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| French Curriculum Planning - End points  *‘Being Our Best Selves’* | | | |
| Year group | Autumn Term | Spring Term | Summer Term |
| **YEAR 3**  **Content**  **Beginning to learn:**  **Language learning skills**  **Beginning to:** | **A New Start**  **KPIs**  Can:  Say a greeting  Respond to a question about name or feelings  Attempt a question – name or feelings  Remember some numbers between 0-11  Say at least 4 colours  **Calendar & celebrations**  **KPIs**  Can:  Read and say some adjectives of colour  Recognise and say a day of week  Attempt to copywrite accurately a day of week  Recognise and say most months  Attempt to write accurately an important month of year  **Culture:** Christmas  Speak confidently  Identify key sounds  Ask question with intonation  Read some familiar target language words  Take risks / positive attitude  Copy and write familiar target language words  Listen attentively  Make educated guesses  Make links with other language | **Animals I like and don’t like**  ***KPIs.***  Can:  Remember and say animal nouns  Write a simple sentence about a favourite animal  Recognise a noun in a sentence  **Story**: Animals I see when I walk to school.  **Carnival Time**  **KPIs**  Can:  Recall numbers 0-11  Recall personal info questions from Autumn 1  Say age  Recall some months of year  Recall some days of week  Attempt to say and write the date  **Culture:** Carnival & Easter  Speak confidently (words and phrases)  Imitate pronunciation  Listen attentively  Recall and use prior learning  Ask a question accurately  Actions to aid memory  Make links with English and home languages.  Practise with a friend  Write simple sentences using a model.  Positive attitude  Take risks | **Fruit and vegetables**  **KPIs**  Can:  Understand and say fruit/veg nouns  Recall numbers 0-15  Count fruits  Understand, enjoy, join in with story and board game  Ask politely for an item  Attempt to write a simple sentence using conjunction “and”  **Story**: The very hungry caterpillar, performance  **Going on a picnic / Places in France**  **KPIs** Can:  Identify and understand familiar colours in a sentence  Remember and say familiar colours  Understand and join in with a story  Ask the question “Where do you live/  Respond to the question with “I live in...”  **Culture**: Map and places - in France  Speak confidently (words and phrases)  Actions/games to aid memory  Recall and use prior learning  Ask a question accurately  Listen attentively  Positive attitude  Take risks  Imitate pronunciation  Make links with English and home languages.  Write simple sentences using a model. |
| **YEAR 4**  **Content**  **Revisit and develop:**  **Language learning skills**  **Revisit and develop:** | **Welcome to our school**  **KPIs**  Can:  answer several questions about themselves  ask several questions about a friend  understand and respond to classroom instructions  recall days of week  recall months of year  say and write some nouns for places in school  say and write some nouns for classroom objects  **Culture**: School in France  **My local area**  **KPIs**  Can:  Listen and respond accurately to sequence of commands  Communicate simple instructions  Recognise and read places in town nouns  Ask and respond appropriately to where something is  **Culture**: Shops & a typical town in France  Speak confidently (words, phrases, sentences).  Identify key sounds and silent letters.  Memory skills to aid comprehension  Identify language patterns  Ask question with correct intonation.  Read some familiar and unfamiliar target language words.  Write familiar target language words from memory.  Take risks/positive attitude  Listen attentively  Make educated guesses  Recall previously learnt language | **Family tree/describing faces**  **Culture**: Epiphany in France.  **KPIs**  Can:  Remember and say nouns for members of family  Recognise, understand and say parts of face nouns  Write a simple sentence with a part of face and a colour.  **Parts of the body/feeling unwell**  **KPIs**  Can:  Recognise and use accurately body part nouns  Understand simple descriptive sentence about body parts with colour adjectives and size adjectives  Say and write simple sentence about for a physical description  Follow a simple sequence of physical movement commands Communicate a simple sequence of physical movement commands  Explain what hurts and how feeling  Take part in at the doctors’ roleplay  Speak confidently (words and phrases)  Imitate the pronunciation of sounds  Use a bilingual dictionary to check spellings or look up new words  Make educated guesses of context  Actions/games to aid memory  Recall and use prior learning  Positive attitude  Take risks and learn from mistakes  Imitate pronunciation | **Jungle animals/Dear Zoo story**  **KPIs**  Can:  Identify jungle animal nouns  Remember jungle animal nouns  Identify and find meaning of unfamiliar adjectives  Understand and join in with a story.  Say/write a simple sentence – noun, adjective, conjunction about jungle animals.  **Story**: Walking through the jungle  Dear Zoo  **Poem**: Jungle animal explorers  **The weather / ice creams**  **KPIs**  Can:  Read and understand 3 simple sentences about the weather  Say and write 3 simple sentences about the weather  Understand some ice cream flavours  Describe a favourite ice cream  Participate in a buy an ice cream roleplay  **Culture**: Map and places - in France and weather forecasts  **Language Puzzle**: using our language detective skills to explore another language.  Speak confidently (words and phrases)  Actions/games to aid memory  Recall and use prior learning  Ask a question accurately  Listen attentively  Positive attitude  Take risks  Imitate pronunciation  Make links with English and home languages.  Write simple sentences using a model. |
| **YEAR 5**  **Content**  **Revisit and develop**  **Language learning skills**  **Revisit and develop:** | **Talking about us**  **KPIs**  Can:  Say an extended sentence about how feeling with a reason  Say a 3rd person singular sentence with details about someone else  recognise and say at least 5 school subjects  say and write an extended opinion about a school subject using a like/dislike verb  **Culture**: School in France  **Time in the city**  **KPIs**  Can:  Understand at least 5 places in the city/town nouns  Say and write a simple sentence to describe what is in a town/city  Can say and write the nouns for presents on a charity stall.  Can ask and answer politely to purchase an item  Can participate in a simple shopping dialogue  Write a simple descriptive sentence about a festive jumper.  Speak confidently (words, phrases, sentences).  Identify key sounds and silent letters.  Memory skills to aid comprehension  Identify language patterns  Identify word roots across languages  Develop reading aloud skills  Develop comprehension skills and strategies  Develop speaking and writing skills  Continue to develop word reference tools skills.  Ways to explore sentence structure  Write simple extended sentences using a model. | **Healthy eating and going to the market**  **KPIs**  Can:  Remember and say familiar fruit/veg nouns  Identify cognates and semi cognates (fruit/veg nouns)  Say some numbers between 0 and 100  Participate in an at the market roleplay  Follow simple instructions for a recipe  Give simple instructions for a recipe  Can:  Identify and understand food nouns  Can say nouns for food accurately  Can read and understand sentences about food  Can use nouns and adjectives accurately to create descriptive sentences  Can use parts of the verb to eat to write simple sentences  **Clothes**  **KPIs**  Can say nouns for items of clothing  Can read descriptive sentences with nouns and colour adjectives  Can use adjectives and nouns to write descriptive sentences.  Speak confidently (words, phrases and sentences)  Explore how to use a bilingual dictionary  Imitate pronunciation  Make educated guesses using context  Actions and games to aid memory  Recall and use previously learnt language  Take risks and learn from mistakes  Identify sounds and silent letters.  Practise with a friend  Write simple sentences using a model. | **Going on holiday**  **KPIs**  Can:  Understand information on a simple ID card  Ask and answer details about identity  Recognise some countries in target language  Read and understand simple facts about some holiday places.  Recall and use prior learning to create a simple postcard  **At the seaside**  **KPIs**  Can:  Understand and say nouns for beach bag items  Use sentence starters to create a sequence of sentences  Use “you can” + infinitive of a verb to create a persuasive sentence  Say/write extended sentences to describe a day at the seaside.  Speak confidently (words and phrases)  Actions/games to aid memory  Identify key sounds and silent letters  Take risks  Games and actions to aid memory  Use a bilingual dictionary to check spellings or look up new words  Write simple extended sentences using a model. |
| **YEAR 6**  **Content**  **Revisit and develop:**  **Language learning skills**  **Revisit and develop** | **Everyday Life**  **KPIs**  Can:  Participate in brief conversations about themselves and others.  Understand and say several o’clock time phrases  Say and write a sequence of daily routine sentences  Ask and answer some question about own daily routine  **Where I live, where you live**  **Homes and houses**  **KPIs**  Can:  Understand brief descriptions of items in a house  Use a sequence of simple sentences with nouns and adjectives to describe a house  Ask and answer where something is, using prepositions of place.  Speak confidently (words, phrases, sentences).  Identify key sounds and silent letters.  Memory skills to aid comprehension  Identify language patterns  Continue to develop word reference tools skills.  Practise new language with a partner  Ask and answer questions with accurate sentence form and intonation.  Write simple extended sentences using a model.  Listen attentively  Make educated guesses  Recall previously learnt language.  Games to aid memory  Use bilingual dictionaries to check spelling and meanings | **Investigating sports**  **KPIs**  Can:  Say and write nouns for sport  Identify cognates and semi-cognates  Express a like/dislike of a sport  Identify and attempt to use parts of the present tense of jouer  Give an opinion  Say and write a description of a sport.  **At the funfair**  **KPIs**  Can:  Understand information about a theme park  Describe funfair rides in simple sentences.  Express opinions of rides in extended sentences using conjunctions and adjectival phrases.  Say a simple statement about favourite things  Write a simple statement about favourite things  Speak confidently (words, phrases and sentences)  Explore how to use a bilingual dictionary  Imitate pronunciation  Make educated guesses using context  Actions and games to aid memory  Recall and use previously learnt language  Take risks and learn from mistakes  Make links between English/home languages and French  Practise with a friend  Write simple sentences using a model.  Identify key sounds and silent letters  Use a bilingual dictionary to check spellings or look up new words | **Café culture**  **KPIs**  Can:  Understand a target language menu.  Ask for 3 drinks politely  Ask for 3 snacks politely  Ask politely for typical target language breakfast items  Participate in short café roleplays.  **Preparing for language learning at KS3**  **KPIs**  Can:  Understand a simple short sketch  Develop and adapt a simple short sketch and add new language  Remember a short sketch  Participate in a sketch  Use a word reference tool and comprehension strategies to access unfamiliar language  Compile over time and write a sequence of short texts to describe themselves and the things they like.  Speak confidently (words and phrases)  Actions/games to aid memory  Recall and use prior learning  Ask a question accurately  Listen attentively  Take risks and learn from mistakes  Make links with English and home languages  Identify key sounds and silent letters |

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| **Skill level –** In line with the Common European Framework of Reference (CEFR) A1 |
| **Sound Spelling**  Can match sounds to familiar written words and can pronounce familiar words and some new words accurately.  **Listening**  Can understand a few familiar spoken words and phrases.  **Speaking**  Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.  **Reading**  Can understand simple written phrases. Can match sounds to familiar written words.  **Writing**  Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood. |