [hat], un imperméable [waterproof jacket], des lunettes (f) [glasses], une ceinture [belt], des bottes (f) [boots], une montre [watch], Qu’est-ce que tu portes? [What are you wearing?], Je porte... [I’m wearing...], et [and].</p> <p>une pomme (f) [1 apple], deux poires (f) [2 pears].trois prunes (m) [3 plums], quatre fraises (f) [4 strawberries], cinq oranges (m) [5 oranges], du gâteau (m) [some cake]. un cornet de glace (m) [1 ice cream cornet], un cornichon (m) [1 gherkin], un morceau de fromage (m) [a piece of cheese], du saucisson (m) [some salami], une sucette (f) [1 lollipop], de la tarte aux cerises (f) [slice of cherry pie], une saucisse (m) [1 sausage], une brioche (f) [1 small brioche bun], de la pastèque (f) [slice of watermelon].</p>	<p><b>Children will apply vocabulary from prior learning</b></p> <p>J’habite à... [I live in...], Où [where], Où habites-tu? [Where do you live?], Paris, Marseille, Lyon, Toulouse, Nice, Nantes, Strasbourg, Montpellier, Bordeaux, Lille</p> <p>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix [1-10], vingt [20], trente [30], quarante [40], cinquante [50], soixante [60], soixante-dix [70], quatre-vingt [80], quatre-vingt-dix [90], cent [100], et/plus [and/plus], font [makes/ equals], moins [subtract], sur [divided by], fois [multiply]</p> <p>French key words should use the ‘French’ character style and should be gendered - i.e. (f) or (m) - where applicable [they should be followed by the English translation in purple], French (f) [English], French (m) [English]</p> <p>Mon adresse est... [My address is...], avenue / boulevard/ allée /rue [road/street/etc.], place [place/square], du/ de la/ des... [of the...]</p> <p>montagne (m) [mountain], lac (m) [lake], soleil (m) [sun], hôpital (m) [hospital], bois (m) [woods], arbre (m) [tree], singe (m) [monkey], chameau (m) [camel], plage (f) [beach], mairie (f) [town hall], ferme (f) [farm], lune (f) [moon], fraise (f) [strawberry], fleur (f) [flower], chèvre (f) [goat], vache (f) [cow], Que veut dire ? [What does mean?], headword, guide words, definition, alphabetical order, translate</p> <p>voiture (f) [car], autobus (m) [bus], vélo (m) [bicycle], à pied (m) [on foot], à cheval (m) [on horseback], train (m) [train], camion (m) [lorry], hélicoptère (m) [helicopter], avion (m) [plane], trottinette (f) [scooter], taxi (m) [taxi], moto (f) [motorbike], les transports (m) [transport], en [by], à [on],</p> <p>voiture (f) [car], autobus (m) [bus], vélo (m) [bicycle], à pied (m) [on foot], à cheval (m) [on horseback], train (m) [train], camion (m) [lorry], hélicoptère (m) [helicopter], avion (m) [plane], trottinette (f) [scooter], taxi (m) [taxi], moto (f) [motorbike], les transports (m) [transport], 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 allez [go - imperative], tout droit [straight on], tourne [turn - imperative], à droite [to the right], à gauche [to the left], chaud [hot], froid [cold], Voilà ! [There you are!]</p> <p>French key words should use the ‘French’ character style and should be gendered - i.e. (f) or (m) - where applicable [they should be followed by the English translation], French (f) [English], French (m) [English].</p> <p>Pour le/la s’il vous plaît? [How do I get to the please?], bien sûr [of course], premier/première [first], deuxième [second], troisième [third], C’est tout droit/ à gauche/ à droite. [It’s straight on/ on the left/right.]</p> <p>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], la prune (f) [plum], la poire (f) [pear], les raisins (m) [grapes]. J’aime... [I like], Je n’aime pas... [I don’t like], J’aime beaucoup... [I like ... a lot], J’aime un peu... [I like ... a little].</p>	<p><b>Children will apply vocabulary from prior learning</b></p> <p>Médecin (m/f) [Doctor], Dentiste (m/f) [Dentist], Coureur/ Coureuse automobile [Racing driver], Aviateur/Aviatrice [Pilot], Soldat [Soldier], Coiffeur/ Coiffeuse [Hairdresser], Moniteur/Monitrice de ski [Ski instructor], Professeur/ Professeure [Teacher], Fermier/ Fermière [Farmer], Artiste (m/f) [Artist], Pompier (m/f) [Fire fighter], Futur simple [Simple future tense], Verbe (m) [Verb].</p> <p>Accent (m) [Accent], Aigu ´ [Acute], Grave ` [Grave], Circonflexe ^ [Circumflex], Tréma ˆ [Dieresis or umlaut], Cédille, [Cedilla], Lettre (f) [Letter], Prénom (m) [First name], Écrit [Written], Épeler [To spell], Majuscule [Capital], Minuscule [Lower case].</p> <p>Enerve€ [Annoyed], Heureux/euse [Happy], Fatigue€ [Tired], Fier/Fière [Proud], Impatient€ [Excited/Hyper], Anieux/Euse [Worried/Nervous], Etonné€ [Shocked], Contente [Pleased], Fache(e) [Angry/ Cross], Triste [Sad], Gene(e) [Embarrassed], Effrayé€ [Scared], Adjectif (m) [Adjective] Comment ca va? [How are you?], Je suis... [I feel...]</p> <p>Aller [To go], Je vais [I go], Tu vas [You go], Il/Elle/On va [He/She/It/One goes], Faire [To do/make] Traverser [To cross], Manager [to eat], arrive [to arrive], Propulser [to push], Tomber [to fall], Attendre [To wait], Marcher [To walk], Courir [to run]</p> <p>les cheveux (m) [hair], les dents (f) ) [teeth], lèvres (f) [lip], langue (f) [tongue], joue (f) [cheek], menton (m) [chin], cou (m) [neck], poitrine (f) [chest], dos (m) [back], ventre (m) [tummy/belly], doigt (m) [finger], pouce (m) [thumb], orteil (m) [toe], derrière (m) [bottom], voici [this is], corps (m) [body], visage (m) [face].</p> <p>les cheveux [hair], long(s) [long], court(s) [short (length)], mi-long(s) [medium/average], raides [straight], bouclés [curly], ondulés [wavy], blonds [blonde], châtain(s) [chestnut brown], roux [ginger], noirs [black], les yeux [eyes], bleu(s) [blue], vert(s) [green], brun(s) [brown], gris [grey], violet(s) [violet], adjectif [adjective].</p> <p>Qu’est-ce que tu fais ? [What are you doing?], prends [take], cherche [look for], ouvre [open], ferme [close], range [tidy], ramasse [gather/collect], écris [write], lis [read], aide [help], croise [fold/cross], pose [put down/ place], tends [stretch], lève [raise/lift], ami (m) [friend], phrase (f) [sentence].</p> <p>il porte [he’s wearing], elle porte [she’s wearing], Qu’est-ce qu’il/elle porte ? [What’s he/she wearing?]. colour adjectives, clothing nouns</p> <p>heureux/heureuse [happy], désolé(e) [sorry], énervé(e) [annoyed], fatigué(e) [tired], fier/ fière [proud], surpris(e) [surprised], fâché(e) [angry], content(e) [pleased], triste [sad], je suis [I am], tu es [you are - informal], Comment te sens-tu aujourd’hui ? [How are you feeling today?]</p> <p>J’ai mal [I’ve got a pain], avoir mal au coeur [to feel sick], médecin (m) [doctor], médicament (m) [medicine], malade [ill], Qu’est-ce qui ne va pas ? [What’s the matter?], au /à la /à l’ / aux... [in the...]</p>	<p><b>Children will apply vocabulary from prior learning</b></p> <p>je/tu/il/elle/nous/vous/ils/elles [I/you/he/ she/we/you/they], où [where], habiter [to live], city names</p> <p>nager [to swim], prier [to pray], acheter [to buy], apprendre [to learn], prendre [to catch – train/bus], regarder [to watch], faire une promenade [to go for a walk], école (f) [school], église (f) [church], piscine (f) [swimming pool], gare (f) [railway station], cinéma (m) [cinema], parc (m) [park], mosquée (f) [mosque], librairie (f) [bookshop]</p> <p>préposition (f) [preposition], à côté de [next to], en face de [opposite], librairie (f) [bookshop], bibliothèque (f) [library], boucherie (f) [butcher], restaurant (m) [restaurant], banque (f) [bank], patinoire (f) [ice rink], office du tourisme (m) [tourist information], mairie (f) [town hall], Où est ? [Where is ?]</p> <p>Numbers up to 1000, Tu as quel nombre? [What number have you got?], J’ai le nombre [I’ve got number ], plus grand que [bigger than], plus petit que /moins grand qu [smaller than/ less big than], adjectif (m) [adjective], X est de plus que Y [X is more than Y], X est de moins que Y [X is less than Y], soustraction (f) [subtraction], moins [less/ subtract], fait [equals/makes]</p> <p>armoire (f) [wardrobe], tapis (m) [rug], television (f) [TV], canapé (m) [sofa], fauteuil (m) [armchair], four (m) [oven], tablier (m) [apron], table (f) [table], devoirs (m pl) [homework], serviette (f) [towel], couverture (f) [blanket], ours/nounours (m) [teddy], casquette (f) [cap], valise (f) [suitcase], chaise (f) [chair</p> <p>ordinal [ordinal], nombre (m) [number], premier (m) /première (f) [first], deuxième (m/f) [second], troisième [third], quatrième [fourth], cinquième [fifth], sixième [sixth], septième [seventh], dernier (m) / dernière (f) [last], è grave [‘e’ with grave accent], days of the week</p> <p>Bonjour [Hello/Good day], Madame [Madam], Monsieur [Sir], Mademoiselle [Miss], Ça va ?/ Comment allez-vous ? [How are you?], Bien [Good/fine], Très bien [Very well], Comme ci, comme ça [Not bad/OK], Ça ne va pas très bien [Not very well], Ça va mal [Bad/not well], Merci [Thank you], Et toi/vous ? [And you?], Bien [Good], Je voudrais... [I would like....], la banane (f) [banana], le crayon (m) [pencil], le croissant (m) [croissant], la montre (f) [watch], la pomme (f) [apple], le chou-fleur (m) [cauliflower], le lait (m) [milk], lefromage (m) [cheese], le jus d’orange (m) [orange juice], le pain (m) [bread], la confiture (f) [jam], la glace (f) [ice cream], la crème (f) [cream], la farine (f) [flour], l’orange (f) [orange], l’oignon (m) [onion], l’aubergine (f) [aubergine], les chocolats(m) [chocolates], les chaussures (f) [shoes], les gâteaux (m) [cakes], C’est combien ? [How much is it?], C’est... [It’s ...], Salut ! [Bye], Au revoir [Good bye], À bientôt [See you soon], À la prochaine [Until next time], A demain [See you tomorrow], Bonne fin de semaine / Bon week-end [Have a good weekend].</p> <p>Les magasins (m) [shops], le magasin de chaussures (m) [shoe shop], la fromagerie (f) [cheese shop], la boucherie (f) [butchers], la boulangerie (f) [bakery], la pâtisserie (f) [cake shop], la bijouterie (f) [jewellers], le magasin de jouets (m) [toy shop], le magasin de vêtements (m) [clothes shop], la confiserie (f) [sweet shop], Où est...? [Where is...?], entre [between], à côté de [next to]</p>

This document outlines the main learning across the year groups. This shows the build on knowledge and how they link to each other. This document allows the teachers to see where their year group / the term fits in the grand scale knowledge & learn.

Year 3	Year 4	Year 5	Year 6
<p>Je voudrais... [I would like], du (m) [some], de la (f) [some], des (pl) [some], S'il vous plaît [please], voilà [here you are], merci [thank you], merci bien [thank you very much].</p> <p>J'aime [I like], Je n'aime pas [I don't like], J'adore [I love], Je déteste [I hate], Qu'est-ce que tu aimes ? [What do you like?]</p> <p>clair [light/pale], foncé [dark], vif [bright], Montrez-moi... [Show me...].</p> <p>grand(e) [large/big], petit(e) [small].</p> <p>Qui est-ce? [Who's this?], moi [me], ma (f)/ mon (m)/mes (pl) [my], frère [brother], soeur [sister], mère [mother], père [father], parents [parents], grand-mère [grandmother], grand-père [grandfather], tante [aunt], oncle [uncle], cousin (m)/cousine (f) [cousin], nièce [niece], neveu [nephew], famille [family]</p> <p>Chat (m) [cat], chien (m) [dog], lapin (m) [rabbit], souris (f) [mouse], oiseau (m) [bird], poisson (m) [fish], serpent (m) [snake], hamster (m) [hamster], tortue (f) [tortoise], cochon d'inde (m) [guinea pig], animal (m) [pet], Je n'ai pas d'animal [I haven't got a pet], As-tu...? [Have you got...?].</p> <p>Lettre (m) [letter], l'alphabet (m) [the alphabet], Maintenant je les connais: tous les lettres de l'alphabet. [Now I know them: all the letters of the alphabet.]</p> <p>Elle [she], il [he], s'appelle [is called]</p> <p>Comment [how], ça [it/that], s'écrit [is written], majuscule [capital letter], minuscule [lower case letter], double [double].</p> <p>Maison (f) [house], appartement (m) [flat], jardin (m) [garden], entrée (f) [hall], escalier (m) [stairs], salon (m) [lounge/living room], salle à manger (f) [dining room], garage (m) [garage], cuisine (f) [kitchen], chez moi [my home], chambre (f) [bedroom], salle de bain (f) [bathroom], grenier (m) [attic], sous-sol (m) [basement], bureau (m) [study].voici [this is], la porte (f) [door], la fenêtre (f) [window], la chaise (f) [chair], la table (f) [table], l'ordinateur (m) [computer], le livre (m) [book], les lumières (f) [lights], Où est? [Where is?], Il/ Elle est là [It's there], Où sont? [Where are?], Ils/Elles sont là [They're there]. le/un crayon (m) [pencil], le/un stylo (f) [pen], le/ un crayon de couleur (m) [crayon], le/un taillecrayon (m) [pencil sharpener], la/une trousse (f) [pencil case], la/une gomme (f) [rubber], la/une règle (f) [ruler], Qu'est-ce qu'il y a dans ta trousse ? [What's in your Pencil Case?], J'ai... [I have...]</p>	<p>Qu'est-ce que c'est ? [What's this?], les légumes (m) [vegetables], la pomme de terre (m) [potato], l'oignon (m) [onion], l'ail (m) [garlic], la carotte (f) [carrot], le chou-fleur (m) [cauliflower], le chou (m) [cabbage], le brocoli (m) [broccoli], le poivron (m) [pepper], Je voudrais... [I would like...]</p> <p>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]. Bonjour, je m'appelle... [Hello, my name is...]. J'habite en/au... [I live in], la capitale [capital city] Quelle est la capitale de la/du..... ? [What is the capital city of.... ?]</p> <p>l'Équateur (m) [the equator], le Kenya (m) [Kenya], l'Égypte (f) [Egypt], l'Argentine (f) [Argentina], la Tunisie (f) [Tunisia], la Colombie (f) [Columbia], l'Inde (f) [India], nord [north], sud [south], vrai [true], faux [false].</p> <p>les continents (m) [the continents], l'Afrique (f) [Africa], l'Antarctique (f) [Antarctica], l'Asie (f) [Asia], l'Australasie (f) [Australasia], l'Europe (f) [Europe], l'Amérique du Nord (f) [North America], l'Amérique du Sud (f) [South America], l'île de Ross (f) [Ross Island], l'Australie (f) [Australia], le Japon (m) [Japan], le Brésil (m) [Brasil] Print</p> <p>Les animaux (m) [animals], un panda (m) [panda], un lion (m) [lion], un ours polaire (m) [polar bear], un renne (m) [reindeer], un kangourou (m) [kangaroo], un capybara (m) [capybara], un zèbre (m) [zebra], un bison (m) [buffalo], un cobra (m) [cobra], un jaguar (m) [jaguar], un pingouin (m) [penguin], une baleine (f) [whale], un ours brun (m) [brown bear], un orang-outan (m) [orangutan], Qu'est-ce que c'est</p> <p>? [What's this ?], C'est..... [It's....], Je suis allé(e) au zoo [I went to the zoo], J'ai vu... [I saw...]</p> <p>quelle (f) [what], date (f) [date], fête (f) [festival], aujourd'hui [today]</p> <p>calendrier (m) [calendar], date (f) [date], aujourd'hui [today], demain [tomorrow], hier [yesterday], c'est [it is], c'était [it was], ce sera [it will be], quelle [what - feminine], était [was], sera [will be]</p> <p>Aujourd'hui [today], Le weekend [at the weekend], Le soir [in the evening], L'après-midi [in the afternoon], Le matin [in the morning], Tous les jours [everyday], Tous les soirs [every evening], Tout le temps [all the time], Quelquefois [sometimes], Une fois par semaine [once a week]</p>	<p>J'ai soif [I'm thirsty] les boissons chaudes (f) [hot drinks] les boissons fraîches (f) [cold drinks] le thé (m) [tea] le café (m) [coffee] le café au lait (m) [coffee with milk] le coca (m) [cola] la limonade (f) [lemonade] le jus d'orange (m) [orange juice] l'eau (f) [water] une bouteille (f) [bottle] une tasse (f) [cup] un verre(m) [glass] de [of] Qu'est-ce que vous désirez boire ? [What would you like to drink?] Je voudrais.... [I would like... ]</p> <p>le petit déjeuner (m) [breakfast] la nourriture (f) [food] une baguette (f) [bread - baguette] un croissant (m) [croissant] un yaourt (m) [yoghurt] de la confiture (f) [jam] des céréales (f) [cereals] un pain au chocolat (m) [chocolate bread, also known by the French name in UK] les boissons (f) [drinks] un thé (m) [tea] un café (m) [coffee] un chocolat chaud (m) [hot chocolate] un jus d'orange(m) [orange juice] de l'eau (f) [water] du lait (m) [milk] pour [for] mon (m) [my] je voudrais... [I would like...] et [and]</p> <p>le sandwich (m) [sandwich], le pain (m) [bread], la baguette normale (f) [white bread], le pain complet (m) [wholemeal bread], le pain aux herbes (m) [herby bread], Qu'est-ce que vous désirez? [What would you like?], Je voudrais [I would like...], les virandes (f) [meats], le jambon [ham], le poulet (m) [chicken], les légumes (m) [vegetables], les tomates (f) [tomatoes].</p> <p>J'aime [I like] manger [to eat] le chocolat (m) [chocolate] le gâteau (m) [cake] les chips (f) [crisps] les frites (f) [chips] la crêpe (f) [pancake] la sucette (f) [lollipop] le hot-dog (m) [hot dog] la glace (f) [ice cream] délicieux (m) délicieuse (f) [delicious] amer (m) amère (f) [bitter] sucré (m) sucrée (f) [sugary] salé (m) salée (f) [salty] chaud (m) chaude (f) [hot] froid (m) froide (f) [cold] croquant (m) croquante (f)</p> <p>[crunchy] mou (m) molle (f) [soft] savoureux (m) savoureuse (f) [savoury] collant (m) collante (f) [sticky] crémeux (m) crémeuse (f) [creamy] parce que [because] trop [too]</p> <p>Qu'est-ce que vous désirez sur votre pizza? [What would you like on your pizza?] la puree de tomates (f) [tomato puree], le fromage (m) [cheese], le poulet (m) [chicken], la saucisson sec (m) [salami], les champignons (m) [mushrooms], l'oignon (m) [onion], le bacon (f) [bacon].</p> <p>mon/ma/mes [my], son/sa/ses [his/her/its], famille (f) [family], femme (f) [wife], fille (f) [daughter], fils (m) [son], enfant (m/f) [child].</p> <p>chien (m) [dog], chat (m) [cat], cochon (m) [pig], cheval (m) [horse], serpent (m) [snake], canard (m) [duck], vache (f) [cow], mouton (m) [sheep], poule (f) [hen], ici [there], par-là [there], partout [everywhere], vieux [old], dit [say-third person], ferme (f) [farm].</p>	<p>Les vêtements (m) [clothes], un manteau (m) [coat], un pull (m) [jumper], une jupe (f) [skirt], une chemise (f) [shirt], blanc/blanche [white], violet/violette [purple], noir/noire [black], gris/grise [grey], bleu/bleue [blue], vert/verte [green], orange [orange], rouge [red], rose [pink], marron [brown], jaune [yellow], foncé [dark], clair [light]</p> <p>Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix [zero-ten], onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt [eleven – twenty], vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente [twenty one – thirty], quarante [forty], cinquante [fifty], soixante [sixty], soixante-dix [seventy], quatre-vingts [eighty], quatre-vingt-dix [ninety], cent [hundred], deux-cents [two hundred], trois-cents [three hundred], quatre-cents [four hundred], cinq-cents [five hundred], C'est combien ? [How much is that?], C'est... [It's...], Voici votre monnaie [Here's your change].</p> <p>zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix. [zero-ten], onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt. [eleven – twenty], vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, [twenty one – thirty], quarante [forty], cinquante [fifty], soixante [sixty], soixante-dix [seventy], quatre-vingts [eighty], quatre-vingt-dix [ninety], cent [hundred], C'est combien ? [How many is that?], la baguette (f) [bread - baguette], les pommes (f) [apples], le jus d'orange (m) [orange juice], la confiture (f) [jam], les oignons (m) [onions], le jambon (m) [ham], la boîte de chocolats (f) [box of chocolates], la pizza (f) [pizza], petit(e) [small] grand(e) [big]</p> <p>La lampe (f) [lamp], la balançoire (f) [swings], la raquette (f) [racquet], la tente (f) [tent], le skateboard (m) [skateboard], les lunettes de soleil (f) [sunglasses], les bottes en caoutchouc (f) [wellingtons].</p> <p>Le Royaume – Uni (m) [United Kingdom], La France (f) [France], L'Italie (f) [Italy], la Belgique (f) [Belgium], l'Andorre (f) [Andorra], L'Allemagne (f) [Germany], le Luxembourg (m) [Luxembourg] le Suisse (f) [Switzerland], le l'Espagne (f) [Spain], le voisin (m) [neighbour]</p> <p>la distance (f) [distance], le nord (m) [north], le sud (m) [south], l'est (m) [east], l'ouest (m) [west], le nord-ouest [north west], le nord-est (m) [north east], le sud-ouest [south west], le sud-est (m) [south east] la distance (f) [distance], Quelle est la distance entre? [What is the distance between?], C'est...kilometres [It's ...kilometres]</p>

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Year 3	Year 4	Year 5	Year 6
<p>les matières (f) [subjects], le français (m) [french], l’anglais (m) [english], les sciences (f) [science], les mathématiques (f) [mathematics], la musique (f) [music], l’éducation physique (f) [physical education], l’histoire (f) [history], la géographie (f) [geography], l’informatique (f) [IT], le dessin (m) [art], J’aime [I like], Je n’aime pas [I don’t like].</p> <p>levez-vous [stand up], asseyez-vous [sit down], arrêtez [stop], marchez [walk], courez [run], sautez [jump], sautez à cloche-pied [hop], courez sur place [run on the spot], sautillez [skip].</p> <p>lire [to read], manger [to eat], courir [to run], chanter [to sing], marcher [to walk], jouer au foot [to play football], parler avec mes ami(e)s [to talk with my friends], travailler sur l’ordinateur [to work on the computer], jouer au basket [to play basketball], aider le professeur [to help the teacher], Qu’est-ce que tu aimes faire? [What do you like to do?]</p> <p>Onze, douze, treize, quatorze, quinze, seize [11-16], vingt, trente [20, 30], vingt-et-un, trente-et-un [21/ 31] fois [times], divisé par... [divide by...], C’est combien? [How many is that?], Ça fait combien? [How many does that make?]</p> <p>lundi [Monday], mardi [Tuesday], mercredi [Wednesday], jeudi [Thursday], vendredi [Friday], samedi [Saturday], dimanche [Sunday], la semaine (f) [week], C’est quel jour ? [What day is it?]</p> <p>janvier [January], février [February], mars [March], avril [April], mai [May], juin [June], juillet [July], août [August], septembre [September], octobre [October], novembre [November], décembre [December], année (f) [year], mois(m) [month] mon [my], ton [your], anniversaire (m) [birthday], la date (f) [date], premier (m) [first]</p> <p>quelle (f) [what], date (f) [date], fête (f) [festival], aujourd’hui [today]</p> <p>calendrier (m) [calendar], date (f) [date], aujourd’hui [today], demain [tomorrow], hier [yesterday], c’est [it is], c’était [it was], ce sera [it will be], quelle [what - feminine], était [was], sera [will be]</p>	<p>les saisons (f) [the seasons], le printemps (m) [Spring], l’été (m) [Summer], l’automne (m) [Autumn], l’hiver (m) [Winter], janvier (m), [January], février(m) [February], mars (m) [March], avril (m) [April], mai (m) [May], juin (m) [June], juillet (m) [July], août (m) [August], septembre (m) [September], octobre (m) [October], novembre (m) [November], décembre (m) [December], En quelle saison est..... ? [What season is.....in ?], En quelle saison sont.... ? [What season are....in ?] les mois (m) [months]</p> <p>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] Il pleut [It’s raining] Il neige [It’s snowing] Il gèle [It’s freezing] Quel temps est prévu pour aujourd’hui ? [What’s the weather forecast for today ?] aujourd’hui [today]</p> <p>Quel temps fait-il dans le monde ? [What’s the weather like around the world?] Aujourd’hui [today] il fait [it’s] degrés Celsius [degrees Celsius] l’Australie (f) [Australia] l’Angleterre (f) [England] le Canada (m) [Canada] le Kenya (m) [Kenya] le Pays de Galles (m) [Wales] l’Espagne (f) [Spain] la Suisse (f) [Switzerland] le Luxembourg (m) [Luxembourg] la Russie (f) [Russia] le Danemark (m) [Denmark] la Belgique (f) [Belgium] l’Argentine (f) [Argentina] le Brésil (m) [Brazil] le Portugal (m) [Portugal] la Chine (f) [China] le Mexique (m) [Mexico]</p> <p>Je joue... au basket, au foot, au rugby, au tennis, au volleyball, Je suis sportif/sportive, Je ne suis pas sportif (- ve), Mon sportif préféré, Ma sportive préférée, Je fais... , du judo, du karate, du parkour, du roller, du patin à glace, du vélo, de la danse, de la natation, de l’équitation, des promenades</p>	<p>brosse à dents (f) [toothbrush], télévision (f) [TV set], four (m) [oven/cooker], couteau (m) [knife], nounours (m) [teddy bear], four (m) [oven], auteuil (m) [armchair], lit (m) [bed], valise (f) [suitcase], baignoire (f) [bath], arrosoir (m) [watering can], escargot (m) [snail], tapis (m) [doormat], Le/La est dans le/la . [The is in the .]</p> <p>mignon (ne) [cute], amusant (e) [funny], effrayant (e) [scary], dangereux/se [dangerous], amical (e) [friendly], beau/belle [beautiful], Quelle est ton opinion ? [What do you think?], j’aime [I like], je n’aime pas [I don’t like], j’adore [I love], je déteste [I hate], pourquoi ? [why?], parce que [because].</p> <p>phrase (f) [sentence], conjonction (f) [conjunction], et [and], mais [but], verbe (m) [verb], nom (m) [noun].</p> <p>la porte (f) [door], la fenêtre (f) [window], la table (f) [table], la chaise (f) [chair], l’ordinateur (m) [computer], l’armoire (f) [cupboard], la bibliothèque (f) [bookcase], l’évier (m) [sink], la à côté de [next to], Où est...? [Where is...?], Où sont...? [Where are...?]</p> <p>la porte (f) [door], la fenêtre (f) [window], la table (f) [table], la chaise (f) [chair], l’ordinateur (m) [computer], l’armoire (f) [cupboard], la bibliothèque (f) [bookcase], l’évier (m) [sink], la à côté de [next to], Où est...? [Where is...?], Où sont...? [Where are...?]</p> <p>les matières (f) [subjects], le français (m) [French], l’anglais (m) [English], les sciences (f) [science], les mathématiques (les maths) (f) [mathematics/maths], la musique (f) [music], l’éducation physique (f) [physical education], l’histoire (f) [history], la géographie (la géo) (f) [geography], l’informatique (f) [IT], le dessin (m) [Art], Quelle matière préfères-tu ? [Which do you prefer?], J’aime mieux... [I like...best], Quelle est ta matière favorite ? [Which is your favorite subject?], Ma matière favorite est... [My favorite subject is...]</p>	<p>Un directeur(m) une directrice (f) [manager/ manageress] un acteur (m) une actrice (f) [actor/actress] un empereur (m) une impératrice (f) [emperor/empress] un joueur de foot (m) une joueuse de foot (f) [footballer] un scientifique (m) une scientifique (f) [scientist] un homme politique (m) une femme politique (f) [politician] un chef (m) une chef (f) [chef] un artiste (m) une artiste (f) [artist] un soldat (m) une soldat (f) [soldier] un chanteur (m) une chanteuse (f) [singer] célèbre [famous] était [was] est [is]</p> <p>J’habite en/au ..... [I live in.....] français(m) française (f) [French] canadien (m) canadienne (f) [Canadian] suisse (mf) [Swiss] belge (mf) [Belgian] luxembourgeois(m) luxembourgeoise (f) [Luxembourger]</p> <p>La tour Eiffel (f) [the Eiffel Tower], l’Arc de Triomphe (m) [the Arc de Triomphe], le Louvre (m) [the Louvre], La cathédrale Notre-Dame (f)m[Notre Dame Cathedral], le Seine (f) [the (River) Seine], A Paris [In Paris], Ion peut [one can]</p> <p>quelle (f) [what], date (f) [date], fête (f) [festival], aujourd’hui [today]</p> <p>calendrier (m) [calendar], date (f) [date], aujourd’hui [today], demain [tomorrow], hier [yesterday], c’est [it is], c’était [it was], ce sera [it will be], quelle [what - feminine], était [was], sera [will be]</p> <p>Quelle heure est-il? [What time is it?], Il est.... [It is....] ....heure(s) [..... o’clock] et demie [half past....], et quart [quarter past], moins le quart [quarter to].</p> <p>Du matin [in the morning], de l’après-midi [in the afternoon], du soir [in the evening], jouer [to play], le petit déjeuner [breakfast], aller [to go], le lit [bed], rentrer</p>

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		<p>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt [numbers 1-20], vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un, trente-deux, trente-trois, trente-quatre, trentecinq, trente-six, trente-sept, trente-huit, trente-neuf, quarante [numbers 21-40], les formes (f) [shapes], Qu'est-ce que c'est ? [What is it?], un triangle (m) [triangle], un carré (m) [square], un rectangle (m) [oblong], un losange (m) [rhombus], un cerfvolant (m) [kite], un pentagone (m) [pentagon], un hexagone (m) [hexagon], un octogone (m) [octagon], les côtés (m) [sides], Combien de côtés a...? [It has...sides], Combien de côtés ont...? [How many sides do...have?], Ils ont...côtés [They have...sides]</p> <p>Excusez-moi [Excuse me], est-ce que je peux... [can I...?], s'il vous plaît [please], lire [read], un livre (m) [a book], faire [draw/ make], un dessin (m) [a picture], aller [go], les toilettes (f) [toilets], boire [drink], l'eau (f) [water], oui [yes], non [no], plus tard [later], dans cinq minutes [in five minutes], ] pas pour le moment [not at the moment]</p> <p>Excusez-moi [Excuse me], où est ? [where is?], où sont ? [where are?], le livre (m) [the book], la colle (f) [the glue], le journal (m) [the newspaper], la gomme (f) [rubber], la règle (f) [ruler], le taille-crayon (m) [pencil sharpener], les livres (m) [books], les règles (f) [rulers], les journaux (m) [newspapers], les peintures (f) [paints], les ciseaux (m) [scissors], les crayons de couleur (m) [crayons], les feutres (m) [felt pens], Il/Elle est làbas [It's over there], Ils/Elles sont là-bas [They're over there], Il/Elle est ici [It's here], Ils/Elles sont ici [They're here], Il/Elle est sur... [It's on...], Ils/Elles sont sur... [They're on...], Il/Elle est à côté de... [It's next to...], Ils/Elles sont à côté de... [They're next to...], Il/Elle est sous... [It's under...], Ils/Elles sont sous... [They're under...], Il/Elle est derrière... [It's behind...], Ils/Elles sont derrière... [They're behind...]</p> <p>Cent [hundred], Mille [thousand], plus [add/plus], moins [take away/less], fois [times], divise par [divided by], égale [equals], nombre (m) [number].</p> <p>Avoir [to have], j'ai [I have] tu as [you have-informal], il/elle/on a [he/she/it/one has], vous avez [you have- formal], nous avons [we have] ils/elles ont [they have], Quel age? [How old?]</p> <p>Histoire (f) [history], an (m) [year], mois (m) [month], date (f) [date], calendrier (m) [calendar]</p> <p>Naitre [to be born], ne(e) [born – past participle], etre [to be], passe compose [past tense], naissance [birth].</p>	<p>[return], la maison [house], le déjeuner [lunch], faire [to do], les devoirs [homework].</p> <p>Provenance [arriving from], Départs [Departures], Arrivées [Arrivals], décollé [departed], à l'heure [on time], en avance [early], arrivé [arrived], en retard [delayed], l'avion (m) [plane], À quelle heure... ? [What time...?], un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix [1 - 10], onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf [11 - 19], vingt, trente, quarante, cinquante [20, 30, 40, 50].</p> <p>La semaine d'école [the school week], le français (m) [French], less dessin (m) [art], la géographie (f) [geography], l'anglais (m) [English], l'éducation physique (f) [P.E.], l'informatique (f) [I.T], les mathématiques (f) [maths], la musique (f) [music], l'histoire (f) [history], les sciences (f) [science] les études religieuses [R.E.] lundi [Monday], mardi [Tuesday], mercredi [Wednesday], jeudi [Thursday], vendredi [Friday], samedi [Saturday], dimanche [Sunday], la semaine (f) [week], C'est quel jour ? [What day is it?], la première [the first], la dernière [the last].</p>
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